

## **Education Setting for Visually Impaired Students: A Review**

Devendra Kumar, Assistant Professor, Department of B.Ed, Devta Mahavidyalaya Morna Bijnor (U P)  
Email - [nihul108@gmail.com](mailto:nihul108@gmail.com)

### **Abstract**

Vision plays a critical role in an educational setting. Visual impairment which is severe enough to interfere with progress in normal educational programmes is considered a visual handicap. Students must be able to see clearly, focus on objects far and near, be able to co-ordinate hand and eye, discriminate small differences and remember what they see. Difficulty in any of these areas may pose problems in the classroom. Bangladesh government is trying to provide education for the visually impaired students and has taken different programmes for the spread and development of education for visually impaired students. Review of related literature in the concerned field is of greater significance in locating the research problem. Hence, it plays the pivot role at the crucial juncture of planning of the study. Review of related literature is an intellectual pursuit, essential for the development of the problem and to find out an effective approach to its solution.

**Keywords:** **Review of Related Literature, Emotional Intelligence, Adjustment, Visually Impaired Students**

**Introduction:** Skills in daily living, socialization and recreation also need to be taught. Training to use any residual vision to the fullest extent is very important. They may also need to be taught alternative ways to read and write (Winzer, 1999). Visual impairment as a generic term is a wide range of visual problems. It is a concept that includes categories such as total blindness as well as mild and serves cases. Educational definition of visual impairment emphasizes the functional visual efficiency because visual efficiency is unique to each learner. The way the learner uses the residual vision is the main concern of the educator. Visual impairment occurs when the peripheral field of vision is reduced (Leonard Cheshire Disability, 2011). Practically all-human knowledge can be found in the books and libraries, unlike other animals that must start with each generation. Man builds upon the accumulated assnd recorded knowledge of the past. The importance of related literature cannot be denied in any research. It works as guidepost not only with regard to the quantum of work done in the field but also enables us to perceive the gaps and the lacuna in the concerned field of research. The similar or related studies carried out by researchers at various levels are called review of related literature. The various sources of it are the research reviews and survey books, journals, newspapers, records, documents, indexes, abstracts, dissertations and others information directly or indirectly connected with the problem of investigation. Importance of related literature can be presented below:

- I. It is crucial step to minimize the risk of dead ends, rejected topics, rejected studies, wasted efforts, trial and error activity oriented towards approaches already discovered by previous investigations and even more important erroneous findings on a faulty research design.
- II. It makes study comparative and critical.
- III. It provides ideas, theories, explanations or hypotheses in formulating, solving the problem and interpreting the findings.
- IV. It also suggests method of suitable research to the problem.
- V. Thorough and comprehensive evaluation and synthesis of the sources are the qualities of related literature.

**Review of related literature helps the researcher in more than one way**

- I. It makes the researcher familiar with research problem under investigation.
- II. It enables the researcher to understand the dimensions of research problem already covered.
- III. It helps the researcher to identify the research methodology employed by the earlier researches.

**Purpose of Review of Related Literature**

- I. It shares with the reader the results of other studies that are closely related to the study being reported.

- II. It relates a study to the larger, on going dialogue in the literature about a topic, filling in gaps and extending prior studies.
- III. It helps to identify the inadequacies (in terms of coverage and methodology) of the earlier studies.
- IV. It provides a framework for establishing the importance of the study, as well as a benchmark for comparing the results of a study with other findings.

From the above discussion, it is clear that for any worthwhile investigation a review of related literature in the field of investigation is of great help to the investigator. The investigator tapped the various sources of available literature pertaining to the problem of present study.

### **Review of Related Studies**

**Reema (2010)** conducted a study of relationship between self-concept and adjustment of visually impaired adolescents studying in inclusive and special schools. The findings of the study revealed that the development of self-concept was better in inclusive schools. It was even better in the case of male adolescent than the female ones. The relationship between self-concept and level of adjustment in the case of female adolescents was better in inclusive school settings than their male counterparts. This trend was reversed in the case of relationship between those aspects in special schools.

**Were et al. (2010)** studied gender differences in self-concept and academic achievement among visually impaired pupils in Kenya. A sample of 262 respondents (152 males and 110 females) was drawn from the population by stratified random sampling technique. Two instruments were used in this study: Pupils' self-concept and academic achievement test. The t test was used to test the relationship between self-concept and achievement. The data was analyzed using 48. Analysis of Variance (ANOVA) structure. Results of the study revealed that there are gender differences in selfconcept among visually impaired pupils. Girls scored higher than boys in self-concept and hence in achievement test.

