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Self-concept and Adjustment of Visually Impaired Students in Special and Inclusive School Settings

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Abstract

Self-concept and adjustments are important determinants of personality development of an individual and a conducive school environment can contribute building positive self-concept and making adjustment. This study attempted to investigate the level of self-concept and adjustment of visually impaired students attending special and inclusive school settings. Descriptive survey method was adopted to carry out this study and 165 visually impaired students studying in special and inclusive school settings located in Delhi and NCR participated as respondents for the study. The data gathering instruments used for this study include 'Information Schedule' designed by the researcher, Self-Concept Questionnaire (SCQ) by Sarswat and Adjustment Inventory for School Students (AISS) by Sinha and Singh. Data were analysed by applying statistical techniques namely– Percentage analysis, Mean, S.D. and t-test. Findings of the study indicated that visually impaired students in inclusive setting possess higher positive self-concept and demonstrate better adjustment than their counterpart in special school setting. Educational implications for different stakeholders are discussed.

Keywords: Self-concept, Adjustment, Visually Impaired, Special School, Inclusive School.

Introduction

Every society consists of all types of members whether they are normal or away from normality i.e. exceptional. Among the various disabilities, visually impairment is one of the very sensitive disabilities. Since more impressions are conveyed to the brain through the eyes; visual impairment can interfere with the development of learning, mobility, social growth and adjustment. Life without sight is hard to imagine and is one of the most feared human conditions (*Hallahan &Kaufmann, 2000*).

Self-concept and adjustment are two important aspects of individual's personality development that play significant role in the life. These integral aspects of life are influenced by school environment and may develop in different ways due to the impact of varied school settings. Self-concept and adjustment of the visually impaired children may be lower who attend segregated school settings especially meant from them since in special schools, there is no opportunity to mingle with the normal as well as the children of other categories of disability. Therefore,it is realized that special schools do not enable the children with disability to compete on an equal footing. Realizing this fact, the ideology of inclusive education has taken hold in the education system. Inclusive education program places students with special education needs with normal students in the same class (L*ewis & Doorlag, 2006 & Murnie, 2013*). In inclusive schools, children with special needs may get ample opportunity to develop positive self-concept and to learn how to adjust well in different circumstances. Psychological construction of a positive self-concept by the students, during their academic stage, leads to success in educational environments and social and emotional situations (*Herrera et al., 2017; Janošević and Petrović, 2019).*

Justification of the Study

Behind each classroom door; lies a world of diversity. The range of diversity increases when special children are member of a class. Every significant disability brings in its way certain educational needs. Among the various disabilities; visually impaired children form a significant part of the

disabled population. Visual experiences are extremely associated in building concepts since vision plays a dominant role in cognition. These children require special techniques and support services in their education regardless of the school settings in which they are placed. Placement of students with disabilities in general or segregated settings is one of the most challenging decisions in the field (*Norwich, 2008*). Students' placement in separate setting has to be to the benefits for the individual student (*Howe & Welner, 2002*). Both special as well as inclusive school settings do have their significant influence over different aspects of life of the children with disabilities. Self-conceptand adjustment are some important aspects of personality which have a large impact on overall life and achievement of children and which in turn are influenced by factors like type of school settings as well as type of disabilities.

Researches have indicated that there are many positive effects of placement in inclusive versus special classrooms for students with developmental disabilities *(Baker, Wang, & Walberg, 1994-95)*. Advocates of inclusion believe that inclusion results in stronger social and academic achievement, advance citizenship and the development of a stronger community (*Bunch & Valeo, 1997; Bunch, 1999*). It is also documented that disabled children made much greater progress in the general classrooms as compared with their peers in special education classrooms *(Hunt et al., 1994).*Inclusion facilitates to develop a sense of belonging, social interactions, and academic achievements (Odom, Buysse, and Soukakou, 2011).

