

A Study of Social Adjustment of Children with Special Needs

Dr. Mamata Aswal¹, Dr. Pankaj Pant²

^{1,2}Assistant Professor, B.Ed. Department, Govt. P.G. College Gopeshwar

ABSTRACT

Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. However, this commonplace definition does not go in depth of the need of education for the all-round personality development of an individual. Education is now recognized as a basic human right, it is also being seen as an instrument of social change and hence education leads to empowerment which is very important for a country like India, which after 66 years of independence has not been able to eradicate illiteracy in spite of the constitutional mandate given by way of Article 45 of the Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995. Students are suffering from various types of emotional disorders such as emotional instability, emotional regression and social adjustment and if the student is visually handicapped the problem is much more serious. Proper steps should be taken for the education of children with special needs. This paper deals with the problem that if a visual impaired student study in inclusive setup, will he become more socially adjusted then the person studying in special schools? The main objective of the study is to find out the social adjustment of the visual impaired students studying in special schools and inclusive setup. I have taken sample of 100 students from different inclusive and special schools of visual impaired students in Delhi. It is survey type research and the technique of sampling is stratified random sampling. The tool used is Emotional Maturity Scale developed by M. Bharghava and Y. Singh. Statistical techniques used are Mean, SD & t Test. The research throw light on the fact that children with visual impairment studying in inclusive setup are more socially adjusted than the children studying in special schools.

KEY WORDS: Special Needs, Social Adjustment.

INTRODUCTION

Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Thereby helping to bridge the gap between the different sections of society, the educational scene in the country has undergone major change over the years, resulting in better provision of education and better educational practices. In 1944, the Central Advisory Board of Education published a comprehensive report called the Sergeant Report on the post-war educational development of the country. As per the report, provisions for the education of the handicapped were to form an essential part of the national system of education, which was to be administered by the Education Department. According to this report, handicapped

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children were to be sent to special schools only when the nature and extent of their defects made this necessary.

The Kothari Commission (1964–66), the first education commission of independent India, observed: “the education of the handicapped children should be an inseparable part of the education system.” The commission recommended experimentation with integrated programmes in order to bring as many children as possible into these programmes. The government’s agenda to universalise elementary education, and its commitment to the Directive Principles of the Constitution, are guided by the recognition that a new universal system of education should be based on equity, and the provision of access to quality education, especially for marginalised groups. Recent educational developments and the Seventy Third and Seventy Fourth Constitutional Amendments outline the possibility of entrusting basic education to the local elected bodies in towns and villages. This would allow for community participation in education at the elementary level and would introduce radical change, leading to the empowerment of learners with Special Educational Needs. Until the 1970s, the policy encouraged segregation. Most educators believed that children with physical, sensory, or intellectual disabilities were so different that they could not participate in the activities of a common school.

The welfare approach continued in government programmes. Support was provided to voluntary organisations for the establishment of model schools for the blind, the deaf, and the mentally retarded. The government set up the National Library for the Blind, the Central Braille Press, and employment exchanges for the disabled. It also made provisions for scholarships, for prevention and early identification of disabling conditions, for the development of functional skills, and for aids and appliances for the disabled.

The first school for children with special need opened in Spain when "Manual spelling system for communication" is developed for deaf. On 15th April 1817 "American schools for Deaf" is opened at Hartford after Alexander Graham Bell invented telephone and that technology is used in teaching of Deaf. In 1932 Louise Braille has invented Braille system for blinds.

1930-1950 is a revolutionary period for special education when "Special Educational Training" is established. Its result is seen in America when president Kennedy appointed a mentally retarded person in his panel. In India the great king Ashoka has appointed special officers to take care of disabled people. In India first school for deaf was opened at Mazgaon village in 1884 (Bombay) opened by Dr. Hearn. Second school which was opened is "Calcutta Deaf and Dumb School" in 1893 after that in 1896 at Polyamko hai (South India) a special school was opened by Miss Hearn Wainson. In 1947 in undivided India there are 38 schools for deaf and 32 schools are for blinds. First teachers training college is opened in Lucknow in 1947.

According to the International Standard Classification of Education, the term Special Needs Education (SNE) means educational intervention and support designed to address SEN. The term “SNE” has come into use as a replacement for the term “Special Education”. The earlier term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. In many countries today a large proportion of disabled

children are in fact educated in institutions under the regular system. Moreover, the concept of children with SEN extends beyond those who may be included in handicapped categories to cover those who are failing in school, for a wide variety of reasons that are known to be likely impediments to a child's optimal progress. Whether or not this more broadly defined group of children is in need of additional support, depends on the extent to which schools need to adapt their curriculum, teaching, and organisation and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils.

