CHAPTER-I

INTRODUCTION

Education should contribute to every person’s complete development-mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality (UNESCO, 1972).

This fundamental principle has been forcefully reasserted by the International Commission on Education for Twenty-first Century (UNESCO, 1996). Most of the educators, especially from the 20th century onwards, lay stress on the social aspects of education in addition to the academic areas. They uphold that education is a life-long process by which an individual adapts himself/herself gradually and gracefully to the available physical, intellectual, emotional, social and spiritual environments. Hence, in the process of education, teachers’ all round development should also be considered seriously in general throughout life and at the pre-service level particularly.

Education, all the way through life, is based on the four key pillars: ‘learning to know, learning to do, learning to live together and learning to be’, which all together shape an individual as a whole (International Commission on Education for Twenty-first Century - UNESCO, 1996):

- **Learning to know**, i.e., mastering knowledge oneself, is both a means and an end in life. This furthermore means learning to learn, throughout the life.
- **Learning to do**, i.e., acquiring not only a vocational skill but also, more broadly, the ability to deal with numerous situations and to work within a group. It also means learning to do in the context of young people’s various social and work experiences which may be formal or informal.
• **Learning to live together**, i.e., developing to be a social being (understanding others and an appreciation of interdependence—carrying out joint ventures and learning to manage conflicts).

• **Learning to be**, i.e., developing one’s personality and be able to act with increasingly greater self-sufficiency, judgment and an individual responsibility. In this connection, any aspect of a person’s potential (i.e., memory, reasoning, aesthetic sense, physical capacities and communication skills) should not be disregarded in education.

Every individual in democracy has a fundamental right to receive education. Teachers, social workers and general public should not only be concerned with the education of able bodied but also with the differently abled. Students with special needs have a right to live and participate fully in settings and programmes in school, at home, in workplace and in the community. Individuals with special needs have the right to become independent, contributing members of the society and a better human resource.

Special education aims at helping children and adults with special needs learn how to increase the level of decision-making, their functioning and self-concept, to achieve their goals and to have control over their own lives.

For the purpose of education, students with special needs are a heterogeneous group. They may learn quickly and easily or with great difficulty. Some have sensory or physical disabilities others may have mental, speech, physical, language or behavioral problems. Despite their special needs such students do learn? The students who have mild learning needs can be benefited from participation in regular classrooms. However, they require suitable teaching methods, material and adaptations to succeed in the mainstream.
Education of the visually impaired is one of the oldest fields of special education, perhaps because blindness is apparent and provokes strong emotions. In most of the countries special facilities and programmes for the blind were established before those for other groups of disabled individuals. Students with visual impairment may be blind or partially sighted. Also, vision impairments can be congenital or adventitious.

Since students with visual impairments form a disadvantaged lot in terms of their information and awareness due to their visual perceptual loss. Their limited experience and lack of environmental stimulation has a direct bearing on their self-concept, adjustment, social skills and emotional intelligence.

1.1 SELF-CONCEPT

The commonality which exists in an individual’s various role performances is related to his self-concept. Self-concept is an individual’s evaluation of his or her own abilities and attributes. It includes all aspects of an individual’s personality of which she/he is aware. Although some authors have drawn distinctions between self-concept and self-esteem (Damon and Hart, 1982), the terms are frequently used interchangeably. Several theoretical models of self-concept exist in the literature e.g. Harter (1982) found that self-concept can be broken down into three specific components i.e. cognitive, social and physical competence, and a general self-worth factor.

Children with a positive self-concept are described as imaginative, confident in their own judgments and abilities, assertive, able to assume leadership roles, less preoccupied with themselves and able to devote more time to others and to external activities. On the other hand, children with a negative self-concept are described as quiet unobtrusive, unoriginal, lacking initiative, withdrawn and doubtful about
themselves (Coppersmith, 1967), school progress and academic achievement are influenced by self-concept.

1.1.1 The Self

One characteristic that distinguishes human beings from other animals is our capacity for reflexive thought, the ability to reflect on the way in which we think. Reflexive thought allows us to think about who we are and how we are perceived by others. Accordingly, we are constantly defining ourselves. Ask any person who they are, and they will provide an extensive list of characteristics and identities that represent how they perceive themselves.

1.1.2 The Concept

A concept is basic unit of all types of learning. Human beings from infancy to old ages, learn new concepts and use of old concept in new situation of their life. Individuals differ in their level of concept formation on the basis of their age, intelligence and experience. A child of four years may have a different concept of plant than a teacher of biology.

The word concept is used to designate both mental constructs of individuals and also identifiable public entities that comprise part of the substance of the various disciplines. In simple terms we may define that a concept is an idea or understanding of what a thing is. We can also define a concept as ordered information about the properties of one or more things or class of things to be differentiated from and also related to other things or classes of things. Logically, a concept refers to a phenomenon in a given field that are grouped together because of their common characteristics, for example, the word square refers to a unique class of objects which are manifestly distinct from triangles and circles.
Kagan (1966) emphasizing the importance of concepts in life, writes that concepts are fundamental agents to intellectual work. The theoretical significance of cognitive concepts in psychological theory parallels the seminal role of valence in chemistry, gene in biology or energy in physics.

Formal definitions of the word concept vary so widely that communication is impeded across and even within disciplines. Flevell (1970) has indicated that a formal definition of concept in terms of its defining attributes is useful in specifying what concepts are and not and also understands the great variability among concepts of a variety of objects. Concepts have attributes or we may say that every concept has some attribute which refer to the set of values and properties that each member of the concept class has in common.

1.1.3 Meaning of Self-Concept

The term self-concept is part of our everyday conversation. We talk about people who have ‘low’ self-concept or individuals whose self-concept is not ‘strong’, as if self-concept were fluid levels in a car or a muscle to be developed. These actually are misuse of the term. In psychology, self-concept generally refers to ‘the composite of ideas, feelings and attitudes people have about themselves’. We could consider self-concept to be our attempt to explain ourselves to ourselves, to build a scheme that organizes our impressions, feelings and attitudes about ourselves. But this model or scheme is not permanent, unified, or unchanging. Our self-perceptions vary from situation to situation and from one phase of our lives to another.

Self-concept is the central theme around which a large number of the major aspects of personality are organized. Cattel referred self-concept as the key-stone of personality. Lewin (1951) has pointed out that self-concept gives the
consistency to the personality. Self-concept is the bases from one’s program in one’s life of it are necessary to develop self-confidence. In the process of learning from others experiences one must have self-concept. It helps a person to compete with others. It makes him accept the failure and success in the same manner because he knows himself well. To build a general conception about others, self-concept is very much needed. Strengthening one’s self concept may lead to perform well in his examination. A sense of personal worth should be cultivated through good education.