**Lakshmi et. Al (2009)** reported that there was a significant difference in the attitude of the parents towards their visually impaired children in the area of social and emotional behaviour, sibling attitude and towards the concept of integrated education. The good communication and positive societal interaction foster relationships and emotional adjustment, but for a visually impaired child, these channels are blocked, sometimes resulting in emotional instability Pradhan (2010).

**Chaudhary and Phogat (2010)** studied adjustment of visually challenged adolescents in relation to their anxiety and degree of impairment and concluded that low anxious totally visually challenged males are better adjusted than high anxious males while there was no significant difference between low anxious females and high anxious females, low and high anxious partially visually challenged males and low and high anxious partially visually challenged females on adjustment.

**Reema (2010)** conducted a study of relationship between self-concept and adjustment of visually impaired adolescents studying in inclusive and special schools. The findings of the study revealed that the development of self-concept was better in inclusive schools. It was even better in the case of male adolescent than the female ones. The relationship between self-concept and level of adjustment in the case of female adolescents was better in inclusive school settings than their male counterparts. This trend was reversed in the case of relationship between those aspects in special schools.

**Were et al. (2010)** studied gender differences in self-concept and academic achievement among visually impaired pupils in Kenya. A sample of 262 respondents (152 males and 110 females) was drawn from the population by stratified random sampling technique. Two instruments were used in this study: Pupils' self-concept and academic achievement test. The t test was used to test the relationship between self-concept and achievement. The data was analyzed using 48 Analysis of Variance (ANOVA) structure. Results of the study revealed that there are gender differences in self-concept among visually impaired pupils. Girls scored higher than boys in self-concept and hence in achievement test.

**Rani(2010)** depicted that academic anxiety of visually impaired students was positively and significantly correlated with their academic achievement. Female students were academically

more anxious than their male counterparts. Moreover school setting also has significant impact on academic achievement of visually impaired students.

**Rani (2011)** compared academic achievement of visually disabled students in integrated and segregated school settings. The results of the study revealed that students placed in integrated schools performed significantly better than their counterparts in segregated schools.

**Daryl et al.(2012)** reported that Adjustment to vision loss is significantly associated with depression and certain traits of personality (specifically neuroticism and conscientiousness), independent of the severity of vision loss.

**Kumar and Singh (2013)** concluded that there is significant relationship between emotional intelligence and adjustment and sighted students have better intelligent and adjusted than visually impaired students. Mishra(2013) reported that there is positive relationship between ego-strength and adjustment. He further concluded that. Ego-strength of sighted students is better than that of visually impaired. It means blindness affect ego-strength.

**Pandey (2013)** reported that adjustment of visually impaired adolescence varied significantly when compared with sighted adolescence in special set up. There was significant difference in adjustment of visually impaired adolescence when compared to VI in special and that of in integrated schools. There was no significant difference in **Kaur (1999)** conducted a study on emotional intelligence in relation to adjustment of adolescent and found that emotional intelligence is significantly related to adjustment of adolescent.

**Scott (2001)** conducted a study on self concept and academic achievement as related to emotional intelligence of adolescents and found that there is a significant relationship between self concept and emotional intelligence and significant relationship between five variables of emotional intelligence with each other.

**Kaur (2002)** conducted a study on psychological problems and ways of coping among adolescents on relation to emotional Intelligence and found that emotional intelligence account for significant differences in psychological problems of adolescents. Average level of emotional intelligence is the best level as it faces fewer problems.

**Zizzi & Deane (2003)** conducted a research on the relationship between emotional intelligence and performance among college baseball players. He found that only modest support for the link between emotional skills (emotion, awareness, controlled) and athletic performance. The data suggests that components of emotional intelligence appear to be moderately related to pitching performance, but not related to hitting performance.

**Behra (2003)** conducted a study on teacher effectiveness in relation to emotional intelligence of junior College Teachers of Balasore District in Orissa" and found that there is a significant positive relationship between teacher effectiveness and emotional intelligence of junior college teachers as a whole and with their various dimensions of teacher effectiveness

**Parker (2004)** conducted a research work on emotional intelligence and academic success examining the transition from high school to University and found that academic success was strongly associated with several dimensions of emotional intelligence. Results are discussed in the context of the importance of emotional and social competency during the transition from high school to university.

**Kenneth (2004)** conducted a research work on the construct and criterion validity of emotional intelligence and its potential utility for management and studies and found that emotional intelligence was related to yet distinct from personality dimensions and that it had incremental predictive power on life satisfaction in a student sample. Parent's rating explained additional variance in the students life satisfaction and feeling of powerlessness after controlling for the big five personality dimensions.

