



International Journal of Arts & Education Research

A STUDY OF CHILDREN WITH VISUALLY IMPAIRED IN RELATION TO THEIR ADJUSTMENT

Madhulika Aggarwal *¹, Dr. Rakesh Rai²

¹M.A (Psy) M.Ed Student, Department of Education, SRM University N C R Campus, Modinagar, GZB.

²Head, Department of Education, SRM University N C R Campus, Modinagar, GZB.

ABSTRACT

The present study explored the adjustment of visually impaired children who were studying in Inclusive Schools. It consisted 50 sample (25 male and 25 female) for the study. I used the tool “Adjustment Scale For Students” prepared by A.K.P Sinha and R.P.Singh. Through this study I measured three areas of Adjustment(Emotional, Social and Educational). It was found that male and female having same social and educational adjustment. But their emotional adjustment is different. It means that Female having more adjustable than Male V.I. Many factors are affecting their adjustment like society, teachers, family because of their disability. The education Implication of this study I want to focused the attention of the society towards the visually impaired children for their development because special children are also the part of our society and we have to change our attitude towards them.

1. INTRODUCTION

Vision is one of our five senses. Being able to see gives us tremendous access to learning about the world around us— people’s faces and the subtleties of expression, what different things look like and how big they are, and the physical environments where we live and move, including hazards.

Many people have some type of visual problem at some point in their lives. Some can no longer see objects far away. Others have problems reading small print. These types of conditions are often easily treated with eyeglasses or contact lenses. But when one or more parts of the eye or brain that are needed to process images become diseased or damaged, severe or total loss of vision can occur. In these cases, vision can’t be fully restored with medical treatment, surgery, or corrective lenses like glasses or contacts. When a child has a visual impairment, it is cause for immediate attention. That’s because so much learning typically occurs visually. When vision loss goes undetected, children are delayed in developing a wide range of skills. While they can do virtually all the activities and tasks that sighted children take for granted, children who are visually impaired often need to learn to do them in a different way or using different tools or material Visual impairment refers to people with irretrievable sight loss and this simple definition covers a wide spectrum of different impairments. It does not include those whose sight problem scan be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. If you are short sighted or long sighted, but

you can see normally when you put your glasses on or wear your contact lenses, you are not visually impaired.

Visual Impairment as an umbrella term included all levels of vision loss and thus may represent a continuum individual with very poor vision to individual who can see light but no shapes to individuals who have no perception of light at all. As a result of such variance we may find the use of number of terms interchangeably to describe children with visual impairment such as visually disabled, visually handicapped, partially sighted children having low vision legally blind and totally blind etc.

The need for special schools is the same as integrating them into the mainstream and bringing about a change in the mindset. We help them in their learning process. For students who are vision, speech or hearing impaired, special schools are extremely important and not a blot on the student's academic career.

Adjustment refers to the process by which we change or cope with the demands and challenges of everyday life. Cognitive and emotional processes are involved in adjustment, but we rely upon behavioral changes and coping strategies in adapting to our environment. Behavior can be defined as anything we do or say. synonyms of the term include action, activity, performance, reaction, responding, response and skill. Behavior permits us to adjust to the ever changing panorama of our lives. All of us had to adjust not only to the problems of childhood but to adolescence and adulthood. We all have memories of what was required of us to move from home and adjust to college.

2. NEED OF THE STUDY

Adjustment and adolescence are the two side of the same coin. As the adjustment get a shape at the age of adolescence, the adjustment of adolescence gains much attention from everyone interested in the growth and development of an individual.

Visual impaired has no vision. They have faced so many problems in adjustment whatever in social, emotional and educational. Adjustment is necessary for every person through this study I wanted to focus the attention of special children's adjustment. Every person of society has duty to short out the problems of adjustment of special children.

3. OBJECTIVES OF THE STUDY

- (i) To compare the Adjustment between Male and Female children with Visual Impairment.
- (ii) To compare the Emotional Adjustment between Male and Female children with Visual Impairment.
- (iii) To compare the Social Adjustment between Male and Female children with Visual Impairment.
- (iv) To compare the Educational Adjustment between Male and Female children with Visual Impairment.

4. HYPOTHESES

- (i) There is no significant difference between Male and Female children with Visual Impairment in relation to their Adjustment.
- (ii) There is no significant difference between Male and Female children with Visual Impairment in relation to their Emotional Adjustment.
- (iii) There is no significant difference between Male and Female children with Visual Impairment in relation to their Social Adjustment.
- (iv) There is no significant difference between Male and Female children with Visual Impairment in relation to their Educational Adjustment.