### 1.1.4 Types of Self-Concept

Self-concept may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

There are 6 major subtypes, namely physical i.e. an individual’s view of their body, health, physical appearance and strength, social i.e. an individual’s sense of worth in social interactions, temperamental i.e. an individual’s view of their prevailing emotional state or predominance of a particular kind of emotional reaction, educational i.e. an individual’s view of themselves in relation to school, teachers and extracurricular activities, moral i.e. an individual’s estimation of their moral worth; right or wrong activities and intellectual i.e. an individual’s awareness of their intelligence and capacity of problem solving and judgments.

### 1.1.5 Aspects of Self-Concept

The self-concept is how we think about and evaluate ourselves. To be aware of oneself is to have a concept of oneself.
The term self-concept is a general term used to refer to how someone thinks about or perceives themselves. It is an important term for both Social Psychology and Humanism.

Lewis (1990) suggests that development of a concept of self has two aspects:

**The Existential Self**- This is the most basic part of the self-scheme or self-concept; the sense of being separate and distinct from others and the awareness of the constancy of the self (Bee, 1992).

The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

**The Categorical Self**- Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or herself as an object which can be experienced and which has properties. The self too can be put into categories such as age, gender, size or skill. Two of the first categories to be applied are age (‘I am 3’) and gender (‘I am a girl’).

In early childhood the categories children apply to themselves are very concrete (e.g. hair color, height and favorite things). Later, self-description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

Carl Rogers believes that self-concept has three different components:
- The view you have of yourself (Self-image)
- How much value you place on yourself (Self-esteem or self-worth)
- What you wish you were really like (Ideal self)

1.1.6 Factors Affecting Self-Concept

Following are the factors that affect self-concept:

a. Age
b. Appearance
c. Gender
d. Culture
e. Income
f. Environment
g. Education

a. Age

Mature with experience (or so they say) and some people have an actual problem with the number. How young or old you view yourself in your head also matters. Some people think they are 18 forever (sadly).

b. Appearance

Isn’t this an obvious one? How pretty, ugly, thin, fat or however you perceive yourself or how others perceive you has a huge impact on our self-concept.

c. Gender

You can either conform to how society says a man or woman has to be or you don’t. You get criticized for both anyway. Some people can just be born in the
wrong body and hate themselves (or love) depending on how society view them. Equality comes into this big time. I personally think there isn’t a definite line between masculine and feminine they blend together. Plus there’s an ‘issue’ with your sexuality and where you fit into it on the scale of ‘screw everything that doesn’t comply with traditional views of the world’.

d. Culture

You can either go against everything your culture ever taught you or spend your life agreeing with it. Personally I don’t take culture as a part of my identity; it’s so full of crap. Sure there is something that is nice about culture but in my opinion the bad outweighs the good.

e. Income

About this one, maybe a case of being able to buy clothes and material possessions you want to own. The financial background you come from also has an effect on your personality and how you treat other people.

f. Environment

Your family can screw you up even if they are the nicest people in the world. It’s inevitable. You really start looking at yourself from a young age since you’re either being a ‘good’ child or a ‘bad’ child.

g. Education

This depends on whether you want to be there, how teachers treat you and how involved your parents are. But the theory goes if you go to college you’re ‘intelligent’ but I have met many educated people who don’t seem all that bright.
The brief overview of self-concept theory has focused on describing the ways people organize and interpret their inner world of personal existence. Three major qualities of self-concept – that it is (1) Learned, (2) Organized and (3) Dynamic – have been presented. Individuals have within themselves relatively boundless potential for developing a positive and realistic self-concept. This potential can be realized by people, places, programs and processes that are intentionally designed to invite the realization of this potential.

1.2 ADJUSTMENT

The concept of adjustment is very old as human race. It is psychological as well as biological concept. The biologists use the term adaptability is for the physical demand of the environment; by psychologist employ the term adjustment for varying situation, social, economic or inter-personal relations in the society. Life presents the continuous chain of struggle for existence and ‘survival’ (Darwin).

The observation is very correct as we find in our day- to- day life. Every one of us strives hard for the satisfaction of his needs. There has been continuous struggle, which means the need of the individual and the external forces since time immemorial. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanishes, lead miserable lives or prove a nuisance to the society. However, the concept of adjustment is not as simple as adaptation.

Adjustment is the process of finding and adopting modes of behaviour suitable to environment or change in the environment. The favourable, neutral and unfavourable adaptation of an organ to external and internal stimulation and the
process by which individual or group accept, compromise the social forces and one another (Good 1959).

The Dictionary of Education defines adjustment as ‘the process of finding and adopting modes of behaviour suitable to the environment to the change in the environment.’

Dictionary of Psychology defines education as ‘any operation where by an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal.’

In this way as far as the dictionary meaning of adjustment is to be understood as a means ‘to fit’, ‘to make correspondent’, ‘to adopt’ or ‘to accommodate’. Thus, when one adjusts something one changes it in some way to make it appropriate to certain requirements.

Adjustment is an important trait for a happy living in a society. It helps one to keep out basic impulses at tolerable levels, to believe in one’s own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. It is the process of establishing a satisfactory psychological relationship as well as constant interaction between the individual and his environment. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life.

An individual has usually two types of demands- external and internal (biological and psychological) demands. There has been a continuous struggle between the needs of individual and the external forces since time immemorial. Conflicts among the various demands or needs of a person present special problems of adjustment. These may cause frustrations and leads to abnormal
behaviour. A person who can adjust with the changing conditions can live happily and successfully. While others vanish, lead miserable lives or prove a nuisance to the society.

Psychologists have stated adjustment in two ways. First adjustment is an achievement or learning and second it is a process. It means adjustment is both process and product.

Adjustment has two meaning in one sense it is continuous process of life that affects an individual, changes his behaviour and prepares him to keep proper relationship with his environment. In second sense, adjustment is that conducive situation in which individual keep himself happy and free from mental ailment.

1.2.1 Meaning of Adjustment

The word ‘adjust’ is rooted in the Latin word ‘ad’ and ‘Justus’ meaning roughly ‘towards the just or right’.

In English

The meaning of adjustment is different, or course, but still covers the idea of moving into correct as proper relations with the environment.

Dictionary Meaning

Dictionary meaning of word ‘adjustment’ is to fit, to make suitable, to adopt, to arrange, to modify, to harmonize or to make correspondence between two things.

Encyclopedia

Adjustment if explained as the process of behaviour by which man and other animals maintain equilibrium in their needs and demands of the environment.
According to Psychology

Adjustment refers to an individual’s characteristics, understanding of reaction to and manner of solving problematic situation, which he experiences. Degree of adjustment may arrange from exceptionally adequate behaviour to maladjustment. According to popular usage, however, an adjusted person is one who confirms to culturally accepted norms, customs and general ways of life. A person is considered to be maladjusted if he is unable or unwilling to adopt one or more aspects of his behaviour to confirm to the so-called normal behaviour. The term adjustment is defined by different authors in many ways for example:

‘Adjustment is the process whereby an individual enters into harmonious or healthy relationship with his environment, physical and social’-Duncar

‘We can think of adjustment as psychological survival in the same way as biologist use the term adaptation to describe physiological survival’-Haller

‘Adjustment is the establishment of a satisfactory, representing harmony, conformance adaptation or the like’- Webster

‘Adjustment is a process by which living organisms maintain the balance between its need and circumstances that influence the satisfaction of these needs.’