The Person with Disabilities Act (1995) recognises the following disabilities-

1. Blindness
2. Hearing Impairment
3. Leprosy Cured
4. Loco motor Disability
5. Mental Illness
6. Mental Retardation.
7. Low Vision.

The National Trust act of 1999 includes the following disabilities in addition to mental retardation which have not been covered under persons with disability act.

1. Autism
2. Cerebral Palsy
3. Multiple Disabilities

Social adjustment is a failure to meet the demands of society, such as coping with the problem and social relationship: usually reflected in emotional instability. Social adjustment is an inability to react successfully and satisfactorily to the demands of one's environment. Though the term applies to a wide range of biological and social conditions, it often implies an individual's failure to meet social or cultural expectations. In psychology, the term generally refers to unsatisfactory behavior patterns that can use anxiety and requires psychotherapy.

Socially Maladjusted Defined-

- Perception of self: pleasure seeking; has a right behavior; little remorse; self-reliant.
- Perception of Reality: Streetwise; knowledge of appropriate social behavior and norms but choose to disregard.
- Peer Relations/Social Situations: Disrespect and intimidation of "outsiders," may be more socialized with in the group.
- Adaptive Behavior Situation specific(varies from situation to situation); purposive behavior to gain tangible rewards or responses are a means to an end.
- Affective Responses: May be hostile or noncompliant or cool and relaxed; aggressive responses are a means to an end; little remorse for their misbehavior.
- Socially maladjusted Students are those whose social, not emotional, behaviors inhibit meaningful, normative growth and development. Specifically, they consistently disregard or defy authority, refuse to meet minimum standards of conduct required in

regular schools and classrooms, have problems relating to society's normative expectations.

Arya (1984) studied emotional maturity and value of superior children in family. The sample comprises 300 subjects superior in intelligence. He found that superior girls and boys did well on the emotional maturity tests. Superior intelligence showed high relationship with emotional maturity. Age wise there is no significant difference on emotional maturity. Residence did not link with emotional maturity. Intelligence and values of student are positively related.

Julka (1998) studied teacher empowerment and successful mainstreaming of visually impaired children. The study aimed at examining the various Issues and the role of regular and special teacher related to the education of the visually impaired children in mainstream schools. On the basis of the finding the researcher concluded that if inclusive education is to be the focus of educational policy. In near future, the reciprocal role of regular and special teachers would be crucial. Parents need to be counseled before the children are integrated in mainstream schools. Successful mainstreaming of visually Impaired requires two levels of education i.e., academic and compensatory which can be imparted jointly by the classroom and special teacher. Children with visual Impairment should not be segregated and regular school teachers be given appropriate incentives for modifying the learning environment for the visually impaired.

Rani (2011) compared emotional intelligence and academic achievement of visually disabled students between integrated and segregated schools and correlated both the variables for two settings separately as well as for total sample irrespective of school setting. The investigator concluded that visually disabled students studying in integrated school setting are emotionally more intelligent than their counterparts in segregated setting. Integrated students academically performed at par than segregated peers. Moreover the relationship between emotional intelligence and academic achievement was found significant for two schools separately as well as for total sample irrespective of school setting.

NEED AND SIGNIFICANCE

India has come a long way since Independence in the area of disability rehabilitation. There has been a shift in the lifestyle of people with disabilities from charity to right. It is no more the wish and choice of the giver to provide education, vocational training and rehabilitation, but the RIGHT of the person with disability to receive the support. This is all possible due to the PWD Act 1995 and the concept of inclusive education. The concept of inclusive setup and special schools in relation to visual impairment is new and has not been sufficiently explored.

The importance of the study also reflected in the need to compare the social adjustment of visual impaired students of special schools and inclusive setup. Understanding the social adjustment of visual impaired students it will be useful in drawing the guidelines for special educational programs and practice based on empirical evidence. Such a study will also be helpful in designing programs to improve social adjustment of the students with visual impairment and solving their problem. All this encouraged me to undertake the present study.

OBJECTIVES: -

1. To study the social adjustment of Visual Impaired students belonging to Inclusive setup and Special Schools.
2. To study the social adjustment of Male Visual Impaired students at secondary level of Inclusive setup and Special Schools.
3. To study the social adjustment of Female Visual Impaired students at secondary level of Inclusive setup and Special Schools.

HYPOTHESIS:

1. There is no significant difference between Students Studying in Inclusive School and Students Studying in Special School in relation to their social adjustment
2. There is no significant difference between Male Students Studying in Inclusive School and Male Students Studying in Special School in relation to their social adjustment.
3. There is no significant difference between Female Students Studying in Inclusive School and Female Students Studying in Special School in relation to their social adjustment.