Successful inclusion depends on the degree to which the students with a disability feel included in the general education classroom. The sense of belonging positively affects their self-image, self-esteem, speed of adjustment and level of achievement (NASET LD Report #7, 2004). But evidences are there that documented that inclusion limits the child's performance because the child, being a social rejectee, has problems in discussing and sharing ideas with others. This negatively affects performance and eventually s/he may lose confidence in her/his academic ability *(Mushoriwa, 2001)*. It has also been documented that enhanced academic achievement and self-concept of students with disabilities, regardless of placement, are unsubstantiated through prolonged research (*O'Neil, 1993*). Potential benefits found to have for the students in integrated class in academic, social, physical general self-concept (*Schmidt & Čagran, 2008*).

Special education is an important area of research in the field of education. Visual impairment is a significant disability and educating these children in special versus inclusive school setting is an international controversial issue. The debate over special versus inclusive school settings for the children with disabilities is not new. Plenty of researches have been conducted in this field, further the studies failed to give clear-cut directions; which gives an impetus to undertake the present study.

Objectives of the Study

1. To study the self-concept of the visually impaired students studying in special and inclusive school settings.
2. To study the difference in the self-concept of the visually impaired students studying in special and inclusive school settings.
3. To study the adjustment of the visually impaired students studying in special and inclusive school settings.
4. To study the difference in the adjustment of the visually impaired students studying in special and inclusive school settings.

Hypotheses of the Study

1. There exists significant difference in the self-concept of the visually impaired students studying in special and inclusive school settings.
2. There exists significant difference in the adjustment of the visually impaired students studying in special and inclusive school settings.

Method and Material

For the execution of the present study, descriptive survey method was used. The sample of the study consisted of 165 visually impaired students studying in the 9^{th} and 10^{th} grade. Out of the total sample; 90 respondents were drawn from special schools and 75 from inclusive schools situated in Delhi and NCR. The sampling was done at two stages i.e. in the first stage; selection of the schools and in the second stage; selection of the respondents. Purposive sampling technique was applied to select the schools whereas respondents were selected randomly from special schools and from inclusive schools all the visually impaired students were taken up.

The data gathering instruments used for this study were: 'Information Schedule' designed by the researcher, Self-Concept Questionnaire (SCQ) by Sarswat and Adjustment Inventory for School Students (AISS) by Sinha and Singh. Data collected through using these tools were analysed by applying statistical techniques namely – Percentage analysis, Mean, Standard Deviation and t-test.

Analysis and Interpretation of Data

I. Results Related to Percentage of Visually Impaired Students Studying in Special and Inclusive School Settings under Different Categories of Self-Concept

The level of self-concept of the visually impaired students attending special and inclusive school settings have been categorized by applying percentage analysis. The results of the different categories have been depicted in table 1 and 2.

Table 1 - Percentage of Visually Impaired Students Studying in Special School Setting under Different Categories of Self-concept (N=90)

Variable	High Self-concept	Above Average Self-concept	Average Self-concept	Below Average Self-concept	Low Self-concept
Physical	-	5 (5.56)	39 (43.33)	45 (50.00)	1 (1.11)
Social	-	35 (38.89)	46 (51.11)	9 (10.00)	-
Temperamental	16 (17.77)	60 (66.67)	14 (15.56)	-	-
Educational	55 (61.11)	35 (38.89)	-	-	-
Moral	83 (92.22)	7 (7.78)	-	-	-
Intellectual	86 (95.56)	4 (4.44)	-	-	-
Total Self-concept	7 (7.78)	78 (86.67)	5 (5.55)	-	-

Table 1 reveals that 45(50.00%) visually impaired students studying in special schools were having below average, 39(43.33%) average, 5 (5.56%) above average, 1(1.11%) low Self-concept in the dimension of 'Physical Self-concept'. No student fall in the category of high Self-concept. In 'Social Self-concept', 46(51.11%) visually impaired students of special schools were having average, 35 (38.89%) above average and 9(10.00%) below average. No student scored either high or low Self-concept. In the dimension of 'Temperamental Self-concept', 60(66.67%) students were having above average, 16(17.77%) high and 14(15.56%) average Self-concept. In the same dimension, no student scored either below average and low Self-concept. In 'Educational Self-concept', 55(61.11%) students were having high and 35(38.89%) above average Self-concept and no student fall under the categories of average, below average and low Self-concept. Again in the dimension of 'Moral Self-concept' 83(92.22%) students were having high and 7(7.78%) above average Self-concept and no student scored average, below average and low Self-concept. In the last dimension i.e., 'Intellectual Self-concept', 86 (95.56%) students fall under the category of high-Self-concept and 4 (4.44%) scored above average Self-concept. Also no student falls under the categories of average, below average and low Self-concept. Table 4.1 highlights that 78 (86.67%) visually impaired students of special schools fall in the category of above average, 7 (7.78%) high and 5 (5.55%) average Self-concept under total Self-concept. The table also depicts that not even a single student score either below average and low Self-concept.