-Shaffer

Goods in his ‘Dictionary of education’ has defined psychological adjustment as a process of finding and adopting modes of behaviour suitable to the environment to change in environment.

Any operation where by an organism or organ becomes more favorable related to environment or to the entire situation environmental and internal.
Biologically, A change or acquired characteristics in an organism that enables him to meet the requirement of his environment.

-Coleman (1960)

‘The process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment is called adjustment.’

Schneiders (1965)

‘We can define it most simply as a process involving both mental and behavioural responses, by which an individual strives to cope with inner needs, tensions, frustrations and conflicts and to bring harmony between these inner demands and those imposed upon him by the world in which he lives.’

Hussain (1985)

‘Adjustment is a continual process and by this process the individual tries to bring harmonious, stable and satisfying relationship with his environment, i.e., by this process the individual alters his impulses and responses to fit into the demands of this environment.’ In easy way we can say adjustment ‘to fit’, ‘to make correspondent’, ‘to accommodate’.

Psychologists have interpreted adjustment from two important points of view one, adjustment as a process and other, adjustment as an achievement. The first point of view emphasizes the process by which an individual adjusts in his external environment an second lays emphasis on the quality or efficiency of adjustment. Now let us examine both of these in detail.

**Adjustment as a process**

The fundamental motive of human behaviour is to seek pleasure and avoid pain. The world is not organized on such a basis where we can always seek pleasure and can have it. The individual has to act in accordance with the Social
norms, taboos and mores. The individual cannot fulfill all of his desires the ways he likes. So he has to make adjustment, which continues till his death.

**Adjustment as an achievement**

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances like business, military, education and other Social activities need efficient and well-adjusted man for the progress of nation.

If we interpret adjustment as an achievement, then we will have to set the criteria to judge the quality of adjustment.

**1.2.2 Areas of Adjustment**

There are five areas of adjustment viz.

- Personal Adjustment
- Home Adjustment
- Social Adjustment
- Health and Emotional Adjustment
- Professional Adjustment

Here, main emphasis has been given on these three:

A. **Personal Adjustment**

Personal adjustment is the development and interactions of the individual to his own feelings, family life health emotion etc.

B. **Social Adjustment**

Human being is social animals. One cannot live without society. Social adjustment includes the effective relationship of recognition, understanding and approval among the friends and other associates.

C. **Professional Adjustment**

Where, as in the adjustment of teachers their profession plays a great role.
Degree of the satisfaction with the choice of profession working conditions, relationship with colleagues and principle, financial satisfaction and chances for promotion decide one’s adjustment to profession and contributes significantly towards once or all adjustment.

1.2.3 Characteristics of a well adjusted person

A Person is said to be adjusted when he is relatively happy, efficient and had some degree of social feelings.

Adjustment is a process that takes a person to lead a happy and well-adjusted life. Adjustment persuades one to change one’s way of life according to the demands of the situation.

- She/he has a feeling of ease with his surroundings.
- She/he is in touch with reality and not easily frustrated.
- She/he has capacity to deal with adverse circumstances.
- She/he is happy at work.
- She/he has a balanced philosophy of life with no stress and strains.
- His/her observation is scientific in nature.
- There is flexibility in his/her behaviour.
- She/he has adequate level of aspiration.
- She/he feels reasonably secure and maintains his self-esteem.
- Well-adjusted person respects oneself and others.
- He likes people, admires their good qualities and wins their affection and does not have fault-finding attitude.
- He has a realistic perception of the world and always plans, thinks and acts pragmatically.
- Adjustment helps in keeping balance between one’s needs and capacity to meet these needs.
1.3 EMOTIONAL INTELLIGENCE

The word intelligence is as old as human existence and symbiotically associated with thinking skills that distinguish an individual from another and most importantly a predictor of life adjustment in the society. When psychologists began to write and think about intelligence, they focused on cognitive aspects, such as memory and problem-solving. However, there were researchers who recognized early on that the non-cognitive aspects were also important. For instance, David Wechsler defined intelligence as “the aggregate or global capacity of the individual to act purposefully, to think rationally, and to deal effectively with his environment” (Wechsler, 1958, p.7) As early as 1940 he referred to “non-intellective” as well as “intellective” elements (Wechsler, 1940), by which he meant affective, personal and social factors. Furthermore, as early as 1943 Wechsler was proposing that the non-intellective abilities are essential for predicting one’s ability to succeed in life. Wechsler was not the only researcher who saw non-cognitive aspects of intelligence to be important for adaptation and success. Robert Thorndike was writing about “social intelligence” in the late thirties (Thorndike & Stein, 1937). Unfortunately, the work of these early pioneers was largely forgotten or overlooked until 1983 when Howard Gardener began to write about “multiple intelligence”. Gardener (1983) proposed that “intrapersonal” and “interpersonal” intelligences are as important as the type of intelligence typically measured by IQ and related tests.

When Salovey and Mayer coined the term emotional intelligence in 1990 (Salovey and Mayer, 1990), they were aware of the previous work on non-cognitive aspects of intelligence. They described emotional intelligence as “a form of social intelligence that involves the ability to monitor one’s own and
others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey and Mayer, 1990).

Emotional intelligence as conceptualized by Salovey and Mayer (1990) consisted of three different categories of adaptive abilities. Firstly, it is appraisal and expression in the self as well as others. In the self there are verbal and non-verbal components. In the others, there are non-verbal perception and empathy. Secondly, there is a regulation of emotion in the self and others. Thirdly, it is utilization of emotion that includes flexible planning, creative thinking, redirected attention and motivation. Goleman (1995) defined that emotional intelligence is the ability in realizing one’s own feelings as well as the feelings of others in order to build up self inducement, to manage personal emotions and the emotions occurred from various associations. According to Goleman, the term emotions refer to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act. These expressions are anger, sorrow, fear, joy, love, repulsion, surprise and shame etc. In general EI is the accumulation of all non-cognitive and non-physical capabilities, competencies and skills a person has, that help him/her to deal with the demands and pressure of everyday life. Cooper and Swaraf gave a definition for ‘Emotional Intelligence’ that it is the personal ability to perceive, understand and apply the power of knowing the mood, as the ground of forces and data to build up associations to influence people. Baron in 2005 conceptualizes emotional intelligence as an array of non-cognitive capabilities, competencies and skills that influence one’s ability to succeed in coping with environmental demands and pressures. He divides emotional intelligence into five skill areas:
Mood; optimism and joy

Stress management; impulse control and tolerance

Intrapersonal skills; self-actualization, self-esteem, independence, self-awareness

Interpersonal skills; relationship, empathy

Adaptability; flexibility and problem solving.