**Mayer (2004)** conducted a research work on emotional intelligence and its relation to everyday behavior and found significant difference even after statistically controlling for scores on the academic achievements. In this study, emotional intelligence was significantly associated with maladjustments and negative behavior for college-aged males but not for females.

**Tiwari & Srivastava (2004)** conducted a study on schooling and development of emotional intelligence and found that gender had no significant effect while medium of instruction and

grade had significant effects on all the three components of emotional intelligence i.e. expression and appraisal, regulation and utilization of emotions. It was noticed that children attending english medium schools scored higher followed by hindi and mixed medium school children, respectively. The older children of fifth grade scored higher than third and fourth grade children. It was found that perceived environmental quality of home as well as school was positively related to emotional intelligence scores

**Srivastava & Bharamanikar (2004)** conducted a study on emotional intelligence and effective leadership behaviors and found that emotional intelligence significantly correlated with transformational leadership and success, but not with job satisfaction. Emotional intelligence also differed across age but not across rank or length of service. It seems that the top management and policy makers should use emotional intelligence to identify and develop effective leaders.

**Kaufold & Johnson (2005)** studied analysis of the emotional intelligence skills and problem areas of elementary education and found that elementary educators do not perceive any personal, "enhanced" emotional intelligence skills. The comparison between master's level and bachelor's level educator's perceptions of personal emotional intelligence skills were similar. Master's level teacher viewed himself or herself as having higher self-esteem, stress management, and anger management skills, while bachelor's level teachers perceived themselves as having more enhanced assertion skills.

**Ganesan (2005)** studied emotional intelligence and quality management in teacher education and found that a person's ability to perceive, identify and manage emotion, provide the basis for the kinds of social and emotional competencies that are important for success in almost all jobs. Furthermore, as the pace of change increases and the world of work makes ever- greater demands on a person's cognitive, emotional, and physical resources, this particular set of abilities will become increasingly important. Moreover, it is good finding for the educationists and authorities to use emotional intelligence to improve both productivity and quality in the teacher education for tomorrow.

**Devi & Mayuri (2005)** studied relationship between emotional intelligence and academic achievements of adolescents and found that five out of fifteen dimensions of emotional intelligence assertiveness, problem solving reality testing, impulse control and optimism were positively and significantly related to the academic achievements of adolescents.

**Morgan (1944)** studied a comparative study of adjustment level of visually impaired and sighted students. He reports an investigation of 128 adolescents in a residential school for the blind, using the personal index as his basic measure of adjustment scores of these visually impaired adolescents, were compared with test norms as well as boys in a reform school in his study . The visually impaired students feel midway between the reform school boys and the standardization group in the maladjustment rating. The researcher suggested that partially sighted children who became problem in the public schools were frequently referred to residential schools and this accounted for their being at the midway point on the scale.

**Bauman(1969)** conducted a studied the relationship of parental understanding and parental attitude to adjustment of residential visually impaired adolescents. In this study, he discussed the impact of parental attitude on the adjustment of residential visually impaired adolescents. He concluded that it is the attitude of the parents which affects the adjustment of visually impaired children the most. Parental attitude is responsible for the emotional climate of the home in which blind child grows. 450 blind adolescents were studied using case records, structured interviews and a variety of intellectual and personality testing procedures. Based on judgments by an agency staff, the larger group was divided into equal sub-groups of well adjusted and self-supporting, well adjusting and not self-supporting and poorly adjusted students. Basically despite considerable overlap, the well adjusted self-supporting group was found to be significantly superior to the poorly adjusted group with respect to intelligence manipulative ability and personality test scores. Furthermore, the well adjusted group was found to have much better family situations than did the poorly adjusted students.

**Rou (1972)** conducted a study on adjustment in relation to achievement. He took a sample of 300 children. He compared low achievers and high achievers in respect of adjustment. High

achievers were found to be better adjusted in comparison to low achievers.

**Lairy (1979)** conducted a study on impact of visual impairment on the intellectual development of visually impaired students and concluded that there is wide spread belief that there is a link between intellectual and visual impairment which, of course, is central but persistent. When a visually impaired is functionally retarded it may infact be due to an enforced lack of freedom in his movement.

**Jamuna (1985)** conducted a study of some factors related to adjustment of middle aged and older women. He conducted the above study to assess the contribution of various psychological and social factors to the adjustment of elderly women. In this study the sample comprised 300 literate women between 40 - 70 years in age drawn by the multi-stage random sampling procedure. He found that the middle aged & older women differed significantly in their level of adjustment.