Table 2 - Percentage of Visually Impaired Students Studying in Inclusive School Setting under Different Categories of Self-concept (N=75)

Variable	High Self-concept	Above Average Self-concept	Average Self-concept	Below Average Self-concept	Low Self-concept
Physical	-	6(8.00)	38(50.67)	31(41.33)	-
Social	2(2.67)	33(44.00)	37(49.33)	3(4.00)	-
Temperamental	17(22.67)	56(74.67)	2(2.67)	-	-
Educational	68(90.67)	7(9.33)	-	-	-
Moral	74(98.67)	1(1.33)	-	-	-
Intellectual	75(100.00)	-	-	-	-
Total	10(13.33)	65(86.67)	-	-	-

Interpretation

Table 2 depicts that 38(50.67%)) visually impaired students studying in inclusive schools were having average, 31(41.33%) below average and 6(8.00%) above average Self-concept in the dimension of 'Physical Self-concept'. No student fall in the category of either high or low Self-concept. In the dimension of 'Social Self-concept', 37(49.33%) visually impaired students of inclusive schools were having average, 33(44.00%) above average, 3(4.00%) below average and 2(2.67%) high Self-concept. No student fall in the category of low Self-concept. In the dimension of 'Temperamental Self-concept', 56(74.67%) students were having above average, 17(22.67%) high and 2(2.67%) average Self-concept. In the 'Temperamental Self-concept', no student scored either below average and low Self-concept. In the dimension of 'Educational Self-concept', 68(90.67%) students were having high and 7(9.33%) above average Self-concept and not even a single student fall under the categories of average, below average and low Self-concept. In the dimension of 'Moral Self-concept' 74(98.67%) students fall in the category of high and only 1(1.33%) fall in the category of above average Self-concept. No student fall in the categories of average, below average and low Self-concept. It can be observed from table 4.2 that in the dimension of 'Intellectual Self-concept', all the students i.e., 75(100%) fall under the category of high Self-concept. Therefore, it is clear that n no student fall in the categories of above average, average, below average and low Self-concept.

Table 2 highlights that 65(86.67%) visually impaired students studying in inclusive schools were having above average and 10(13.33%) high self-concept so far as total Self-concept is concerned. No student scored in the categories of average, below average and low Self-concept.