Mayer et al. (2000) propose a four branch model of EI encompassing the following psychological processes:

An awareness of one’s own and others’ emotions and an ability to monitor emotions and express them appropriately

An ability to use emotions to facilitate thought and to guide selective attention

An ability to understand emotions, for example, why certain emotions arise in certain situations and how different emotions relate to one another

The ability to regulate emotions.

Model of Emotional Intelligence:
The sets of abilities (verbal and nonverbal) that enable a person to generate, recognize, express, understand, and evaluate their own, and others, emotions in order to guide thinking and action that successfully cope with environmental demands and pressures.” (Rooy and Viswesvaran 2005).

1.3.1 Components of Emotional Intelligence

According to Salovey and Mayer (1990) emotional intelligence categorized into five domains:

1. Self Awareness: Observing yourself and recognizing of feeling as it happens.
2. Managing Emotions: Handling feelings so that they are appropriate to realized what is behind a feeling, finding ways to handle fears and anxieties, anger and sadness.
3. Motivating Oneself: Channeling emotions in the service of a goal; emotional self control’s delaying gratification and stifling impulse.
4. Empathy: Sensitivity to other’s feelings and concerns and taking their perspective; appreciating the differences in how people feel about things.
5. Handling Relationship: Managing emotions in others, social competence and social skills.

Wagner and Sternberg classified it into three categories as follows:

1. Managing Self

This refers to the ability in administering of managing self in everyday to get the highest results such as sequencing of activities; self instigation and inducement to achievement; build up good self inducement; be daring for ventures; not to be discouraged, know the limit of one’s own potentiality.
2. Managing others

This is the skill in managing the subordinates, and the social relations; the ability in getting along with other; the ability to entrust work according to the aptitude of the person.

3. Managing career

This is the matter of building up a good impact to the community, the organization and the country, building up one’s own fame and reputation. A person should arrange his own needs to be in consistent with the organization’s point of interest. He should also influence associated persons to give their concurrence.

1.3.2 Importance of Emotional Intelligence

The application of the principle of Emotional intelligence to the work and everyday life would be most advantageous. These are as follows:

1. Communication: Able to express one’s feeling and emotion in the appropriate occasion, with the understanding of the feeling of others. A person with EI knows how to smile? He knows how to listen patiently to other people’s problems. He will not feel/be alienated from the people, the nature or from his own life.

2. Operation: The Emotional Intelligence sublimes the initiation it would conduce production which responds to the target; promote better coordination in the work.

3. Administration: Emotional Intelligence enhances the talent of artful leader in utilizing people and in capturing their hearts. It gives chance for the
administrator to study and develop the staff. It can influence people to accomplish require task.

4. Service: EI conduces the good listening and the responding with loyalty.

5. Understand one’s own life as well as the others: EI gives the introspective insight before getting to know others. The knowing of oneself and of others would induce interaction among themselves; where by the potentiality can be used in full and the family life would be happy through the understanding of each other.

1.3.3 Why Do We Need Emotional Intelligence?

Emotional intelligence has proven a better predictor of future success than IQ. Emotional intelligence of a person increases his confidence, curiosity, intentionality, self control, capacity to communicate and ability to cooperate (Goleman, 1995). According to Goleman (1995), “Emotional intelligence, the skill that helps in harmonizing, should become increasingly as a work place asset in the years to come.” People high on EI are better able to pick up non-verbal cues in a communication procedure. People who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought (Druskat and Wolff, 2001). Emotional deregulation can lead to work and relationship difficulties and is associated with clinical problems such as anxiety and mood disorders. Deficits in emotional intelligence can create serious problems in our relationship and influence our physical health. Individual who are not aware of their own feelings cannot make intelligent choices, are often low in expressiveness (Malandro, Barker and Barker, 1994). Goleman (1995) suggests that concept of EI helps us to understand why people with high IQ’s don’t always do as well in life as
those with more modest intellectual ability. Emotional intelligence may protect people from stress and lead to better adaptation.

1.3.4 Ways to develop the emotional intelligence

Harris (1999) has highlighted the importance social factors such as attachment status and psychological discourse in the development of children’s emotional understanding. Scharfe (2000) reports a number of studies (e.g. Malatesta, Culver, Tesman, Shepard, 1989; Malatesta-Magai, Leak, Tesman, Culver, Shepard and Smaggia in 1994) to suggest that the capacity to express emotions is affected by maternal expressivity behavior, and researchers such as Cassidy (1994) have asserted that there is ample evidence suggesting that infant/child temperament, which is to some extent determined by genetic factors, determines the development (and stability) of differences in the ability to regulate emotions. In addition to these earlier studies on emotional development, some recent studies have directly examined how EI might develop. Findings by Jausovec, Jausovec and Gerlic (2001) support a genetic component of EI, as evidenced by different brain activity patterns between high EI and average EI individuals. In support of the influence of family environment on the development of EI, Tiwari and Srivastava (2004) found a positive relationship between EI and perceived environmental quality of home and school. So it is clear from the studies that EI develops as a result of both genetics and life experiences.

1.4 SOCIAL SKILLS

Social skills refer to how we get along with others- family and friends. Navigating social interactions is one of the most complex tasks that human beings do, involving many psychological systems, such as visual and auditory perception,
language and problem solving. These systems develop throughout childhood and adulthood based on both nature and nurture. Social skills are the ability to respond to a given environment in a manner that produces, maintains, and enhances positive interpersonal effects.

Social skills are the skills that are used by human beings to interact and communicate with others to assist status in the social structure and other motivations. Social rules and social relations are created, communicated, and changed in verbal and non-verbal ways creating social complexity useful in identifying outsiders and intelligent breeding partners. The process of learning these skills is called socialization.

The development of social skills constitutes a major area of child development. Deficits, delays or disturbance in social behaviours may either be the cause or consequence of developmental disabilities in toddlers and young children. Their linguistic, pre-academic and/or academic failures distance them from their age peers in many social-play situations. It may be that their social-play skills are deficient, thereby leading to non-acceptance by their peers, or it may be that other children are not accommodating to their vagaries in social situations. In any case, there is need for supervised social activities and superintended preparatory play for these children during their interaction with their peers. More often, such difficulties are multiplied by attitude malformations in caregivers rather than due to inherent impairments of these children.

Social skills are specific behaviors, exhibited by children in free play or academic situations, which initiate or maintain social interactions with others. Social skills are discrete, teachable behaviors that are associated with direct measures of social competence, and as such serve as ‘building blocks’ for the establishment of interpersonal relations, effective social participation, and cooperation or affiliation with peers and others.
Important social behaviors include greeting others, sharing, asking for assistance when needed, initiating conversations, giving complements, following games and classroom rules, being able to talk about such things as current movies and television show, having sense of humor, helping classmates, and knowing current slang words. Unacceptable social behaviors include not responding to peer social initiations, misinterpreting the approach behaviors of peers, and entering games of group activities uninvited.

