



FAMILY CLIMATE OF VISUALLY IMPAIRED ADOLESCENTS IN RELATION TO THEIR SOCIAL SKILLS AND ACHIEVEMENT MOTIVATION

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ABSTRACT

The purpose of the study was to determine the Family Climate of visually impaired adolescents in relation to their Social Skills and Achievement Motivation. A sample of 100 visually impaired adolescent students was selected by purposive simple random sampling method. 'Family climate scale' developed by Dr. Beena Shah, 'Deo-Mohan Achievement Motivation scale' by Prof. Pratibha Deo & Dr. Asha Mohan and a self made tool on social skills were used for collection of data. The result revealed that visually impaired adolescents have average family climate and high achievement motivation and social skills. Further, family climate had a positive and significant relation with achievement motivation; and social skills of visually impaired adolescent students.

Keywords: Family climate, achievement motivation, social skills, visually impaired adolescent.

INTRODUCTION

Man is a social animal. He is born in society, develops, works and progresses in the society. Family as a social unit is an important determinant for shaping one's mental capacities along with their physical and social structure. Family plays a very significant role in the all round development of a child. Parent's child interaction and their way to deal with their children develop certain attitude among the children.

Family environment can be measured on a bipolar continuum viz (i) restrictiveness vs freedom (ii) partially vs fairness (iii) attention vs negligence (iv) indulgence vs avoidance (v) acceptance vs rejection (vi) warmth vs cold relation (vii) trust vs distrust (viii) dominance vs submissiveness (ix) expectation vs hopelessness (x) open communication vs closed communication.

The birth of a blind child has the potential likelihood to substantially alter the dynamics of family life. (Sangeetha, 1997) It is the parents who exert the major influence on the development of the visually impaired child from birth to maturity. No resource is more important to a child with visual disability than his/her own family. Therefore, the attitude of parents and the environment which they give to their child leads to his/her personality.

Adolescence is the most important period of development. It is a stage where individual face problems related to adjustment and socio-psycho emotional distresses after the onset of this age.

It is a stage when children become rebellious assertive with their parents. The influence of the peer group is much more than that of the parents during this stage.

Conflicts with parents, teachers and society may arise over their demands and expectations along with this task of establishing a personal identity, which involves an understanding of self, of one's relationship with others and of one's values and roles in society.

Studies have shown that blind children possess the same personality characteristics, drives, motives, needs, capacities (Zehran,1965) have good adjustment (Sinha,1982) as the sighted. , In spite of their disability, they have high self-worth and they accept their self in spite of their weaknesses. It indicates an optimistic viewpoint (Afroz & Mitra, 2005). They scored higher than normally sighted children on the scale of self-concept refuting the notion that visually impaired children have poorer self-concepts than normally sighted children. ([Obiakor & Stile](#),1990)

On the contrary, Often parents of visually impaired children attempts to protect their child from negative feedback concerning appearance and behaviour which may result in developing an unrealistic view of themselves. They feel hesitant in meeting people and as a result may have a limited range of peers and this may have a retarding effect on the development of their social skills. Researches have revealed that visually impaired children have deficit social skills (Manekawa, 1998; Sigafoos & Carroll, 2000), have problem in developing social skills and establishing friendship (Rosenblum, 2000) that place them at risk for problem behaviours. Visually impaired children are more reserved and shy in nature (Bharadwaj, 1995), immature (Pandey, 1985) restrained, depressed (WenzGross & Siperstein, 1993), emotionally unstable, dependent, sentimental as compared to their non impaired counterparts.

Achievement is the task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or that otherwise involves some standard or excellence. (Murgan et al.1986) Academic achievement is a disposition to strive for success in competition with others at some standard of excellence, set individual. (Decharms,1968) This desire of success is derived from individual's family environment or from his/her peer group as this achievement motivation may be affected by various factors like intelligence, study habits, and attitudes of parents towards their child, home environment , socio economic status and other aspects of their personality.(Nuthanap.G.,2007)

Researches have reported that visually impaired children have good educational adjustment (Sinha, 1982; Haider, 1990) and better performance (Beaty, 1994) than the non-impaired. On the contrary, some researches have quoted that visually impaired children show poor educational performance (Davis et. al., 1986), more academic difficulties, low motivation and low academic achievement (Gregory et.al. ,1984) and have average academic achievement (Jangira,1987).

The review of literature reveals that there is dearth of researches in the area of relation between family climate with achievement motivation and social skills especially with reference to visual

impairment. This is an area that has not been sufficiently explored. Therefore, justification of the study is derived from the limitation of earlier studies which suggests a need for additional research on the study of these variables.

OBJECTIVES OF THE STUDY

1. To study the family climate of visual impaired adolescent.
2. To study the achievement motivation of visual impaired adolescent.
3. To study the social skills of visual impaired adolescent.
4. To study the Family climate of visually impaired adolescents in relation to their achievement motivation.
5. To study the Family climate of visually impaired adolescents in relation to their social skills.