II. Results Related to Self-concept of Visually Impaired Students Studying in Special and Inclusive Schools Settings

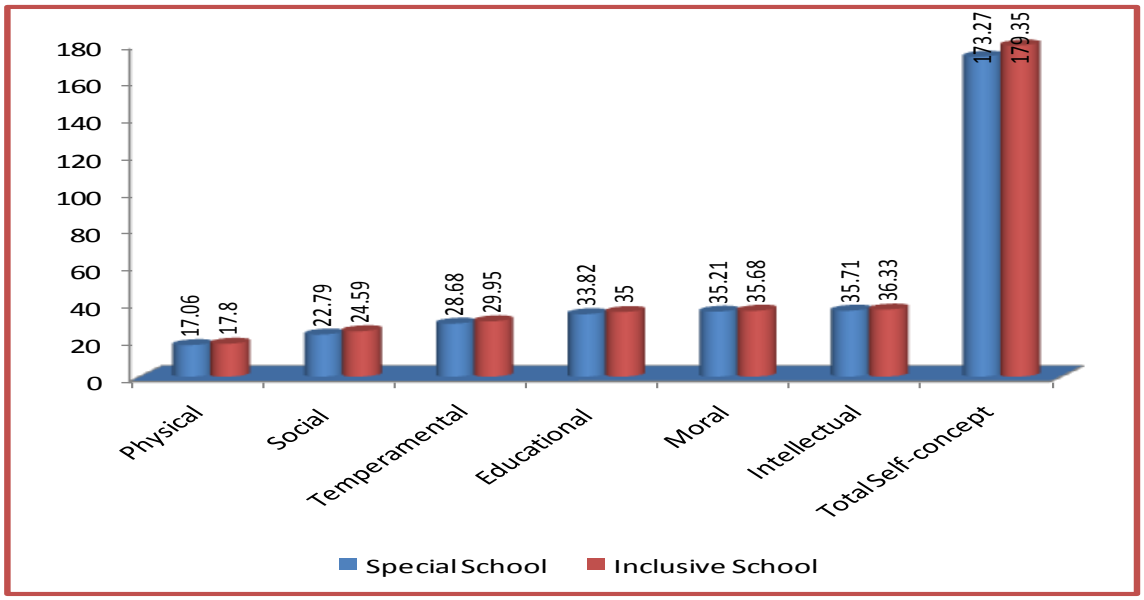
One of the purposes of the present study was to find out difference in the self-concept of visually impaired students studying in special and inclusive school settings. Results related to self-concept along with it'sthree dimensions have been presented in table 3 with it's graphical representation vide figure 1.

Table 3- Significance of Difference between Mean Self-concept Scores of VisuallyImpaired Students Studying in Special and Inclusive School Settings

Variables	Special Schools (N=90)		Inclusive Schools (N=75)		t-ratio
	Mean	S.D.	Mean	S.D.	
Physical	17.06	4.72	17.80	4.30	1.04^{NS}
Social	22.79	4.90	24.59	4.43	2.47*
Temperamental	28.68	3.95	29.95	3.46	2.23*
Educational	33.82	3.28	35.00	1.97	2.88**
Moral	35.21	1.87	35.68	1.27	1.88^{NS}
Intellectual	35.71	1.42	36.33	1.30	3.10**
Total Self-concept	173.27	14.62	179.35	10.46	3.10**

NS= Not Significant, * = significant at .05 level, ** = significant at .01 level

Figure 1: Mean Self-concept Scores of Visually Impaired Students Studying in Special and Inclusive School Settings



Interpretation

Table 3 shows that the t-values for 'Physical Self-concept' and 'Moral Self-concept' of the visually impaired students studying in special and inclusive are found to be 1.04 and 1.88respectively. The calculated t-values for 'Physical Self-concept' and 'Moral Self-concept' are smaller than the table value at.05 level of significance and hence not significant. Therefore, the hypotheses that 'there exists significant difference in 'Physical Self-concept' and 'Moral Self-concept' of the visually impaired students studying in special and inclusive school settings stand rejected. It means that the two groups do not differ significantly on 'Physical Self-concept' as well as 'Moral Self-concept' dimensions. Further, it also reveals that the t-valuesfor 'Social Self-concept' and 'Temperamental Self-concept' of the visually impaired students studying in special and inclusive school settings are found to be 2.47. and 2.23 respectively; which are significant at .05 level of significance. Therefore, the hypotheses that 'there exists significant difference in 'Social Self-concept' and 'Temperamental Self-concept' of the visually impaired students studying in special and inclusive school settingsis retained. It indicates that both the groups differ significantly on 'Social Self-concept' as well as 'Temperamental Self-concept'. It is also clear from table 3 that the mean Self-concept score on 'Social Self-concept' and 'Temperamental Self-concept' of visually impaired students studying in inclusive is higher than the students studying in special schools. It implies that visually impaired students studying in inclusive schools have higher social as well temperamental Self-concept as compared to their counterpart studying in special schools.

Table 3 highlights that the t-values for 'Educational Self-concept' and 'Intellectual Self-concept', of visually impaired students studying in special and inclusive schools came out to be 2.88 and 3.10 respectively, which are greater than the table value at .01 level and therefore, significant at .01 level of significance. So, the hypotheses that 'there exists

significant difference in 'Educational Self-concept' and 'Intellectual Self-concept' of visually impaired students studying in special and inclusive school settings' stand accepted. It implies that both the groups differ significantly so far as 'Educational Self-concept' and Intellectual Self-concept' dimensions are concerned. It is obvious from table 3 that the mean scores of visually impaired students studying in inclusive schools on 'Educational Self-concept' and 'Intellectual Self-concept' are higher than their counterpart studying in special schools. It is therefore, clear that visually impaired students studying in inclusive schools possess higher educational and intellectual Self-concept in comparison to their counterpart studying in special school settings.