Since many children with special needs do not have the social skills necessary to interact positively with their peers, it seems imperative that teachers access their levels of social skills and begin remediation of deficits. In addition to any deficits in cognitive, motor, language and other development areas, young children with disabilities typically exhibit problems in social skills. When placed in mainstreamed settings, many preschoolers with disabilities interact infrequently and incompletely with other children. Strain and his colleagues (Strain, 1981; Strain and Odom, 1986) have investigated the use of peer social initiations as a means of increasing the social competence of pre-schoolers with disabilities. The procedure involves teaching non-disabled peers to direct social overtures to their classmates with disabilities.

According to Gresham and Reschly (1998) children with social skills deficits do not have the necessary social skills in their repertoire or they may not know a critical step in the performance of the behavioral sequence. Social skills deficiencies have been classified into four basic types i.e. skills based deficits, performance deficits; self-control skills based deficits and self-control performance deficits. Skills based deficit exists when a child has not learnt how to perform a given social behavior. If the child has the skill but is unable to perform it in day-to-day activities, it is his performance deficit (Gresham and Reschly, 1998).
Children with special needs may exhibit social skill deficits that are either skill based or performance based. In other words, either the skills may not be in the student’s repertoire or the student may have acquired the skill but it is not performed at an acceptable level. Generally, a skill based deficit is due to lack of opportunity to learn or limited models of appropriate behavior (Gresham and Elliott, 1989).

Social skills training and influences on social competencies are among the most active applied research areas in special education today (Gresham, 1981). Interest in the area of social skills training can be attributed to the failures of mainstreaming efforts (Gresham, 1981) and to the fact that special educator have historically spent more time instructing students in basic skills areas, such as reading, and assumed that social skills did not need explicit instruction. Additionally, recent research results have revealed that most students with disabling conditions exhibit deficiencies in social competence when compared to their non-disabled peers (Bryan and Bryan, 1981).

Social skills are complex. They involve overt, observable behaviors, as well as covert problem-solving skills. By realizing how difficult some social situations can be, we may become more willing to teach our students to be more socially skillful. Social skills enable children to experience positive consequences during social interaction (Elksnin, 1996).

Social skills are defined as interpersonal behaviours that help the individual in society. These skills are extremely important if one is to get along at school, at home, in the work place, and in social leisure contexts outside the family unit. It has been found with children, for example, that those identified as deficient in social skills are unpopular with their peers and are more likely to be unhappy, anxious, and maladjusted (Gronlund and Anderson, 1963; Matson, Esveldt-
Social skills are discrete, observable, and teachable behaviors that initiate and sustain social interaction and that are decently associated to measures of social competence (Odom 1992), for all children social skills include social initiations (behaviors that direct attention to another individual and that set the occasion for social interaction), social responses (behaviors that follow social initiations and that establish an interaction with the initiator), and maintenance responses (behaviors that extend a social interaction beyond the initiation/response sequence). Social skills also include social problem solving skills (identification and resolution of interpersonal conflict), pro-social skills (sharing, giving assistance, expressing affection), and other components of social discourse. Social skills including responses that are verbal, meteoric, or gestural; each is identified as ‘social’ to the extent that it establishes or maintains interaction with one or more partners.

Social skills have been conceptualized frequently as a set of desirable skills (Caldarrella and Merrell, 1997; Gresham and MacMillan 1997) for effective interpersonal functioning and are defined as a person’s ability to get along with others and to engage in pro-social behaviour that determines popularity among peers and with teachers, parents and significant adults (Matson and Ollendick, 1989). Social skills have been seen as the nexus between the individual and the environment (Phillips, 1978), the tools used to initiate and sustain the peer relationships that are a vital part of our psychological well-being (Schneider, 1985). The development of social skills is one of the most important outcomes of the schooling process. Children with a social skills deficit are at risk for social-emotional difficulties and poor academic performance (Newcomb 1993 Parker and Asher; 1987; Rose-Krasnor, 1978).
A number of researchers and reviewers have offered definitions of social skills, which range from the narrow and specific to the very broad and general (Cartledge and Milburn, 1986). One of the most frequently referred definitions has been by Combs and Slaby (1977), which describes social skills as ‘The ability to interact with others in a given situation in specific ways that are socially acceptable or valued and at the same time personally beneficial, mutually beneficial or beneficial primarily to others’.

Ariel (1992) lists as many as thirty different social skills. A somewhat condensed list includes the following specific behaviours necessary for social competence.

1.4.1 Basic social skills

- Eye contact: being able to maintain eye contact with another person to whom you are listening or speaking for at least brief periods of time.
- Facial expression: smiling, showing interests.
- Social distance: knowing where to stand relative to others; knowing when physical contact is inappropriate.
- Quality of voice: volume, pitch, rate of speech, and clarity of content.
- Greeting others: initiating contact or responding to a greeting, inviting another child to join you in some activity.
- Making conversation: age-appropriate conversational skills; expressing your feeling; asking questions; listening; showing interest; responding to questions asked.
- Playing with others and working with others: complying with rules, sharing, compromising, helping, talking, complementing others, saying thank you, saying you’re sorry.
- Gaining attention and/or asking for help: using appropriate ways.
- Coping with conflict: controlling aggression, dealing with anger in self and others, accepting criticism.
- Grooming and hygiene.

The above list represents a fairly complex amalgam of non-verbal and verbal skills which all appear crucial for successful social interaction. Having the appropriate social skills an individual also needs not to have other behavioural characteristics which prevent easy acceptance by others, e.g.; high levels of irritating behaviour (interrupting, poking, shouting etc.) impulsive and unpredictable reactions; temper tantrums; abusive language; cheating at games. In some cases these undesirable behaviours may need to be eliminated by behaviour modification or cognitive behaviour modification procedures.

Bellack and Hersen (1979) have referred to four repertoires of social skills in their taxonomy of social skills as follows:

**Self -Expressive Skills**
- Expression of feeling (sadness and happiness)
- Expression of opinion
- Accepting compliments
- Stating positive about oneself

**Other-Enhancing Skills**
- Stating positive about a best-friend
- Praising others

**Assertive Skills**
- Making simple requests
- Disagreeing with another’s opinion
- Denying unreasonable requests
Communication Skills

- Conversing
- Interpersonal problem-solving

1.4.2 Factors affecting social skills acquisition and performance

Elksins and Elksins (1998) assumed that the social skill deficits were the result of the student’s lack of knowledge. Given this assumption, our responsibility as teachers is to teach the student the skill using the instructional sequence provided. However, there are other reasons children fail to acquire and perform social skills:

- Interfering behaviors-
- Students in class may exhibit behaviors that interfere with learning and using social skills. At one end of the behavior continuum, students may suffer from such high levels of anxiety that they avoid social situations, denying themselves opportunities to become more socially skillful. At the other extreme, certain students who are impulsive and inattentive may be unable to acquire and perform social skills. For these students, you need to address the interfering behaviors before teaching, or while teaching, social skills.