OPERATIONAL DEFINATION OF USED TERMS IN STUDY:

CHILDREN WITH SPECIAL NEED-

Children who have been determined to require special attention and specific necessities that other children don't are known as children with special needs. Children with special needs may have mild learning disabilities or profound cognitive impairment; food allergies or terminal illness; developmental delays that catch up quickly or remain entrenched; occasional panic attacks or serious psychiatric problems. The designation is useful for getting needed services, setting appropriate goals, and gaining understanding for a child and stressed family.

INCLUSIVE SETUP:

Inclusive setup is those schools where special children spend most of their time with normal children. Inclusive school rejects the use of special class rooms to separate students with disability from students without disability. The idea behind the Inclusive setup is to bring back the impaired students to the society so that the society accepts them as they are and they can easily make the adjustment with the society.

SPECIAL SCHOOLS:

Special Schools are those schools in which there are special teachers to teach special students in a special environment. These schools are fully equipped with the equipments which are necessary to teach the special children. The teachers are specially trained.

SOCIAL ADJUSTMENT: Social adjustment is a pattern of engagement in purposive social, constructive, and good behaviour.

VISUAL IMPAIRMENT: The lack of visual efficiency is known as visual impairment. A person whose visual acuity is less than 20/70 is known as visual impaired. A partial visual impaired person can't see more than 20 feet.

DELIMITATION:

The study covers a vast area of social adjustment including visual impaired children studying in special schools and inclusive setup. However to reach out to all the subject requires a lot of time, resource and labor. Hence it is essential to delimit and specify the area of study. I have delimited the study at secondary level.

- The area of present study limits by Delhi.
- The study has been conducted on secondary school students studying in inclusive setup and special schools.
- Only Social adjustment has been measured in present study.
- The study has been conducted for visual impaired in Delhi.
- Tools have been administrated on visual impaired students.

METHODOLOGY OF STUDY:

RESEARCH DESIGNE: The research has been survey type research.

POPULATION: The area of population is Visual Impaired children studying in special school and inclusive setup in Delhi.

SAMPLE AND SAMPLING TECHNIQUE: Researcher had selected 100 samples from various schools of Delhi. The sampling technique used is stratified random sampling.

TOOL USED IN THE STUDY: Emotional Maturity Scale developed by Y. SINGH and M. BHARGAVA has been used to collect information about students studying in inclusive setup and Special school students.

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS: Researcher has used Mean, Standard Deviation and T-Test for data analysis.

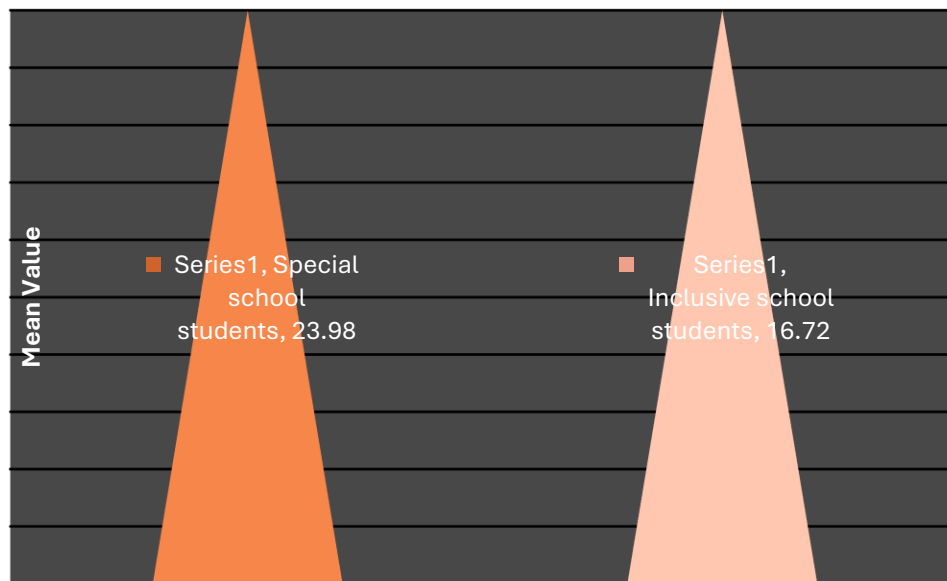
ANALYSIS AND INTERPRETATION OF DATA-

H₀1 There is no the significant difference between Students Studying in Inclusive School and Students Studying in Special School in relation to their social adjustment

To compare the social adjustment of Special school and Students Studying in Inclusive School the mean score, SD and t value are computed, which are presented in table 4.1.