Population: Populations for the purpose of this study include all the visually impaired adolescent students studying in special and inclusive schools of Delhi.

Sampling Technique/ Sample: Purposive sampling was used in the study and a sample of 100 visually impaired adolescent students was taken as sample.

Tools and techniques

(i) Tool for the Study of family climate: Family Climate Scale by Dr. Beena Shah

(ii) Tool for achievement motivation: Deo-Mohan Achievement Motivation Scale by Pratibha Deo and Asha Mohan

(iii) Tool for Social Skills: Self made questionnaire covering three dimensions of social skills i.e interpersonal relationship, communication and coping with stress.

Statistical Analysis: - In order to test the hypothesis the statistical techniques of mean, standard deviation and product moment correlation was used.

Analysis of data and interpretation:

Table 1 Showing Mean & S.D of visually impaired adolescent students on Family Climate Scale

Range of scores	Levels of family climate	Number of students	Mean	S.D
0-89	Poor	18		
90-129	Average	67	109.01	19.26
130-180	Good	15		

The scores indicate that majority of visually impaired children are getting average family climate. Parents are their first teacher and can teach all the required daily living and other skills to their child. Therefore, parents need to play a supportive role in their child's development and for overcoming the barriers faced by their children with disabilities.

Table 2 Showing mean & S.D of visually impaired adolescent students on achievement motivation and social skills scale

	Number of students	Mean	S.D	Interpretation
Achievement Motivation	100	147.04	21.01	Average
Social Skills	100	23.5	2.5	High

The scores revealed that majority of visually impaired children have good achievement motivation and social skills. It shows that these children are motivated to achieve high in academics, co-curricular activities such as dramatics, sports etc. They have good interpersonal skills and are able to communicate their thoughts.

Table 3 Showing correlation between family climate and achievement motivation

Number of students	Degree of freedom	Coefficient of correlation (r)	Critical value at 0.05 level	Critical value at 0.01 level
100	98	0.28	0.195	0.254

Table 3 shows that there is positive low correlation between family climate and achievement motivation of visually impaired adolescent students. As “r” value is higher than the critical value at both 0.05 and 0.01 level of significance, therefore, we can conclude that there is significant relation between the family climate and achievement motivation of visually impaired adolescent students.

Table 4 Showing correlation between family climate and social skills

Number of students	Degree of freedom	Coefficient of correlation (r)	Critical value at 0.05 level	Critical value at 0.01 level
100	98	0.32	0.195	0.254

Table 4 shows that there is positive low correlation between family climate and social skills of visually impaired adolescent students. As “r” value is higher than the critical value at both 0.05 and 0.01 level of significance, therefore, we can conclude that there is significant relation between the family climate and social skills of visually impaired adolescent students.

In the present investigation, we found significant but low relation of family climate with achievement motivation and social skills of visually impaired adolescents. This indicates that with family there are other people who affect the motivation level and social skills of visually

impaired adolescent students. Adolescent is a stage where peer group over shadow the family. And it has been seen in researches that when visually impaired reaches adolescent stage, their language, comprehension, memory, study habits, motivation and interaction skills become almost similar to the non-impaired due to which their performance remains intact.(Erin,Corn& Wolffe, 1993). Supporting this, some other studies reported that these children have good adjustment (Sinha,1982; Haider,1990), better performance (Beaty,1994) and high self-worth(Afroz & Mittra, 2005).

Educational implications: In the light of the findings of the present investigation, we found that family climate has a significant relation with achievement motivation and social skills. It is said that family transmits interest, attitude and values to the children. If the family environment is favourable, it can make an average child into a distinct personality. Therefore, it is necessary for parents to provide a conducive environment to their children so that they may come to know about their potentialities, capabilities and can work upon them.

Need of hour is to make parents and community aware and educate on the psycho social well being of their differently able children. Motivational extension program should be organized for the parents of these children. Indira Gandhi National Open University signed a Memorandum of Understanding with Rehabilitation Council of India (Hindustan Times, 2nd October,2000) to start an audio-video motivational extension program for the parents of disabled children. Many more such programmes focussing the needs of these children should be started by our government.

Guidance and Counselling sessions should be organized for parent to make them realize that their children are no less than others. They are capable enough to walk hand in hand with non impaired children, can strive for success and reach the pinnacle of their career. Teachers should be specially trained as teacher counsellor, who can assess the visually impaired children in the form of motivating and counselling them and treating them at par with other non impaired children. They needs to make assessment of child's special needs in order to create favourable situations so that child feels motivated to participate in all the learning experiences to the best of his/her ability.

Schools, colleges and the residential institute can foster motivation and other skills by redesigning courses and instructional methods to increase engagement and learning, providing resources, assessing understanding and skills, creating smaller learning communities, coordinating communication within the community, and eliminating tracking so that visually impaired children grow in a barrier free environment. (National Research Council, 2004)

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