5. DELIMITATION

- The study was conducted for Visual Impaired students from inclusive schools located at Delhi.
- The study was conducted on students at Secondary level (9th to 10th)
- I have taken twenty five male and female children with visual impaired
- The study was measured only three areas of adjustment (Emotional, Social , Educational).

6. METHODOLOGY

Sample: A sample of secondary students was selected through stratified random sampling technique. The sample consisted of visually impaired children from inclusive schools and the facts taken into consideration were gender type.

Tool Used: The tool used for the study is the “Adjustment Inventory Scale” for School students prepared by A.K.P Sinha and R.P Singh.

7. RESULTS

- (I) There is no significant difference between Male and Female children with Visual Impairment in relation to their Adjustment.

Table 1: Mean score of the two groups of students

Variable and groups		No	Mean	S.D	Degree of freedom	‘t’
Adjustment	V.I. Male	25	43.4	4.74	48	2.9 **
	V.I. Female	25	46.88	3.73		

** significant difference at both level (.05 &.01)

DISCUSSION

Table -1 shows the mean score of the two groups of students. t test was applied to see whether the difference between the two groups was significant. The mean of Adjustment in Visual

Impaired male is (43.4) and female children is (46.88). It means that Female Visual Impaired have high Adjustment than Male Visual Impaired Children. The obtained 't' value is 2.9. It is significant at .01 level. So the hypothesis that There is no significant difference between Male and Female children with Visual Impairment in relation to their Adjustment has been rejected at both level.

(2) There is no significant difference between Male and Female children with Visual Impairment in relation to their Emotional Adjustment

Table 2: Obtained 't' value

Variable and groups		No	Mean	S.D	Degree of freedom	't'
Emotional Adjustment	V.I Male	25	15.64	2.69	48	3.93 **
	V.I. Female	25	17.4	1.68		

** significant difference at both level (.05 &.01)

DISCUSSION

Table No-2 shows that the obtained 't' value of (3.93) is greater than the t value at .01 level of significance. This shows that there exists a significant difference in the mean between Visual Impaired Male and Female with regard to their Emotional Adjustment. Therefore the null hypothesis is that There is no significant difference between Male and Female children with Visual Impairment in relation to their Emotional Adjustment has been rejected at both level. It can be seen that mean scores of Female Visual Impaired having high Emotional Adjustment (17.4) is greater than Male Visual Impaired children having low Emotional Adjustment (14.96).

(3) There is no significant difference between Male and Female children with Visual Impairment in relation to their Social Adjustment.

Table 3: t Value

Variable and groups		No	Mean	S.D	Degree of freedom	't' value
Social Adjustment	V.I. Male	25	13.96	1.67	48	1.05*
	V.I. Female	25	14.52	2.16		

*Not significant difference at both level (.05 &.01)

DISCUSSION

It reveals from Table-3 that t value came out to be 1.05 Which is not significant at .01 level. This indicates that visual impaired male and Female have not difference on the variable of Social Adjustment. Hence the hypothesis that There is no significant difference between Male and Female children with Visual Impairment in relation to their Social Adjustment has been accepted

ay both level. The Table 4.7 shows that the mean Social Adjustment is higher for Visual impaired Female (14.52) as compared to Visual Impaired Male (13.96). It is quite difference of Social Adjustment between Male and Female Visual Impaired Children.

(4) There is no significant difference between Male and Female children with Visual Impairment in relation to their Educational Adjustment.

Table 4: Mean score of the two groups of students

Variable and groups		No	Mean	S.D	Degree of freedom	't' value
Educational Adjustment	V.I. Male	25	14.48	1.71	48	0.96 *
	V.I. Female	25	14.96	1.88		

*Not significant at both level (.05 & .01)

DISCUSSION

Table No-4 shows the mean score of the two groups of students. t test was applied to see whether the difference between the two groups was significant. The mean of Educational Adjustment in Visual Impaired Male is (14.48) and Visual Impaired female is (14.96). It means that Visual Impaired Female have high Educational Adjustment than Visual Impaired Male. The obtained 't' value is 0.96. It is not significant at .01 level. So the hypothesis is that there is no significant difference between Male and Female children with Visual Impairment in relation to their Educational Adjustment has been accepted at both level.