Table 3 reveals that the mean total Self-concept of the visually impaired students studying in special schools is 173.27 with corresponding S.D 14.62 and the same for the students studying in inclusive schools is 179.35 with S.D 10.46. The calculated t-value is found to be 3.10, which is greater than the table value at .01 level. Thereby, it is significant at .01 level of significance. So, the hypothesis that 'there exists significant difference in the Self-concept of visually impaired students studying in special and inclusive school settings is accepted. It means that the two groups differ significantly in their self-concept. Since the mean total self-concept score of the visually impaired students studying in inclusive schools is higher than their counter group studying in special schools; therefore, it is clear that visually impaired students studying in inclusive schools possess higher self-concept as compared to their counter group studying in special schools.

III. Results Related to Percentage of Visually Impaired Students Studying in Special and Inclusive School Settings under Different Categories of Adjustment

Different levels of adjustment of the visually impaired students attending special and inclusive school settings have been categorized by applying percentage analysis. The results of the different categories have been presented in table 4 and 5.

Table 4 - Percentage of Visually Impaired Students Studying in Special School Setting under Different Categories of Adjustment (N=90)

Variable	Excellent Adjustment	Good Adjustment	Average Adjustment	Unsatisfactory Adjustment	Very Unsatisfactory Adjustment
Emotional	-	3(3.33)	3(3.33)	24(26.67)	60(66.67)
Social	-	1(1.11)	6(6.67)	11(12.22)	72(80.00)
Educational	-	3(3.33)	4(4.44)	20(22.22)	63(70.00)
Total	-	-	2(2.22)	6(6.67)	82(91.11)

Interpretation

Table 4 reveals that 60(66.67%) visually impaired students studying in special school setting were having very unsatisfactory, 24(26.67%) unsatisfactory, 3(3.33%) average and 3(3.33%) good adjustment in the dimension of 'Emotional Adjustment'. In the dimension of 'Social Adjustment' 72(80%) students fall under the category of very unsatisfactory, 11(12.22%) unsatisfactory, 6(6.67%) average and only 1(1.11%) good adjustment. Again 63(70.00%) students were having very unsatisfactory, 20(22.22%) unsatisfactory, 4(4.44%) average and 3(3.33%) good adjustment under the dimension of 'Educational Adjustment'. It can also be observed that no student was having excellent adjustment in the areas of 'Emotional', 'Social' and 'Educational' adjustment.

Table 4 also highlights that maximum number of visually impaired students i.e., 82(91.11%) of special schools were having very unsatisfactory whereas 6(6.67%) and 2(2.22%) fall under unsatisfactory adjustment and average adjustment category respectively so far as total adjustment is concerned. Same table also depicts that no student fall under either good or excellent adjustment.

Table 5 - Percentage of Visually Impaired Students Studying in Inclusive School Setting under Different Categories of Adjustment (N=75)

Variable	Excellent Adjustment	Good Adjustment	Average Adjustment	Unsatisfactory Adjustment	Very Unsatisfactory Adjustment
Emotional	-	2(2.67)	3(4.00)	25(33.33)	45(60.00)
Social	-	1(1.33)	2(2.67)	25(33.33)	47(62.67)
Educational	-	-	7(9.33)	28(37.33)	40(53.33)
Total	-	-	-	18(24.00)	57(76.00)

Interpretation

Table 5 shows that in the dimension of 'Emotional Adjustment' maximum number i.e., 45(60.00%) visually impaired students studying in inclusive school setting were having very unsatisfactory, 25(33.33%) unsatisfactory, 3(4.00%) average and 2(2.67%) good adjustment. In the dimension of 'Social Adjustment' 47(62.67%) students were having very unsatisfactory, 25(33.33%) unsatisfactory, 2(6.67%) average and only 1(1.33%) good adjustment. Again, in the dimension of 'Educational Adjustment' 40(53.33%) students were having very unsatisfactory whereas 28(37.33%) unsatisfactory and 7(9.33) average adjustment. It is also observed that in the dimension of 'Educational' adjustment no student fall in the category of either excellent or good adjustment. No student falls under the category of excellent adjustment any areas of adjustment.

