### SUMMARY OF THE STUDY

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7.1 INTRODUCTION

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 child and every child is unlike every other child. Each child has his/ her own unique traits, which present him/her as a separate individual from others. Exceptional children too cannot be excluded from this.

Exceptional children have been classified into different categories, for practical purposes, in the field of education. Visually impaired children fall into the sensorial disable children who are physically handicapped. When a person has visual acuity of 20/200 or even less he is considered to be legally blind. This would mean that the affected person’s best eye can only see at 20 feet which can be seen at about 200 feet by a person with normal vision; a person is also called legally blind, if the correct field of vision is less than an angle of 20° degree. However, is a person has no perception of a visual stimulus, he is considered to be completely blind.

If the visual acuity in the best eye is 20/70 or less, he is considered to have impaired vision, and visual ability is substantially reduced. Visual impairment may also include loss of peripheral or central vision. It may also take many other forms, such as, not being able to co-ordinate two eyes together on the object, blurred vision, or problem of vision under dim light or bright light (Sen, A. 1988).

Loss of vision induces a variety of adjustment problems and personality deterrents. Blindness in an individual exerts a profound effect on his psyche (Barker, 1959). The significant role of vision becomes evident from the fact that man both physically and psychologically, is the product of his continuous interaction with his
environment; and vision plays a pivotal role in this interaction. It is, therefore, imperative that loss of vision would create serious adjustment problems degree of which would perhaps depend psychological equilibrium of the disabled individual.

There are mainly two domains of adjustments that a disabled person has virtually to make – (i) he has to adjust himself to his own specific disability and (ii) he has to adjust to the uncongenial social surroundings. The disabled may face many social disadvantages such as feeling of inferiority, fear of social ridicule, lack of self-confidence, limited sphere of social participation and inability to complete with the so-called physically normal people. Thus, a disabled person has to bear a burden of both social handicap and his specific handicap. A variety of adjustment problems would be apparent in different spheres, such as physical adjustment emotional adjustment, family adjustment, social adjustment and experience deprivation.

After birth the child is in the process of gradual growth and development. It gives him knowledge and experience and the capacity for more effective adjustment with the environment. Physical growth brings about mental, emotional, social and moral development. Child continues to develop in these different directions till the age of 25 years in general. His course of development has been classified into four major stages as – (i) Infancy, (ii) Childhood, (iii) Adolescence and (iv) Adulthood. Among these four stages, adolescence is the most sensitive period of human development. During this period, the adolescent faces adjustment problems physically, mentally, socially and emotionally. He becomes the focus of attention in the family. So, he becomes extremely self-conscious. Due to the rapid growth and development, the adolescent becomes conscious of his/her varied needs which are
related to the biology of his body as well as his placement in the social set-up in which he lives.

Adolescence appears to be the period of life during which individual makes the first serious effort to mark out the self-concept. The growing adolescent becomes aware of his physical and psychological changes. He developed some kind of ideas (concepts) and attitudes as to what other people around think of him to be (Dutta, 1987). Self-concept is central to human personality. The ‘Self’ emerges in early childhood period as a result of interaction between the child and the total environment. By late adolescence period, the concept of self assumes stability (Tripathi, A. 1990).

Considerable discrepancies frequently appear between one’s self-concept and his ideal self. The difference between the two has been used as a basis for determining the extent of frustrations and maladjustments. Frequently compensatory defence mechanisms and excessive emotionality are directly related to the persons attempt to defend the self-concept and to bridge inadequacies in life activities. While some adjustive difficulties may stem from feelings of exaggerated superiority, in most cases apparent and external reactions of superiority are efforts to hide or deny feelings of inferiority. Inferiority may be experienced by persons on all levels of life but is a widespread adolescent phenomenon (Garrison, 1965).

Every adolescent either normal or disable may develop their self-concept. It is seen that the physically handicapped child in his social relationship is like all children, attempting to ensure not his physical organic self, but his phenomenal self, the concept of himself of which he is cognisent. Two types of problems are to be observed in the handicapped child from this point of view.
1. Adjustment problems which might occur in the normal developmental progress of self and for the maintenances of self-concept already developed and
2. Adjustment problems which are solely emerging from the fact that a physical handicap is inserted between the goal and the self-desire to achieve such a goal (Cruickshank, 1948).