8. FINDINGS OF THE STUDY

(1) The mean of male visual impaired children towards adjustment is 43.4 and mean of Female V.I. towards adjustment is 46.88 respectively. The observed mean difference of male and female visual impaired children towards adjustment is 3.48. The obtained t value is 2.9. The obtained t value is greater than the tabulated t value i.e. 2.58 and significant. Hence the null hypothesis has been rejected at both level. It means that there is a significant difference between Male and Female children with Visual Impairment in relation to their Adjustment.

(2) The mean of male visual impaired children towards Emotional adjustment is 14.96 and mean of Female V.I. towards Emotional adjustment is 17.4 respectively. The observed mean difference of male and female visual impaired children towards Emotional adjustment is 2.44. The obtained t value is 3.93. The obtained t value is greater than the tabulated t value i.e. 2.58 and significant. Hence the null hypothesis has been rejected at both level. It means that there is a significant difference between Male and Female children with Visual Impairment in relation to their Emotional Adjustment.

(3) The mean of male visual impaired children towards Social adjustment is 13.96 and mean of female V.I. towards Social adjustment is 14.52 respectively. The observed mean difference of male and female visual impaired children towards Social adjustment is 0.56. The obtained t value is 1.05. The obtained t value is lesser than the tabulated t value i.e. 1.96 and not significant.

Hence the null hypothesis has been accepted at both level. It means that there is no significant difference between Male and Female children with Visual Impairment in relation to their Social Adjustment.

(4) The mean of male visual impaired children towards Educational adjustment is 14.48 and mean of female V.I. towards Educational adjustment is 14.96 respectively. The observed mean difference of male and female visual impaired children towards Educational adjustment is 0.48. The obtained t value is 0.96. The obtained t value is lesser than the tabulated t value i.e. 1.96 and not significant. Hence the null hypothesis has been accepted at both level. It means that there is no significant difference between Male and Female children with Visual Impairment in relation to their Educational Adjustment.

9. CONCLUSION

- (i) The female students of Visually Impaired having more adjustment as compared to Male V.I.
- (ii) The female students of Visually Impaired having more Emotional adjustment as compared to Male V.I.
- (iii) The Male and Female of Visually Impaired children have no difference in relation to their social adjustment.
- (iv) The Male and Female of Visually Impaired children have no difference in relation to their Educational adjustment.

10. EDUCATION IMPLICATION

- (i) The results of my research work will be useful for the teacher community specially for those teachers which are teaching in special and inclusive schools.
- (ii) It is useful for the society to know the problems of visually impaired children.

REFERENCES

- Ward, Marjorie E. The Visual System in Scholl Geraldine T. (Ed.): Foundation of Education for Blind and Visually Handicapped Children and Youth: Theory and Practice, New York: American Foundation for the Blind 1986; 35-64.
- World Health Organization. International Classification of Impairments, Disabilities, and Handicaps, Geneva, 1980; 205.
- World Health Organization. Management of Low Vision in Children 1992; 710.
- Muruganandam S. Development of teaching learning strategies in teaching science for Visually Impaired children, M.Phil; Edu. Madurai Kamaraj Univ, 1990.
- Lal A. A study of the personality, mutual perception, attitude and vocational preference of the blind and the sighted. Ph.D; Edu. Univ. of Allahabad, 1992.
- Chapman, Elizabeth K, Juliet M. Visually Handicapped Child in Your Classroom (Special Needs in Ordinary Schools), London: Casella Educational Ltd 1988; 20.

- Keeffe, Jill. Issues in the Education of Children with Low Vision, Blind Welfare, No.3, December 1996; 8-12.
- Saxena Y. A Comparative study effects on Intervention strategies on Partially sighted children placed in special residential school for the blind. Ph.D. Edu.IASE, Jamia Milia Is lamia. Guide. Kusum Sharma, 1999.
- Sanyal S. A Comparative study of the effectiveness of a teaching strategy for the Visually handicapped educable Mentally Retarded (EMR) and the sighted EMR. Ph.D. Edu, IASE, Jamia Milia Islamia, 1999.
- Sahu SL. Effectiveness of Audiotactile material in promoting language and Cognitive development in Visually Impaired Children. Ph.D. Edu, IASE, Jamia Milia Islamia, 2000.
- Ragunathan M. Awareness, Attitude and Competences revived by the Teachers in Dealing with Low Vision Children at the Primary Stage. Ph.D., Education, Alagappa University, Karaikudi. Guide: Dr. G. Lokanadha Reddy, 2005.