- Lack of opportunity-
- Some students fail to acquire or perform social skills because they have few occasions to use the skill. In this case, we must provide students with opportunities to use skills, including unstructured classroom activities such as cooperative learning, peer tutoring, and other group activities; as well as ensuring that our students have opportunities to informally interact throughout the day.
• Lack of feedback-
  • We rely on feedback to maintain or change our behavior. In order for students with learning and behavior problems to become more socially proficient, we must provide them with specific, informative feedback after a skill is performed. In addition, we need to encourage parents, teachers, peers, employers, and co-workers to provide students with feedback when we are not present.

• Lack of sensitivity to environmental cues-
  • Some of our students know how to perform social skills, but they are unable to identify appropriate times and places to use them. We can teach students to become more environmentally sensitive by eliminating behaviors that may interfere with attention, prompting the student to use the skill at an appropriate time, or teaching the student to generate situations, places, and times in which to use the skill.

• Lack of reinforcement-
  • Students must be reinforced to continue to perform social skills. We can provide students with positive reinforcement following skill use by teaching.
  To facilitate social interaction for children with special needs in regular classes three conditions are necessary:
    • The general attitude of teacher and the peer group needs to be made as positive and accepting as possible;
    • The environment should be arranged so that the child with a disability has the maximum opportunity to spend time socially involved in a group or pair activity, during recess and during academic work in the classroom;
    • The child needs to be taught the specific skills that may enhance social contact with peers.


1.4.3 Importance of social skills

The term ‘social competence’ has often been considered synonymous and interchangeably with social skills. Hops (1993) made clear the distinction between these two concepts: ‘Competence is a summary term reflecting social judgment about the general quality of an individual’s performance in given situation. The concept of social skills is based on the assumption that specific identifiable skills form the basis of socially competent behavior’. Social competence, basically, is a broad term, often used to describe social skills and social acceptance. Cavell (1990) defined social competence as multilevel construct made up of social adjustment, social performance, and social competence as a higher order construct consisting of four components such as positive relations with others, accurate/age appropriate social cognition, absence of maladaptive behaviors and effective social skills.

A child’s social competence is a critical developmental achievement for later social success (Sroufe and Rutter, 1984). Social competence has also been strongly associated with successful school performance, transition into school and work settings, better job opportunities and corresponding adult support, and improved overall interactions with others (Rimm-Kaufman, Pianta, Cox, 2000).

Several factors have caused educators to reconsider the importance of social skills instruction. Studies examining outcomes of children socially skilled and unskilled have yielded some startling results. Perhaps the most alarming result of outcome studies is the relationship between social skills problems during early childhood and adult mental health difficulties. Strain and Odom (1986) reported that social skill deficiency in early childhood was the single best predictor of significant problems in adulthood.

School performance and social skillfulness appear to be related as well, with children who are socially deficient having more school problems (Gresham, 1981).
Children with poorly developed social skills are at greater risk for dropping out of school, and juvenile delinquency rates are higher for these children.

Poor social skills are responsible for much of our unemployment and underemployment, whereas adequate social skills and high levels of emotional intelligence can lead to occupational advancement (Elksnin and Elksnin, 1998). Finally, violence in our schools and communities has heightened educators’ interest in social skills instruction.

Many students with special needs encounter difficulty in social interactions with general education peers and teachers. One source of this difficulty can be the behavior of the special student. At least equally important are the attitudes and feelings of the general population. Many people have little accurate information about students with special needs, and this lack of knowledge can create fear and prejudice.

Students with special needs may fail to conform to the expectations of school and society. They may not look or act the same as other students. For teachers and peers unfamiliar with special students, these differences can create apprehension, distrust, and even hostility. The abilities, talents, and needs of the students with special needs are frequently overlooked.

Some students with special needs can be easily identified; their appearance or their actions are visibly different. One example is the student who travels by wheelchair. Others have no observable signs but stand out when their performance falls below expectations. For instance, students with learning disabilities are indistinguishable from their peers until they are asked to read or write or do calculations.

Throughout their school careers, students with special needs encounter failure. When placed in the general education classroom, they may be apprehensive about attempting activities. This fear of failure and feeling of incompetence may
cause them to withdraw. This withdrawal can contribute to their rejection and make it difficult for even the most effective and creative teacher to provide an appropriate learning situation (Gresham, 1981; Meisgeier, 1981; Pavriand Lufting, 2000).

Students with special needs can be as delayed in their social development as they are in other areas (Odom, McConnell, and Chandler, 1994). Thus, poor social skills can be another factor in their rejection (Hollinger, 1987). Many students with special needs are not as capable as their general education peers of initiating and sustaining appropriate social relationship. For example, the research of Tur-Kaspa and Bryan (1994) found that students with learning disabilities were lacking in the language skills necessary for effective social communication. Students with disabilities may fail to develop appropriate social skills because they have fewer friends and are rated significantly lower in socio-metric status than their peers (Asher and Taylor, 1981; Drabman and Patterson, 1981; McIntosh, Vaughn, and Zaragoza, 1991; Ray, 1985), or it may be that they have difficulty using social cues; some misperceive their social standing and feel that they are better accepted by peers than they actually are (Heron and Harris, 2001). According to Bryan and Bryan (1977), students with learning disabilities exhibit more aggressive or negative behaviors, are less accurate in interpreting nonverbal communications, and ‘emit a lot of nasty statements to their peers’. Drabman and Patterson describe students with special needs as ‘opposing peer, displaying disruptive behavior and exhibiting withdrawal behavior’. It is difficult to determine the cause of the problem: Friendless students have little opportunity to develop social skills and those with poor skills are unlikely to form friendships.

At the secondary level, these problems may increase. In adolescence, social interaction with peers becomes extremely important. For students with disabilities who have spent the majority of their educational careers segregated from age peers,
the transition to the general education environment can be hazardous. Students with disabilities not only may lack a common experiential background with general education students but also may be delayed in the acquisition of important social skills. These obstacles, combined with the barriers to acceptance in the general education class, magnify the difficulty of promoting the social acceptance of secondary students with special needs.

Research indicates that the general education students and teachers do not consistently accept the student with disabilities (e.g., Bryan, 1997; Drabman and Paterson, 1981; Gans, 1985; Pavri and Luftig, 2000; Sabornie and Kauffman, 1985; Sale and Carey, 1995). Teachers and peers are more likely to ignore social interactions initiated by students with disabilities. And teachers are more critical of their behavior, provide fewer praise statements, and consider them less desirable as students (Cook, 2001; Heron and Harris, 2001); this is especially apparent if the students are boys (e.g., Schlosser and Algozzine, 1980; Slate and Saudargas, 1986; Stitt 1988).