Table 4.1

School students	No. of students	Mean	SD	t value	Level of Significance
Students Studying in Special School	50	23.98	3.53	8.07	0.01 level
Students Studying in Inclusive School	50	16.72	4.45		



It is evident from table 4.1 that mean emotional adjustment score of Students Studying in Special School is (M-23.98) and Students Studying in Inclusive School is (M-16.72). The computed t value is 8.07. The obtained t value is higher than the table value (2.58) at 0.01 level of significance.

It is stated in hypothesis No. 1 that "there is no significant difference between Students Studying in Inclusive School and Students Studying in Special School in relation to their Social Adjustment" is rejected. It means the Students Studying in Special School are having more Social Adjustment than Students Studying in Inclusive School.

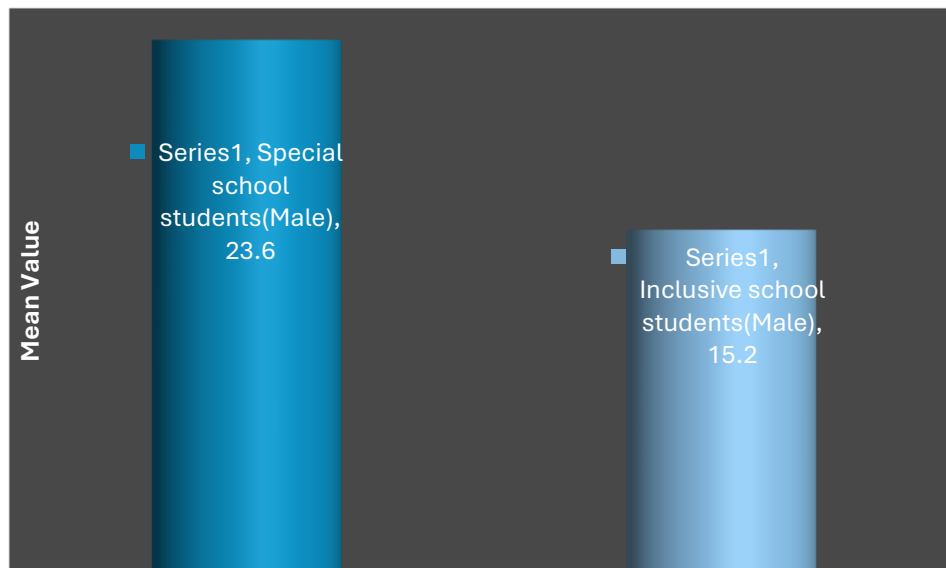
In other words Students Studying in Special School and Students Studying in Inclusive School are having differences in their Social Adjustment.

H₀₂ There is no significant difference between Male Students Studying in Inclusive School and Male Students Studying in Special School in relation to their social adjustment.

To compare the social adjustment of Male Students Studying in Special Schools and Male Students Studying in Inclusive School the mean score, SD and t value are computed, which are presented in table 4.2.

Table 4.2

School students	No. of students	Mean	SD	t value	Level of Significance
Students Studying in Special School(Male)	30	23.6	4.05	8.01	0.01 level
Students Studying in Inclusive School(Male)	35	15.2	4.35		



It is evident from table 4.2 that mean social adjustment score of male Students Studying in Special Schools student are higher (M-23.6) then male Inclusive school student (M-15.2).The computed t value is 8.01. The obtained t value is higher than the table value (2.58) at 0.01 level of significance.

It is stated in hypothesis No. 2 that "there is no significant difference between Male Inclusive school student and Male Students Studying in Special Schools student in relation to their social adjustment" is rejected. It means the Male Students Studying in Special Schools are having more social adjustment then Male Students Studying in Inclusive Schools.