In view of the above facts, an attempt was made by the researcher in the present study to compare the normal and visually impaired adolescent with respect to two psychological variables and hence the study was entitled as:- “A Comparative Study of the Self-Concept and Emotional Adjustment of Normal and Visually Impaired Students of Assam”.

7.2 VARIABLES UNDERTAKEN IN THE STUDY

Two types of variables were emerged from the title of the study. Adolescent students are taken as independent variable and self-concept and emotional adjustment are taken as dependent variable, which are as follows –

(A) Independent variables
   (i) Normal Adolescent Students.
   (ii) Visually Impaired Adolescent Students.

(B) Dependent Variables
   (i) Emotional Adjustment
   (ii) Self-Concept

7.3 OBJECTIVES OF THE STUDY

The present study was conducted with the following objectives:

A. General objectives
   (1) To compare the normal and visually impaired adolescent students with respect to emotional adjustment,
To compare the self-concept of normal and visually impaired adolescent students,

To compare the self-concept of normal and visually impaired adolescent students with respect to various dimensions-

- Self-Concept and Behaviour
- Self-Concept and Intellectual and School Status.
- Self-Concept and Physical Appearance and Attributes.
- Self-Concept and Anxiety.
- Self-Concept and Popularity.
- Self-Concept and Happiness and Satisfaction

To study the relationship between self-concept and emotional adjustment of normal adolescent students -

i. Having high self-concept and having high emotional adjustment.
ii. Having average self-concept and having average emotional adjustment.
iii. Having low self-concept and low emotional adjustment

To study the relationship between self-concept and emotional adjustment of visually impaired adolescent students

i. Having high self-concept and having high emotional adjustment.
ii. Having average self-concept and having average emotional adjustment.
iii. Having low self-concept and low emotional adjustment.

B. Specific Objectives

1(i) To compare the normal and visually impaired adolescent boys with respect to emotional adjustment

(ii) To compare the normal and visually impaired adolescent girls with respect to emotional adjustment
2(i) To compare the self-concept of normal and visually impaired adolescent boys.
(ii) To compare the self-concept of normal and visually impaired adolescent girls.
3(i) To compare the self-concept of normal and visually impaired adolescent boys with respect to behaviour
(ii) To compare the self-concept of normal and visually impaired adolescent girls with respect to behaviour.
(iii) To compare the self-concept of normal and visually impaired adolescent boys with respect to intellectual and school status.
(iv) To compare the self-concept of normal and visually impaired adolescent girls with respect to intellectual and school status.
(v) To compare the self-concept of normal and visually impaired adolescent boys with respect to physical appearance and attributes.
(vi) To compare the self-concept of normal and visually impaired adolescent girls with respect to physical appearance and attributes.
(vii) To compare the self-concept of normal and visually impaired adolescent boys with respect to anxiety.
(viii) To compare the self-concept of normal and visually impaired adolescent girls with respect to anxiety.
(ix) To compare the self-concept of normal and visually impaired adolescent boys with respect to popularity.
(x) To compare the self-concept of normal and visually impaired adolescent girls with respect to popularity.
(xi) To compare the self-concept of normal and visually impaired adolescent boys with respect to happiness and satisfaction.
(xii) To compare the self-concept of normal and visually impaired adolescent girls with respect to happiness and satisfaction.
7.4 HYPOTHESES

The following null hypotheses were formulated to carry out the study, related with the above mentioned objectives taken into consideration for the study —

\( H_0_1 \): Mean emotional adjustment scores of normal and visually impaired adolescent students do not differ significantly.

\( H_0_2 \): Mean emotional adjustment scores of normal and visually impaired adolescent boys do not differ significantly.

\( H_0_3 \): Mean emotional adjustment scores of normal and visually impaired adolescent girls do not differ significantly.

\( H_0_4 \): Self-concept of normal and visually impaired adolescent students do not differ significantly.

\( H_0_5 \): Visually impaired and normal adolescent boys do not differ in self-concept.

\( H_0_6 \): Normal and visually impaired adolescent girls do not differ significantly in self-concept.

\( H_0_7 \): The self-concept of normal and visually impaired adolescent students do not differ significantly with respect to various dimensions.

\( H_0_8 \): Self-concept of normal and visually impaired adolescent boys do not differ significantly in behaviour.

\( H_0_9 \): Self-concept of normal and visually impaired adolescent girls do not differ significantly in behaviour.