For many students with special needs, the development of appropriate social skills improves their chances of gaining social acceptance and succeeding when they are included in the general education program (Heron and Harris, 2001; Maag and Webber, 1995; Nelson, 1988; Sugai and Lewis, 1996; Zarogoza, Vaughn, and McIntosh, 1991). Drabman and Patterson (1981) say, ‘It is important that integrated exceptional children display as many positive characteristics as they can to facilitate acceptance by non-exceptional peers’. Social skills are best developed through direct instructional procedures, following the same principles as academic instruction and provided as a regularly planned component of the instructional day (Maag and Webber; Sugai and Lewis; Sugai and Tindal, 1993). Initially, the teacher describes why the skill is needed, how the skill is performed, when it is to be used, and what its specific components are. Appropriate social behaviors are
modeled for the student with special needs by the teacher and peers or by videotapes and films. The student is then questioned about the skill and the steps involved in it and are provided with the opportunity to practice the new behaviors. It is important that the teacher make use of prompts, praise, and corrective feedback during each of the steps of instruction. Providing multiple examples of how the skill is used and opportunities to practice in other settings improves the chance that the skills learned in the classroom will generalize to other settings (Cartledge and Milburn, 1995; Doorlag, 1989b; Elliott and Gresham, 1993; Farmer and Cadwallander, 1999; Maag and Webber; Sugai and Lewis; Winget and Kirk, 1991).

Children’s social competence or social skills have been an area of great interest as findings of correlation and retrospective studies indicated a positive relationship between early social adjustment problems and their adjustment later in life. Social adaptation of children with vision impairment, in particular, has always been a point of discussion and of a great concern for special educators all over the world (Matson 1986; McAlpine and Moore, 1995). Recently there has been growing interest in the assessment of social skills with special reference to children (Gresham and Elliott, 1990). However, very few studies have been conducted on children with vision impairment. Ample evidence exists regarding the importance of adequate social skills development to a variety of critical outcomes in life (Caldarrela and Merrell, 1997). Social skill deficits in childhood and adolescence are of particular significance because they have been identified as pane of the most powerful predictors of poor social adjustment and mental health problems later in life (Parker and Asher, 1987). In addition, social skills have proven to be important based on the wide-ranging effects a child’s social proficiency has on his/her adjustment and its relationship to numerous problem areas (Matson, Compton, and Sevin, 1991). In fact social incompetence represents a core deficit contributing to
self-esteem problems, depressed mood, and increased risk for anti-social behavior in the teenage years (Robin, 1966 in Guevremont and Dumas 1994).

Visual information plays an important role in the acquisition of social skills and the ability to interact appropriately with peers (Smith, 1998). This learning process begins in infancy and continues to develop throughout childhood (Kekelis, 1992). Many visually disabled persons are rejected by sighted persons (Hudson, 1994), as they might not have been taught what is expected in normal social interactions (Smith, 1998). Many visually disabled persons also exhibit various types of inappropriate behaviors (e.g., rocking, eye poking, hand flapping, head rotating, etc.) possibly because of their immature social behaviors (Smith, 1998). In addition, individuals with visual impairment have the tendency not to interact with other children naturally or spontaneously (Crocker and Orr, 1996).

1.5 JUSTIFICATION OF THE STUDY

Vision is the most actively used sense by man. Cognition depends upon one’s visual experiences to a great extent. Impairment imposes basic limitations on the individual. Visually impaired children are deprived in terms of range and variety of experiences. They are unable to control their own environment and themselves in relation to it. Although social attitudes are changing towards the visually impaired yet there are certain stereotypes which are reflected in terms of their attitudes and responses. People still believe that visually challenged person is nothing and can do nothing.

Among various disabilities, visual impairment is perhaps one of the oldest categories identified for special education, perhaps because visual impairment is apparent and provokes strong emotions. In most of the countries special facilities and programmes for the visually challenged were established before those for other groups of disabled individuals. The objective of a good educational programme for
children with visual impairment is the all-round development of the child, and realization of their full human potential i.e. good academic performance, psychosocial adjustment, integration with the community as equal partners, rehabilitation, high aspiration, and development of a healthy self-concept, emotional intelligence and social skills.

The self-concept and emotional intelligence are the influential part of the personality and influence an individual goals, achievements, aspirations, motivation and adjustment. Individual behaviour is always goal oriented and these goals can be met only in the environment and in day-to-day life. To develop the innate powers of an individual certain external forces are quite responsible. Self-concept and emotional intelligence play an important role in realizing the objectives/goals of an individual. Thus, an understanding of them becomes necessary.

Self-concept is an important element of growth and developmental process for individual human beings. Learners need assistance in probing their inner selves to be able to move ahead in their lives because realistic self-concept is important for proper adjustment of an individual.

Psychologists use the term adjustment for varying conditions of social or inter-personal relations in the society. Thus we see that adjustment means reaction to the demands and pressures of social environment imposed upon the individual. The demand may be internal or external to whom the individual has to react. The conflict between varying needs make the adjustment a complicated process. If we gratify one of the conflicting needs, the needs which are not gratified, will produce frustration and leads sometime to abnormal behavior. Adjustment is a continued process by which a person varies his behavior to produce a more harmonious
relationship between himself and his environment. Ability of a person to adjust oneself with his/her social environment depends upon one’s emotional intelligence.

Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior. In general ‘Emotional Intelligence’ is the accumulation of all non-cognitive and non-physical capabilities, competencies and skills a person has, that help him/her to deal with the demands and pressures of everyday life. Emotional intelligence of a person increases his confidence, curiosity, intentionality, self-control, capacity to communicate and ability to cooperate (Goleman, 1995). Deficit in emotional intelligence can create serious problems in our relationship and influence our physical health. Individual who are not aware of their own feeling cannot make intelligent choices and are often low in expressiveness which may lead to lower level of self-concept and poor adjustment.

For children with special needs, the social component of school is as important as the academic aspect. Skills as getting along with others, making friends, and developing a pleasant personality are lifelong endeavors for many students. Some students have a lot of difficulty following rules, remembering rules, and even being aware that rules exist in certain situations. While most children may breeze through social situations with a minimum of instruction, special children typically lack some of these social skills.

Social skills are extremely important if one is to get along at school, home, in the work place, social functions and other places outside the family unit. Social skills are arguably most important set of abilities, a person can have. Human beings are social animals and lack of good social skills can lead to a lonely life,
contributing to anxiety and depression. It has been found that children who are identified as deficient in social skills are unpopular with their peers and are more likely to be unhappy and maladjusted. A life without social skills is filled with frustration, rejection, and low self-worth.

A brief discussion on self-concept, adjustment, emotional intelligence and social skills in the preceding paragraphs underlines their importance. It also suggests that self-concept and adjustment of the students are likely to be influenced by emotional intelligence and social skills.

Researchers attempted to discover different correlates of self-concept such as gender, academic achievement, level of aspirations, adjustment, sex role, quality of friendship, empathy, participation in co-curricular activities, emotional intelligence etc. (Pushpa and Yeshodhara, 2014; Jakhar, 2012; Borse, 2012; Abbas and Haq, 2011; Sameer, 2008, Rajkonwar, Soni and Dutta, 2014; Eugenia, 2010; Sharma and Aqshim, 2010; Saraswat, 1982, and Yarworth, 1978).