**Larey (1986)** conducted a study an assessment of socio-economic adjustment in segregated and mainstreamed setting of hearing impaired children. He found that the mainstreamed children perceived themselves to the more competent in terms of global self-worth and physical and cognitive competence, but not in terms of social competence. These children were also significantly more internal than the segregated children. Finally the mainstreamed children displayed generally more mature problem solving skills than did the segregated children.

**Goyal (1988)** studied the effect of frustration and adjustment on learning & speed of performance with special reference to interaction .In the study, 600 female students of graduate classes were selected from different faculties. She founded that home, health, social, emotional & educational adjustment were significant determinants of learning & speed of performance, a high level of adjustment being more contributive. Interaction between different areas of adjustment & different modes of frustration was significant except in the case of aggression & emotional adjustment.

**Banerjee(1993)** studied an investigation into the problems of adjustment of blind students studying in secondary schools of West Bengal. He identified the areas of adjustment problems of visually impaired children. He also compared the visually impaired adolescents with visually normal adolescents studying in normal schools with regard to their adjustment in these areas & identified causes of lower adjustment of all adolescents in different areas. His findings were:

1. The distribution of the two groups, VH & VN, according to the intensity of total adjustment was found to be significant.
2. It was found that the group of VH adolescents varies with the age of onset of the handicap in their adjustment to the environment.

**Rozario et al.(2000)** studied the pattern of adjustment in disturbed and non-disturbed students as visualized by teachers. It was noted that school and peer relationships were crucial for boys. Home, schools and teachers were important in the case of girls. The girls were also found to experience greater degree of worry than boys.

**Brennan (2004)** conducted a study on spirituality and religiousness, predict adaptation to vision loss in middle-aged and older adults. Religiousness and spirituality have been found to be related to positive adjustment and have not been studied in the context of vision loss adaptation in adulthood and rarely examined together in the same analyses. The present study examined the effects of these personal resources and social support in adapting to vision impairment, spiritually predicted better adjustment, extrinsic religiousness was negatively related to adaptation and intrinsic religiousness was not significantly related to the outcome.

**Dreman, Selly and Shemi (2005)** conducted research focussed on the effects of parental perception of family structure on children sense of self-worth. Participants consisted of 191 divorced custodial fathers and mothers and one of their children between the age of 6-18. The study revealed that parent's perception of family structure affects parent-child communication through the mediating effect of parental state anger. More positive perception of actual family structure correlated with more positive parent-child communication and lowered state anger while higher 'ideal' perception correlated with more negative communication and higher state

Daryl et al. (2012) reported that Adjustment to vision loss is significantly associated with depression and certain traits of personality (specifically neuroticism and conscientiousness), independent of the severity of vision loss.

**Kumar and Singh (2013)** concluded that there is significant relationship between emotional intelligence and adjustment and sighted students have better intelligent and adjusted than visually impaired students.

**Mishra (2013)** reported that there is positive relationship between ego-strength and adjustment. He further concluded that. Ego-strength of sighted students is better than that of visually impaired. It means blindness affect ego-strength.

**Pandey (2013)** reported that adjustment of visually impaired adolescence varied significantly when compared with sighted adolescence in special set up. There was significant difference in adjustment of visually impaired adolescence when compared to VI in special and that of in integrated schools. There was no significant difference in adjustment sighted adolescence and that of visually impaired adolescence in integrated set up because of similarity in environment that provide plenty of experiences for visually impaired.

### **Educational Implications**

The present study has its implication for teachers, educational administrators, curriculum framers and parents. The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere. The school should provide facilities to visually impaired students for their better adjustment and all round development. Proper guidance and counseling services pertaining to all the three areas of adjustment should be provided to students. School environment must be cordial and congenial. There should be proper provision of co-curricular activities in the school. Parents should have knowledge of school environment and facilities before getting their wards admitted to schools. Administrators should appoint well-qualified staff. Teachers should provide congenial environment and equal opportunities to all students for exploration.

