



**A COMPARATIVE STUDY TO ASSESS THE LEVEL OF PERSONAL, SOCIAL,
EMOTIONAL, AND EDUCATIONAL ADJUSTMENT AMONG VISUALLY IMPAIRED
STUDENTS STUDYING IN SELECTED SPECIAL AND INTEGRATED SCHOOLS OF
UJJAIN, MADHYA PRADESH**

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Introduction

Adjustment is a dynamic psychological and behavioral process through which individuals attempt to maintain an effective relationship between their personal needs and the demands of their environment. During childhood and adolescence, successful adjustment is particularly important because students simultaneously encounter developmental, educational, emotional, interpersonal, and social demands.

For students with visual impairment, the process of adjustment may involve additional challenges. Limitations in visual functioning can affect mobility, access to printed and visual educational material, participation in recreational activities, communication in visually mediated social situations, and independent performance of everyday activities. The consequences of visual impairment, however, are not determined solely by the degree of visual loss. Family support, accessibility, educational resources, peer attitudes, assistive technology, teacher competence, personality, coping skills, and opportunities for social participation may substantially influence adjustment.

The educational environment is particularly relevant. Visually impaired students may receive education through special schools specifically designed for children with visual disabilities or through integrated educational settings in which they study alongside sighted students with appropriate support.

Special schools may provide specialized teachers, Braille instruction, orientation and mobility training, disability-specific resources, peer identification, and an environment structured around visual impairment. Integrated schools may provide broader opportunities for interaction with sighted peers, participation in mainstream social environments, and exposure to diverse educational experiences. At the same time, integrated-school students may encounter accessibility barriers, inadequate

accommodations, social exclusion, or difficulties keeping pace with visually oriented teaching methods.

It is therefore important to examine adjustment multidimensionally rather than treating it as a single psychological construct.

The present study focuses on four dimensions:

Personal adjustment concerns self-acceptance, independence, confidence, management of everyday demands, and adaptation to one's circumstances.

Social adjustment relates to interpersonal relationships, peer interaction, participation in groups, social confidence, and feelings of acceptance.

Emotional adjustment includes emotional stability, management of frustration, anxiety, sadness, irritability, and responses to stressful experiences.

Educational adjustment concerns adaptation to the school environment, learning demands, relationships with teachers, classroom participation, study habits, academic confidence, and use of educational resources.

Comparing these dimensions among students attending special and integrated schools can provide information for psychologists, teachers, special educators, parents, counselors, and policymakers responsible for supporting visually impaired students.

Need for the Study

Visual impairment may affect considerably more than visual functioning. Students must adapt to educational materials, physical environments, interpersonal interactions, social expectations, and developmental challenges while simultaneously managing the functional consequences of limited vision.

The degree to which these challenges affect adjustment varies substantially between individuals.

A student may demonstrate satisfactory academic achievement while experiencing social isolation. Another may have good peer relationships but considerable emotional difficulty. Some may demonstrate strong personal independence but experience educational barriers because learning materials are not available in accessible formats.

For this reason, assessment of overall adjustment alone may conceal important domain-specific problems.

The transition toward inclusive and integrated education has also created a need to understand whether educational placement is associated with differences in adjustment. Simply placing a visually impaired student in a mainstream environment

does not automatically guarantee inclusion. Similarly, attendance at a special school should not automatically be interpreted as social segregation or poor adjustment.

A systematic comparison can identify areas in which each educational setting supports students effectively and areas requiring improvement.

Such evidence is particularly relevant for developing locally appropriate psychological and educational support services in Ujjain, Madhya Pradesh.

Statement of the Problem

“A Comparative Study to Assess the Level of Personal, Social, Emotional, and Educational Adjustment Among Visually Impaired Students Studying in Selected Special and Integrated Schools of Ujjain, Madhya Pradesh.”

Objectives

1. To assess the level of personal, social, emotional, and educational adjustment among visually impaired students studying in selected special schools.
2. To assess the level of personal, social, emotional, and educational adjustment among visually impaired students studying in selected integrated schools.
3. To compare domain-wise and overall adjustment scores between visually impaired students studying in special and integrated schools.
4. To determine the association between overall adjustment and selected demographic, educational, and visual-impairment-related variables.

Research Hypotheses

H1: There will be a statistically significant difference in overall adjustment between visually impaired students studying in special and integrated schools.

H2: There will be statistically significant differences in personal, social, emotional, and educational adjustment between visually impaired students studying in special and integrated schools.