\( H_0_{10} \): Self-concept of normal and visually impaired adolescent boys do not differ significantly in intellectual and school status.

\( H_0_{11} \): Self-concept of normal and visually impaired adolescent girls do not differ significantly in intellectual and school status.
H012: Self-concept of normal and visually impaired adolescent boys do not differ significantly in physical appearance and attributes.

H013: Self-concept of normal and visually impaired adolescent girls do not differ significantly in physical appearance and attributes.

H014: Self-concept of normal and visually impaired adolescent boys do not differ significantly with respect to popularity.

H015: Self-concept of normal and visually impaired adolescent girls do not differ significantly with respect to popularity.

H016: Self-concept of normal and visually impaired adolescent boys do not differ significantly with respect to happiness and satisfaction.

H017: Self-concept of normal and visually impaired adolescent girls do not differ significantly with respect to happiness and satisfaction.

H018: There is no significant relationship between self-concept and emotional adjustment of normal adolescent students -
   i. Having high self-concept and having high emotional adjustment.
   ii. Having average self-concept and having average emotional adjustment.
   iii. Having low self-concept and low emotional adjustment

H019: There is no significant relationship between self-concept and emotional adjustment of visually impaired adolescent students
   i. Having high self-concept and having high emotional adjustment.
   ii. Having average self-concept and having average emotional adjustment.
   iii. Having low self-concept and low emotional adjustment

7.5 METHODOLOGY

The methodology of educational research is a vast field growing literature combining various approaches to suit different problems relating to a wide variety of
study areas of education. All researches, in fact involve the elements of observation, description and analysis of what happens under certain circumstance. For the present study casual comparative method of descriptive survey research was used.

7.5.1 Population and Sample

The population of the present study will involve the normal adolescent students and visually impaired adolescent students of Assam.

Since the present study deals with the comparison of visually impaired and normal adolescent students, the simple random method of sampling has been used. The sample is taken from special schools meant for the visually impaired and general schools for the normal children at Guwahati, Nagaon, Jorhat, Dibrugarh and Lakhimpur.

The sample consists of 100 visually impaired adolescent students and 100 normal adolescent students from special as well as normal schools of the six districts.

7.5.2 Tools Used

The investigator selected the following tools to study the effect of independent variables on dependent variables. These are -

(1) Adolescent’s emotional adjustment inventory,

(2) Children’s self-concept scale.

7.6 ANALYSIS OF THE DATA

To compare the self-concept and emotional adjustment between normal and visually impaired adolescent students, data were analysed by computing Mean, Standard Deviation, ‘t’ Ratio. The percentile point and the Pearson Product Moment Method of correlation was used to find out the relationship between self-concept and emotional adjustment of normal and visually impaired adolescent students separately.
7.7 FINDINGS OF THE STUDY

The findings related to the different objectives taken into consideration.

7.7.1 Findings related to Emotional Adjustment Scores

1. Normal and visually impaired adolescent students differ significantly from each other with respect to emotional adjustment. The mean difference between normal and visually impaired adolescent student is \( t=3.66 \). It is highly significant \( (2.58 \text{ at } 0.01 \text{ level of significance}) \). So, the result shows that the emotional adjustment of normal and visually impaired adolescent students are not same.

2. The normal and visually impaired adolescent boys also differ with respect to emotional adjustment. The mean difference between the two groups is \( (t=2.61) \). It is highly significant at \( (0.01 \text{ level of significance}) \). It may be inferred that normal and visually impaired adolescent boys differ significantly from each other with respect to emotional adjustment.

3. In another comparison the emotional adjustment of normal adolescent girls differ from visually impaired adolescent girls. The mean difference between both the group is \( (t=4.91) \). It is highly significant at \( (0.01 \text{ level}) \). So, the result shows that there is a vast difference between normal and visually impaired adolescent girls with respect to emotional adjustment.

7.7.2 Findings related to Self-Concept Scores

1. The self-concept of normal and visually impaired adolescent students do not differ. The mean difference between both the group is \( (t=0.73) \). So, the result is not significant and it may be inferred that concept about oneself of normal and visually impaired adolescent students are same.
2. The normal and visually impaired adolescent boys are also same with respect to self-concept. The mean difference is ($t=0.39$). So, the calculated value is less than the table value (1.96 at 0.05 level). Thus, it may be inferred that normal and visually impaired adolescent students do not differ in self-concept.