Table 5 reveals that in total adjustment, majority of the students i.e., 57(76.00%) were having very unsatisfactory adjustment and the rest

18(24.00%) fall under the category of unsatisfactory adjustment. Further, it can also observed that no visually impaired student studying in inclusive schools were having excellent, good and average adjustment.

IV. Results Related to Adjustment of Visually Impaired Students Studying in Special and Inclusive School Settings

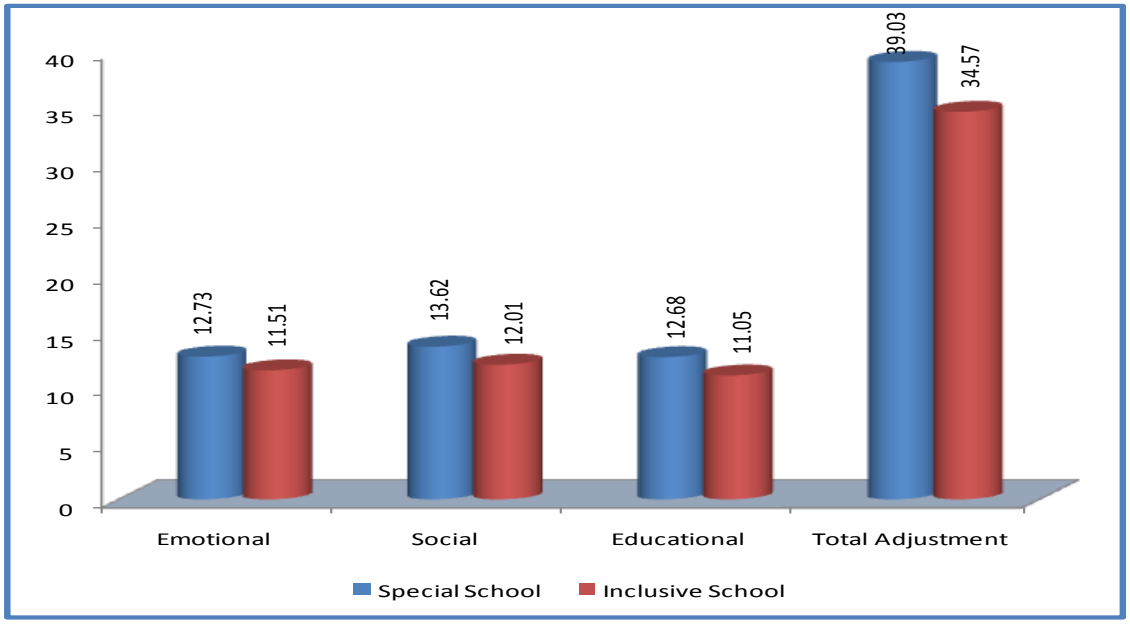
The presents study purported to find out difference in the adjustment of visually impaired students studying in special and inclusive school settings. Results related to adjustment along with it's three dimensions viz 'Emotional Adjustment', 'Social Adjustment' and 'Educational Adjustment' have been analysed in table 6 and it's graphical representation vide figure 2.

Table 6- Significance of Difference between Mean Adjustment Scores of Visually Impaired Students Studying in Special and Inclusive School Settings

Variables	Special Schools (N=90)		Inclusive Schools (N=75)		t-ratio
	Mean	S.D.	Mean	S.D.	
Emotional	12.73	4.15	11.51	2.96	2.18*
Social	13.62	3.61	12.01	3.16	3.10**
Educational	12.68	3.82	11.05	2.67	3.20**
Total Adjustment	39.03	7.52	34.57	5.01	4.55**

* = significant at .05 level, ** = significant at .01 level

Figure 2 - Mean Adjustment Scores of Visually Impaired Students Studying in Special and Inclusive School Settings