H3: Overall adjustment will be significantly associated with selected demographic, educational, and visual-impairment-related variables.

The hypotheses would be tested at the 0.05 level of significance.

Research Methodology

Research Approach

A quantitative research approach was adopted.

Research Design

A comparative descriptive cross-sectional research design was considered appropriate because the study aimed to assess and compare naturally occurring adjustment characteristics between two educational groups without manipulating the educational setting.

Research Setting

The study was proposed to be conducted in selected special and integrated schools of Ujjain, Madhya Pradesh.

Study Population

The target population consisted of visually impaired students studying in special and integrated schools.

Sample Size

For the present illustrative article:

Total sample = 60 visually impaired students

- Special schools = 30
- Integrated schools = 30

For an actual dissertation or publication, the final sample should preferably be determined through an appropriate a priori sample-size calculation rather than adopting 60 solely from this illustrative article.

Sampling Technique

A purposive sampling technique was used to select eligible participants from the identified educational settings.

Eligibility Criteria

Inclusion Criteria

Students who:

- had documented visual impairment;
- were enrolled in selected special or integrated schools;
- were able to understand the instructions required for assessment using accessible communication;
- were available during the data-collection period;
- had parental/guardian consent where required; and
- provided assent/consent as applicable.

Exclusion Criteria

Students who:

- had an acute illness during data collection;
- had a condition that prevented meaningful participation in the selected assessment procedure; or
- did not complete sufficient assessment data for the primary outcome analysis.

Variables

Independent/Grouping Variable

Type of educational setting:

- special school;
- integrated school.

Dependent Variables

- personal adjustment;
- social adjustment;
- emotional adjustment;
- educational adjustment;
- overall adjustment.

Description of the Tool

The data-collection instrument consisted of two major sections.

Section A: Demographic, Educational and Visual-Impairment Profile

Information was collected regarding age, sex, grade, residence, family type, educational setting, duration and degree of visual impairment, age at onset, assistive-device use, peer support, family support, and participation in extracurricular activities.

Section B: Adjustment Assessment

Adjustment was assessed across four domains:

- personal adjustment;
- social adjustment;
- emotional adjustment;
- educational adjustment.

Results

Table 1

Demographic Characteristics of Visually Impaired Students (N = 60)

Variable	Special School n (%)	Integrated School n (%)	Total n (%)
Age			
10–12 years	8 (26.7)	7 (23.3)	15 (25.0)
13–15 years	14 (46.7)	15 (50.0)	29 (48.3)
16–18 years	8 (26.7)	8 (26.7)	16 (26.7)
Sex			
Male	18 (60.0)	17 (56.7)	35 (58.3)
Female	12 (40.0)	13 (43.3)	25 (41.7)
Residence			
Urban	13 (43.3)	19 (63.3)	32 (53.3)
Rural	17 (56.7)	11 (36.7)	28 (46.7)

The majority of participants were aged 13–15 years. Male students constituted 58.3% of the total sample. Students from both urban and rural backgrounds were represented.

Overall Level of Adjustment

Table 2

Distribution of Students According to Overall Adjustment Level

Adjustment Level	Special School n (%)	Integrated School n (%)
Poor	6 (20.0)	3 (10.0)
Moderate	17 (56.7)	14 (46.7)
Good	7 (23.3)	13 (43.3)
Total	30 (100)	30 (100)

Among special-school students, 56.7% demonstrated moderate adjustment and 23.3% demonstrated good adjustment. Among integrated-school students, 46.7% demonstrated moderate adjustment while 43.3% demonstrated good adjustment.

Association With Selected Variables

Table 3
Association of Selected Variables With Overall Adjustment

Variable	Statistical Result	p-value	Interpretation
Age group	$\chi^2 = 2.14$	.343	Not significant
Sex	$\chi^2 = 1.02$	.601	Not significant
Residence	$\chi^2 = 1.88$	.390	Not significant
Degree of visual impairment	$\chi^2 = 6.52$	.038	Significant
Family support	$\chi^2 = 5.48$	.065	Not significant
Peer support	$\chi^2 = 8.21$	.016	Significant
Assistive-device use	$\chi^2 = 4.31$	.116	Not significant
Extracurricular participation	$\chi^2 = 7.46$	.024	Significant

The illustrative analysis showed significant associations between overall adjustment and degree of visual impairment, peer support, and extracurricular participation.

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