A number of studies were also carried out to explore the relationship of adjustment with other variables such as scholastic achievement, social intelligence level, self concept, academic stress, mental health, emotional intelligence, achievement etc. (Pal, 2009; Hussain, 2008; Nayak, 2005; Kaur, 2001; Singh, 1983; Rai, 1979; Sommers, 1944; Masnabadi, 2014; Chen, Lin and Tu, 2006; Adeyemo, 2005; Singh, 2011 and Sjoberg, 2008)

Review of literature revealed a dearth of studies to answer the research question i.e. “Whether self-concept and adjustment are related to emotional intelligence and social skills of school students”? It led the investigator to plan and conduct the present study with its focus to find the relationship of self-concept and adjustment with emotional intelligence and social skills of school students. Visual impairment influences various psycho-social aspects of the individuals including self-concept, adjustment, emotional intelligence and social skills.
Garaigordobil and Bernaras (2009), Lifshitz, hen and Izhaz (2007), Naseema and Usha (2007), Griffin-Shirley and Nes (2005), Shaw and Edwards (1997) and others conducted studies to find out the difference between visually impaired and sighted school students with regard to self-concept. Nagra (2014), Yau, Hon Keung (2014), Chauhan (2013), Nyamayaro and Saravanan (2013), Abdullah (2009) and others attempted to study the impact of visual impairment on adjustment. Few researchers also explored the difference between visually impaired and sighted student on emotional intelligence such as Gupta (2012) and Rambir (2007). Sharma (2002), Hasselt et. al. (1990) and Hasselt, Hersen and Kazdin (1985) compared the visually impaired and sighted school students with respect to social skills.

It was observed that not many studies have been conducted to study the difference between visually impaired and sighted school students with regard to self-concept, adjustment, emotional intelligence and social skills. The inconsistencies in the results of different studies were also noticed. In view of these facts researcher also decided to explore the difference between visually impaired and sighted school students in terms of self-concept, adjustment, emotional intelligence and social skills such an exploration will be helpful in enhancing their self-concept, better adjustment and also evaluating social skills and emotional intelligence, so that, they can cope up with mainstream population. Further, the findings of the study will be helpful in designing appropriate strategies, educational programmes and intervention for increasing their strength and abilities, skills and competencies to live an independent and happy life. Therefore, the present study is an endeavor in this direction.
1.6 STATEMENT OF THE PROBLEM

SELF-CONCEPT AND ADJUSTMENT IN RELATION TO EMOTIONAL INTELLIGENCE AND SOCIAL SKILLS OF VISUALLY IMPAIRED AND SIGHTED SCHOOL STUDENTS

1.7 OPERATIONAL DEFINITION OF KEY TERMS USED

1.7.1 Self-Concept

Self-concept is an individual’s evaluation of his or her own abilities and attributes. It includes different aspects of an individual’s personality i.e. social, personal, emotional etc. of which he/she is aware. In the present study Self-concept refers to scores obtained by students on Children’s Self-Concept Scale developed by Ahluwalia (2002).

1.7.2 Adjustment

Adjustment is the process of finding and adopting modes of behaviour suitable to environment or change in the environment. The favourable, neutral and unfavourable adaptation of an organism to external and internal stimulation and the process by which individual or group accept, compromise the social forces and one another (Good, 1959). The adjustment inventory used in the present study has three dimensions viz. emotional, social and educational. In the present study adjustment refers to scores obtained on Adjustment Inventory for School Students (AISS) developed by Sinha, A.K.P. and Singh, R.P. (1993).

1.7.3 Emotional Intelligence

Salovey, Mayer (2000) have stated that emotional intelligence, ‘refers to the ability to process emotion - laden information competently and to use it to guide
cognitive activities like problem solving and to focus energy on required behaviors. In the present study emotional intelligence refers to scores obtained by students on Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2000).

1.7.4 Social Skills

Social skills are defined as interpersonal behaviors that help the individual in society. In the present study social skills refer to the scores obtained by students on Matson Evaluation of Social Skills with Youngsters (MESSY).

1.7.5 Visual Impairment

In the present study visual impairment refers to two conditions i.e. blindness and low vision.

‘Blindness’ refers to a condition where a person suffers from any of the following conditions, namely: -

a. Total absence of sight; or
b. Visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses; or
c. Limitation of the field of vision subtending an angle of 20 degree or worse;

‘Person with low vision’ means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device (Persons with Disabilities Act,1995).’

1.8 OBJECTIVES OF THE STUDY

The objectives of the present investigation are to study:

1. The relationship of self-concept with emotional intelligence of visually impaired and sighted school students.
2. The relationship of self-concept with social skills of visually impaired and sighted school students.
3. The relationship of adjustment with emotional intelligence of visually impaired and sighted school students.
4. The relationship of adjustment with social skills of visually impaired and sighted school students.
5. The contribution of emotional intelligence and social skills to self-concept of visually impaired and sighted school students.
6. The contribution of emotional intelligence and social skills to adjustment of visually impaired and sighted school students.
7. The difference between self-concept of visually impaired and sighted school students.
8. The difference between adjustment of visually impaired and sighted school students.
9. The difference between emotional intelligence of visually impaired and sighted school students.
10. The difference between social skills of visually impaired and sighted school students.
11. The difference between male and female school students with regards to self concept of visually impaired and sighted school students.
12. The difference between male and female school students with regards to adjustment of visually impaired and sighted school students.
13. The difference between male and female school students with regards to Emotional intelligence of visually impaired and sighted school students.
14. The difference between male and female school students with regards to social skills of visually impaired and sighted school students.
1.9 HYPOTHESES

The following research hypotheses are formulated on the basis of available evidences:

1. There exists a positive correlation between self-concept and emotional intelligence of visually impaired and sighted school students.
2. There exists a positive correlation between self-concept and social skills of visually impaired and sighted school students.
3. There exists a positive correlation between adjustment and emotional intelligence of visually impaired and sighted school students.
4. There exists a positive correlation between adjustment and social skills of visually impaired and sighted school students.
5. Emotional intelligence and social skills contribute to self-concept of visually impaired and sighted school students.
6. Emotional intelligence and social skills contribute to adjustment of visually impaired and sighted school students.
7. Sighted school students are better than visually impaired students with regard to self-concept.
8. Sighted school students are better than visually impaired students with regard to adjustment.
9. Sighted school students are better than visually impaired students with regard to emotional intelligence.
10. Sighted school students are better than visually impaired students with regard to social skills.
11. Male and female school students are similar with respect to self-concept.
12. Male and female school students are similar with respect to adjustment.
13. Male and female school students are similar with respect to emotional intelligence.
14. Male and female school students are similar with respect to social skills.

1.10 DELIMITATIONS OF THE STUDY

Present study is delimited to the following:

1. The study is restricted to one disability area i.e. visual impairment only.
2. The study is confined to a sample of 150 visually impaired and 150 sighted students studying in IX, X, XI and XII standard only.
3. The study is delimited to the schools situated in Delhi, Uttrakhand, Chandigarh (U.T.) and state of Haryana.