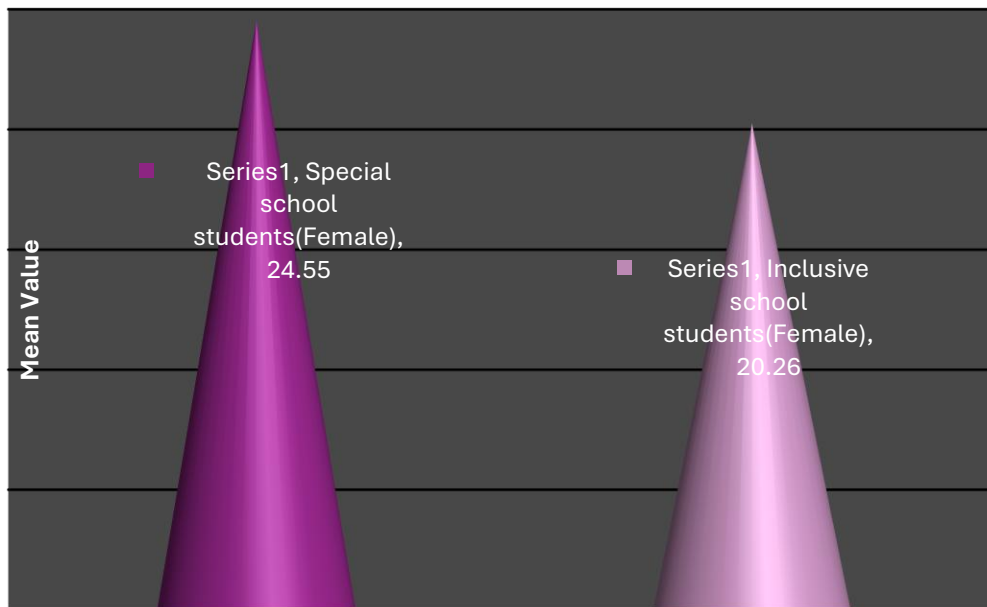
In other words Male Students Studying in Special Schools and Male students studying in Inclusive schools having differences in their social adjustment.

H₀3 There is no significant difference between Female Students Studying in Inclusive School and Female Students Studying in Special School in relation to their social adjustment.

To compare the social adjustment of Female Students Studying in Special Schools and Female Students Studying in Inclusive School the mean score, SD and t value are computed, which are presented in table 4.3.

Table 4.3

School students	No. of students	Mean	SD	t value	Level of Significance
Students Studying in Special School(Female)	20	24.55	2.33	4.62	0.01 level
Students Studying in Inclusive School(Female)	15	20.26	3.17		



It is shown in table 4.3 that mean social adjustment score of Female Students Studying in Special School is (M-24.55) and Female Students Studying in Inclusive School is (M-20.26). The computed t value is 4.62. The obtained t value is higher than the table value (2.58) at 0.01 level of significance.

It is stated in hypothesis No.3 that "there is no significant difference between Female Students Studying in Inclusive School and Female Students Studying in Special School in relation to their social adjustment" is rejected. It means the Female Students Studying in Special Schools are having more social adjustment then Female Students Studying in Inclusive Schools.

In other words, Female Students Studying in Special Schools and Female Inclusive schools' student having differences in their social adjustment.

5.2 Findings

On the basis of analysis of data, the following finding may be drawn: -

1. Significant difference was found between the Students Studying in Inclusive Schools and Students Studying in Special School in relation to their social adjustment. It means Students Studying in Special School are found more socially adjusted then Students

Studying in Inclusive School.

2. Significant difference was found between the Male Students Studying in Inclusive School and Male Students Studying in Special School in relation to their social adjustment. It means Male Students Studying in Special Schools are found more socially adjusted then Male Students Studying in Inclusive School.
3. In the area of social adjustment significant difference was found between Female Students Studying in Inclusive School and Female Students Studying in Special School. Female Students Studying in Special Schools are found more socially adjusted then Female Students Studying in Inclusive School.

5.3 Conclusion:

In the present study researcher had kept Null hypothesis that there is no significant difference between children with Visual Impairment studying in Special Schools and Inclusive setup with respect to Social adjustment.

The research throw light on the fact that children with visual Impairment studying in Inclusive setup are more socially adjusted then children with Visual Impairment studying in Special schools.

5.4 Educational Implication:

All children, including children with special educational needs, have a right to an education which is appropriate to their needs. The aims of education for pupils with special educational needs are the same as apply to all children. Education should be about enabling all children, in line with their abilities, to live full and independent lives so that they can contribute to their communities, cooperate with other people and continue to learn throughout their lives. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical.

Finding of the study can help in education of children with Visual Impairment and for different people associated with it:

1. **Researcher:** In this study researcher have found significant difference between social adjustment of Children with Visual Impairment studying in Special Schools and Inclusive Schools. So the result of this study will be very applicable for the researcher in context of identifying the problem.
2. **Policy Maker:** This study will be more useful for the Policy Maker of the various points:
 1. Provide latest data for the committee.
 2. Analytical evidence for the subject expert.
3. **Society:** For the society the findings are more beneficial, in respect of awareness about Inclusive setup, Methodology, Curriculum and special skills for the Parents.

4. **Teacher:** Results of this research will be useful for the teacher community especially for those teachers which are teaching in Special schools and Inclusive setup.

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