

Abstract

The influence of integration on visually impaired students has been widely demonstrated in Western research but only a few related findings were revealed in Hong Kong. The present research examined the factors that were believed to be determinant to the success of educational practice, which were self-concept, life satisfaction and emotional intelligence. This research comprised of two studies, the first one compared the above psychological constructs between non-integrated visually impaired students and their matched normal vision peers, while the second one compared the same constructs between integrated students and the matched normal vision group. Results in Study 2 indicated that integrated visually impaired students had lower self-concept on academic and physical ability than their normal vision peers, while no such claim was found in Study 1. Additionally, both studies showed that students with visual impairment had worse self-concept on physical appearance. Nevertheless, there was no significant difference in general self-concept, life satisfaction and emotional intelligence. Possible influence of integration practice in Hong Kong was derived and their implications on educational practice were also discussed.