Interpretation

Table 6 highlights that the t-value for the 'Emotional Adjustment' is found to be 2.18, which is greater than the table value at .05 level and therefore, it is significant. So, the hypothesis that 'there exists significant difference in the 'Emotional Adjustment' of the visually impaired students studying in special and inclusive school settings' is accepted. It means that there exists significant difference in the emotional adjustment of the visually impaired students studying in special and inclusive school settings. It is also very clear from table 6 that the mean 'Emotional Adjustment' score of visually impaired students studying in inclusive schools is lower than that of the students studying in special schools. Thereby, it can be stated that visually impaired students studying in inclusive schools are better adjusted emotionally in comparison to their counterpart belonging to special schools.

It is apparent from table 6 that the t-values for 'Social Adjustment' and 'Educational Adjustment' of visually impaired students studying in special and inclusive schools came out to be 3.10 and 3.20 respectively, which are significant at .01 level. Therefore, the hypotheses that 'there exists significant difference in the 'Social' and 'Educational' adjustment of the visually impaired students studying in special and inclusive school settings' are retained. It indicates that there exist significant differences in the social adjustment as well as educational adjustment of the visually impaired students studying in special and inclusive school settings. It can also be noted from table 6 that the mean scores of visually impaired students studying in inclusive schools are lower than that of the students studying in special schools on 'Social Adjustment' and 'Educational Adjustment'. It indicates that the visually impaired students studying in inclusive schools are better adjusted than their

counterpart studying in special schools so far as 'Social' and 'Educational' are concerned.

It can be noted from table 6 that the t-value for 'Total Adjustment' of visually impaired students studying in special school found to be 4.55. Since the obtained t-value is greater than table at .01 level, so it is significant at .01 level of significance and thus the hypothesis that 'there exists significant difference in the adjustment of the visually impaired students studying in special and inclusive school settings' is retained. It means that the two groups differ significantly in their adjustment. It is also apparent from the same table that the mean adjustment score of visually impaired students studying in inclusive schools is lower than the students studying in special schools. Therefore, it is very clear that visually impaired students of inclusive schools are better adjusted in comparison to their counterpart from special schools.

Discussion of the Results

I. Discussion Related to Self-concept

The present study indicated significant difference in the self-concept of the visually impaired students attending special and inclusive school settings. Visually impaired students who attended inclusive school settings found to have higher self-concept than the students of special schools. Walhter-Thomas (1997) inferred that the disabled students felt that inclusion helped in improving their self-confidence and self-esteem. General classroom settings found to have positive impact on social interactions and self-concept development of students with severe disabilities *(Denton & Foley, 1994*). Negative self-concept found to have a detrimental effects on the academic performance of the students from the different samples (Min et al., 2018, Cvencek et al. (2018). In addition, academic self-concept is significantly correlated with school adjustment (Wosu, 2013; Mensah, 2014) and it also envisages gains in academics (Marsh and Martin, 2011; Guo et al., 2016). Cambra & Silvestre (2003) emphasized that school integration and social integration of SEN students improve their self-concept. Similarly, *Westling Allodi (2000)* also reported that pupils at compulsory schools who receive support are differ from pupils who receive no support because peer relations appear to be more important for their self-concept.

Individuals with high self-concept tend to have confidence in their own abilities to make decisions, expectations for successful outcomes, and relationship that are characterized by respect and dignity (*Tuttle& Tuttle, 2004*). Therefore, to develop healthy self-concept, children with disabilities need to be provided with interventions, such as counseling, stress-reduction techniques and help in developing their personal and social skills. It is assumed that inclusive settings provide such an environment where children get maximum opportunity to develop right self-concept. As soon as young children with disabilities become participant in an inclusive setting, they are exposed to many different factors which help to shape their personal beliefs of their abilities. These beliefs in turn, help in shaping their ideas and capabilities to succeed in school. The more positive the early experiences in academic life; the more likely students will have the confidence and self-esteem to be successful.

