The present research is aimed at the study of relationship between self-concept, emotional intelligence, and life satisfaction among physically handicapped school children in comparison to mainstream school children. The sample consisted of 198 school children out of which 100 were mainstream (M = 12.55, SD = 1.05) and 98 were physically handicapped school children (M = 12.44, SD = 1.59) from Government schools of Lahore. The measures used for data collection were Multidimensional Self-Concept Scale (MSCS), Trait Emotional Intelligence Questionnaire (TEIQue),   and

Multidimensional Students' Life Satisfaction Scale (MSLSS) along with the demographic information of the participants. The analysis included the application of correlation, Independent samples t-test, ANOVA and linear Regression to explore the relationship and differences between self-concept, emotional intelligence and life satisfaction among physically handicapped school children and mainstream school children. The results indicated a significant difference between self-concept of physically handicapped school children and mainstream school children, however level of emotional intelligence were almost equal in both groups. Gender differences were evident as physically handicapped girls exhibited a more negative self-concept than physically handicapped boys. Furthermore, negative self-concept was found to be a significant predictor of low emotional intelligence and lower life satisfaction on the overall sample of school children, yet emotional intelligence could not significantly predict life satisfaction. Overall, gender differences were found important in attaining a positive or negative self- concept, low or high emotional intelligence, and life satisfaction or dissatisfaction. Similarly, disability appeared to have a significant   contribution   on   self-concept   only.