### **REFERENCES**

- [1] Banoo J. et al. Comparative Study of Differently Abled Adolescents on Visual Impairment and Physical Deformity on the basis of their Home, Social, School and Emotional Adjustment. Egyptian Nursing Journal, 2015;14(2), 70-77
- [2] Chaudhari N. and Phogat, D. A study of adjustment of visually challenged adolescents in relation to their anxiety and degree of impairment, International Research Journal, 2010; 1(11): 22-23.
- [3] Daryl R T and Keziah L ,Adjustment to Vision Loss in a Mixed Sample of Adults with Established Visual Impairment, Investigative Ophthalmology & Visual Science ,2012, 53, 7227- 7234
- [4] Registrar General of India Census of India. 2011. Cited from: <http://www.censusindia.net>.
- [5] Daniel K. Psychological Assessment of Visual Impaired Children in Integrated and Special Schools. Education,2012; 2(1): 35-40 Retrieved April 3, 2015 from PDF DOI:10.5923/j.edu.20120201.07
- [6] Gill S. Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students. International Journal of Scientific and Research Publications. 2014, 4(3). 1-4
- [7] Gahlawat S. A study of personality and mental health of visually challenged and normal adolescents, International Journal of Advanced Education and Research.2015; 2(4), 55-57
- [8] Kumar S. Singh J.; Emotional intelligence and adjustment among Visually Impaired and sighted school students. Asian Journal of Multidimensional Research. 2013; 2(8):1-8.
- [9] Lakshmi H.V Geeta C.V. Murthy K.N., Parental perspective towards the education of visually impaired children, Asia Pacific Disability Rehabilitation Journal 2009'20(2)

International Advance Journal of Engineering, Science and Management (IAJESM)  
 ISSN -2393-8048, **January-June 2016**, Submitted in February 2016, [iajesm2014@gmail.com](mailto:iajesm2014@gmail.com)

[10] Mittal, S. R.; Implication of Blindness on Cognitive Development; Unit -02;Instructional Method SESV - 03 MP Bhoj Open University Bhopal;2001,31 -34.

[11] Mishra V. a study of self-concept in relation to ego-strength of sighted and visually impaired students, International Journal on New Trends in Education and Their Implications January 2013 4,(1):203-207

[12] National sample survey organization(NSSO);Disabled persons in India; ministry of statistics and program me implementation, government of India;2002

[13] Panda; K. C Education of Exceptional Children. Vikash Publishing House Pvt. New Delhi; (1997), 117-119.

[14] Pandey; S.N. & Pandey; R.K “A Comparative Study of Adjustment of Visually impaired and Sighted Adolescents.” Shakshik Parisamvad (An international Journal of Education AAEB.H.U) Banaras Hindu University Varanasi .2013;33(1)-73-76

[15] Pandey; R.K “A Comparative Study of Adjustment of Visually impaired and Sighted Adolescence.” Unpublished M.Ed.(Spl.VI) Dissertation Faculty of Education Banaras Hindu University Varanasi .2010

[16] Pant P, Joshi PK. A Comparative Study of Emotional Stability of Visually impaired students studying at secondary level in inclusive setup and special schools. Journal of Education and Practice. 2016; 7(22):53-58.

[17] Pradhan, S. K.. Personality characteristics of visually impaired students in inclusive and special schools. Ambikeya: Journal of Education, 2010,1(2), 25-29

[18] Parua, R.K. , Emotional development of children with visual impairment studying in integrated and special school, international journal of advanced research, 2015, 3(12), 1345-1348.

[19] Dutta P., & Talukdar J. The impact of vision impairment on students' self-concept; international Journal of Inclusive Education, 2016;20(6) ,659-672

[20] Rajkonwar S, Dutta J, Soni JC. Adjustment and Academic Achievement of Visually Handicapped School Children in Assam International Journal of Science and Research (IJSR). 2015; 4(4).

[21] Rani R. A Study of Academic Anxiety of Visually Impaired Students in Relation to Their Academic Achievement, Journal of Rehabilitation Council of India, 2010,6, (1 & 2), 61-67.

[22] Rani, R. Emotional intelligence and academic achievement of visually disabled students in integrated and segregated schools, Disabilities and Impairments, 2011;25(1 &2), 44-50

[23] Reema, A study of relationship between self-concept and adjustment of visually impaired adolescents studying in inclusive and special schools, Ph.D. (Education). Jamia Millia Islamia, New Delhi;2010

[24] Rukwaro, R.N. “The Education Concept of Low Vision Interventions: The Kenyan Model; 2006; Retrieved April 3, 2016 from [http://www.icevi.org/publications/icevi\\_wc2006/12\\_low\\_v ersion/Posters/afr\\_025\\_rukwaro](http://www.icevi.org/publications/icevi_wc2006/12_low_v ersion/Posters/afr_025_rukwaro).

[25] Singh M., Education of Children With Special Needs Knishka Publication ;New Delhi;2010; 09-10

[26] Singh M and Mishra S; Adjustment to Vision Loss in a Mixed Sample of Adults with Established Visual Impairment, international Journal of Information Research and Review; 2016; 03(04):2098-2101.

[27] The Right of Person With Disabilities Act, The gazette of India; Ministry of law and justice; 2016; 59,33-34.

[28] Were, C.M.; Indoshi, F.C.; John,A.Y Gender difference in self-concept and academic achievement among visually impaired pupils in Kenya, Educational Research,2010;1(8): 246-252.