II. Discussion Related to Adjustment

Findings of the this study revealed that visually impaired students attending inclusive schools were better adjusted in their overall adjustment as well as 'Emotional', 'Social' and 'Educational' dimensions of adjustment than that of their counterpart from special schools.*Desai (1990)* reported that if the blind children are taught with normal children in same school, psychological problems of the blind children can be resolved. *Cole&Meyer (1991)* determined the positive effect of integration in the maturity, self-confidence and socialization of children with disabilities. Students with disabilities do not suffer from isolation, exclusion, rejection and negligence *(Cullican, 1992),* rather develop social skills over time, which allowed them to initiate and reciprocate interactions (*Evam et al., 1992)*. *Majda & Branaka (2006)* inferred that mainstream classroom climate provides opportunities for accepting exceptionalities, developing social skills, ethical values and empathic abilities among the children. Inclusion is an indicator of socialization for the children with disabilities which helps them to learn communication skills and interact with each other (*David & Lise, 2007)*. *Lakshmi, Geetha & Krishnamurthy (2007)* documented that visually impaired students from integrated school settings are better adjusted in the dimension of emotional and educational adjustment than their counterpart from special school settings. Parua (2015) determined the difference in emotional development among visually impaired students studying in integrated and special schools. The researcher came out with inferences that the visually impaired students studying in integrated schools were more emotionally matured than those were in special schools. Pant and Joshi (2016) also found that the visual impaired children in inclusive setup were more emotionally stable than their counterpart attended special school.

Inclusive setting offers barrier free atmosphere to the children with disabilities to get along with their non-disabled peers. Such an atmosphere likely to encourages the growth of social and communication skills. Here, children are taught and motivated to accept the differences. Such an environment providesthe children with higher levels of social support and wide friendship network. In mainstreamed environment, these children start to view their life in the normal manner and they also try to adapt to the circumstances. Conversely, poor adjustment of the disabled students in the segregated settings may be because of the fact that in residential special schools disabled children gets less opportunity to come in contact with different people of the society. In segregated environment, these children remain under custody and supervision for twenty-four hours. They suppose to spend all the time with similar type of children only. Gradually, life becomes monotonous and dull for them and starts accusing their fate. Since, these children remain isolated, their socio-emotional

aspect remain uncared. These observed factors may contribute to aggravate and hinder the way of adjustment of the children with disabilities in special school settings.

Educational Implications

It is an undeniable fact that school settings or environment play significant role in overall personality development and academic achievement of the children. It is the school where a child for the first time comes in contact with different type of people; therefore, it is the place where a child gets maximum opportunity for socialization.

Due to labeling and stigma attached, disabled children may have poor self-concept and adjustment. Particularly in inclusive schools, these children may be rejected and teased by their non-disabled peers; which develops the feeling of isolation. The parents and teacher should inculcate in the minds of the non disabled children that the special needs children are not differ from them rather they differently abled. They should encourage their children to intermingle with the special need children.

Since the teachers mould the career and shape the lives of the children; therefore, the study has its implication for teacher both general classroom teachers and special school teachers. General classroom teachers should be very sensitive in dealing with the disabled children. It is advisable for the general classroom teachers to recognize and respond to the diversity of students in their classrooms. They are required to be competent enough to accommodate the studentsof different learning styles and pace of learning by employing a range of teaching methods, including co-operative group learning, peer tutoring, team teaching and individualized instruction.

Present study bears implications for the special teachers also. Special school teachers must try to inculcate maximum social skills in their special children. In order to develop social skills, the teacher should organize tour to nearby general schools, library visits and visit to social organizations. They should motivate their students to participate in co-curricular activities so as to flourish their talents and potentials keeping in mind to develop social network.

The administrators should organize parents-teacher meeting at regular basis and problems of the children with special needs should be discussed openly so as to resolve them collectively. The school authority must organize co-curricular activities in the school premises and motivate the children to participate in them so that through these activities children get opportunity to interact with each other. By motivating the children to participate in co-curricular activities self-confidence, co-operation, feeling of belongingness and the process of socialization can be developed immensely. The school administrators must be aware of the fact that equal access to education is a matter of right and not a privilege. At the same time they should also keep it in mind that equality does not mean sameness rather equality means appropriateness. So while framing and designing the curriculum and teaching materials for the children, utmost emphasis should be laid on the individual needs of the children.

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