3. The self-concept of normal and visually impaired adolescent girls are same. The mean difference is ($t'=1.54$). So, it is not significant and the result shows that there is no significant difference between normal and visually impaired adolescent girls with respect to self-concept.

7.7.3 Findings related to Different Dimensions of Self-Concept Scores

1. Self-concept of normal and visually impaired adolescent students differ significantly with respect to behaviour.

2. Self-concept of normal and visually impaired adolescent boys also not same with respect to behaviour.

3. Self-concept of normal and visually impaired adolescent girls are also differ from each other with respect to behaviour.

4. Self-concept of normal and visually impaired adolescent students do not differ with respect to intellectual and school status.

5. Self-concept of normal and visually impaired adolescent boys do not differ with respect to intellectual and school status.

6. Self-concept of normal and visually impaired adolescent girls do not differ with respect to intellectual and school status.

7. Self-concept of normal and visually impaired adolescent students do not differ from each other with respect to physical appearance and attributes.
8. Self-concept of normal and visually impaired adolescent boys do not differ from each other with respect to physical appearance and attributes.

9. Self-concept of normal and visually impaired adolescent girls do not differ from each other with respect to physical appearance and attributes.

10. Self-concept of normal and visually impaired adolescent students do not differ from each other with respect to anxiety.

11. Self-concept of normal and visually impaired adolescent boys do not differ from each other with respect to anxiety.

12. Self-concept of normal and visually impaired adolescent girls do not differ from each other with respect to anxiety.

13. Self-concept of normal and visually impaired adolescent students differ with respect to popularity.

14. Self-concept of normal and visually impaired adolescent boys do not differ with respect to popularity.

15. Self-concept of normal and visually impaired adolescent girls differ significantly with respect to popularity.

16. Self-concept of normal and visually impaired adolescent students do not differ with respect to happiness and satisfaction.

17. Self-concept of normal and visually impaired adolescent boys do not differ with respect to happiness and satisfaction.

18. Self-concept of normal and visually impaired adolescent girls do not differ with respect to happiness and satisfaction.
7.7.4 Findings related to Relationship between Self-Concept and Emotional Adjustment Scores of Normal Adolescents

1. Having high self-concept and having high emotional adjustment of normal adolescent students has negative and very low relationship (r = -0.14).
2. There is a positive but negligible relationship between having average self-concept and average emotional adjustment (r = 0.11) of normal adolescent students.
3. Normal adolescent students shows negative and negligible relationship in between having low self-concept and low emotional adjustment (r = -0.04).

7.7.5 Findings related to Relationship between Self-Concept and Emotional Adjustment Scores of Visually Impaired Adolescents

1. The relationship between having high self concept and emotional adjustment of visually impaired adolescent students are positive but it is low (r = 0.24).
2. The relationship between having average self concept and emotional adjustment of visually impaired adolescent students are positive and low (r = 0.30).
3. The relationship between having low self concept and emotional adjustment of visually impaired adolescent students are positive and barely average (r = 0.33).

7.8 CONCLUSION

The present study was designed to compare the normal and visually impaired adolescent students with respect to self-concept and emotional adjustment. On the basis of the findings of the study it can be safely concluded that there is significant difference between normal and visually impaired adolescent students with respect to
emotional adjustment. This means visual impairment has direct influence on adolescent’s emotional adjustment.

From the findings of the present study it is also evident that there is no significant difference between normal and visually impaired adolescent students in relation to self-concept. This means that visual impairment has no direct influence on self-concept (overall). But, regarding dimensions of self-concept like behaviour and popularity, visual impairment shows direct influence. Self-concept on behaviour and popularity of normal adolescent students differ significantly from that of the visually impaired adolescent students. Relationship between self-concept and emotional adjustment for normal adolescent students is negative in high and low groups but positive in average group. For visually impaired adolescents it is positive and almost low relationship.

Adolescent is a complex stage of life in which physiological and physical changes begin, which provide the youngsters with the capacities of mature people, but having such capacities does not guarantee an egalitarian position in society; they must achieve their position by competing with others (Delval, 1994). If we add an impairment in this case, lack of vision to this difficult situation, we find a very complicated stage life, in which the youths need all the help and understanding that can be provided. There are few studies in the field of visual impairment carried out with student population about such important aspects self-concept, self-esteem and personality adjustment. The teachers of these students feel the need to know the areas or aspects in which they may need help and the results of this study are a contribution to this need.