

# **A Study of Adjustment of Visually Impaired and Normal Students in Relation to Their Parental Behaviour**

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## **Abstract**

Adjustment is a process by which a living organism maintains a balance between needs and circumstances that affects the satisfaction of these needs. The aim of the study is to find out the level of adjustment of visually impaired and normal students and to compare it on the basis of parental behavior and to find out the interactional affect of types of students and parental behavior on the basis of adjustment. Normative Survey method was applied. 200 visually impaired students and 200 normal students were randomly selected from 10 Secondary and Higher Secondary Schools of Dehradun and Haridwar districts of Uttarakhand. ANNOVA Statistical technique was applied for data analysis. After interpretation of data it was found that normal students, have better Emotional, Social, Educational and Total Adjustment as compared to visually impaired students where as parental behavior does not significantly affect the adjustment of visually impaired and normal students. Types of students and parental behavior when joint together, are found insignificant in all the above mentioned dimensions of adjustment of visually impaired and normal students. It is suggested to Parents, Teachers, Curricula Makers, Counselors, Students, Society and Government that these all should be aware of the findings of the study and should maintain a favourable atmosphere by providing special facilities for visually impaired students so that they may increase their adjustment level and may feel the sense of security. It is our duty to bring these students into the main stream of the society so that they may feel the sense of security.

Keywords: Adjustment, impaired and normal students, parental behavior.

Human beings are a precious creation of nature because in the entire living universe, man has been gifted with the super-natural power of thinking. Due to this super-natural thinking power man has

always endeavored to prove himself superior and powerful to others, but there are several differences among human beings too. Each individual is different to other and there is no definite measure to the extent of individual differences. A person, who through no fault on his own, differs in one way or other from the general group pattern, faces the problem of adjustment as compared to the adjustment of the normal individuals. Adjustment is the process by which a living organism maintains a balance between the needs and circumstances that influence the satisfaction of these needs.

According to Gates and others- "Italic Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment."

Adjustment means well arrangement or the process of making the circumstances favorable so that one's requirements can be fulfilled and mental conflict cannot be produced. In simple words, it can be said that adjustments is a continuous process by which a person changes or modifies the relationship between himself and environment.

On the other hand, a visually impaired person is dependent upon someone else for the fulfillment of his needs. He begins to have pity on himself and feels frustrated due to his limited functioning. Thus, a visually impaired child automatically becomes socially handicapped due to his inability to participate fully in the social life. He may also develop exhibition of maladjustment.

Parental behavior and home environment are also responsible factors that may influence adjustment of children. During the first five years of the child, the family shapes the personality of a child. Psychological needs of the child like- love and emotional security are provided by the parents. Child-parents healthy relationship is necessary to build a strong nation. So it is largely parental behavior which candles the life of a child.

### **Objectives of the study**

1. To find out the level of adjustment of visually impaired and normal students differentiated on the basis of parental behavior.
2. To compare the adjustment of visually impaired and normal students differentiated on the basis of their parental behavior.
3. To find out the interactional effect of types of students and parental behavior on the basis of adjustment.

### **Hypotheses of the study-**

Following hypotheses have been formulated to achieve the objectives of the study.

4. There is no significant difference between the adjustment of visually impaired and normal students.
5. Parental behavior of visually impaired and normal students does not significantly affect their

adjustment.

6. Types of students and parental behavior of visually impaired and normal students do not interact significantly on their adjustment.

## **Methodology**

The present study is based on “*Normative Survey Method*” type of descriptive research.

## **Delimitation of the study**

The present study is delimited to normal and visually impaired students of *Dehradun* and *Haridwar* districts of Uttarakhand only. The study is confined to adjustment problems of visually impaired and normal students in relation to their parental behavior only.

## **Population of the study**

**Students studying in Secondary and Higher Secondary Schools of normal students and visually impaired students of *Dehradun* and *Haridwar* districts of Uttarakhand state.**

## **Sample and Sample Procedure**

In order to select the representative sample from the population, random sampling technique was used. Sample of 200 visually impaired students and 200 normal students of classes VI to XII were selected from 10 schools (5 Schools of visually impaired students and 5 schools of normal students)

## **Variables**

1. Dependent Variable
  - Adjustment
2. Independent Variable
  - Types of Students
  - Parental Behavior

## **Tools**

The following tools were used in the present study-

1. Adjustment Inventory for School Students (AISS) by Dr. A.K.P. Sinha and Dr. R.P. Singh. The scale consists of 60 items- 20 in each area i.e. - Emotional, Social and Educational.

2. Parent Child Relationship Scale- (PCRS) by Dr. Nalini Rao. This scale consists of 100 items, categorized into 10 dimensions namely- Protecting, Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting.

**Statistical Techniques**

Hypothesis was tested with the help of “t” test and “ANNOVA”. (Two way analysis of variance)

**Interpretation & Analysis of Data**

**Table – 1: Mean and S.D. of Emotional Adjustment Scores of visually impaired students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behavior	N	Mean	S.D.
Emotional adjustment in relation to Parental Behavior	Excellent	51	9.33	2.18
	Average	104	8.60	2.25
	Poor	45	9.16	2.12

**Table-2 : Mean and S.D. of Emotional Adjustment Scores of normal students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behaviour	N	Mean	S.D.
Emotional adjustment in relation to Parental Behavior	Excellent	50	6.14	1.86
	Average	104	6.07	1.84
	Poor	46	6.24	2.07

Mean Scores of Visually impaired students fall on the unsatisfactory side of adjustment level according to the manual of the scale, where as in case of normal students their mean scores fall on the average side of adjustment level of each category of parental behavior.

**Table- 3: ANNOVA on Emotional Adjustment scores of visually impaired and normal students in relation to their parental behavior.**

Source	S.S	df	M.S	f- value	Level of Significance
Types of Students	775.465	01	775.465	183.281	.01
Parental Behavior	15.039	02	7.520	1.777	NS
Interaction	8.015	02	4.007	.947	NS
Error	1667.014	394	4.231	-	NS

NS= Not Significant

The f-value 183.281 with df(01,394) is more than the table value even at .01 level of significance, which indicates the significant difference between emotional adjustment of visually impaired and normal students as table no.-1 & 2 show that mean scores of normal students are less than the mean scores of visually impaired students. According to the manual of the scale, less scores indicate better adjustment. It is clear that normal students are better emotionally adjusted rather than visually impaired students.

The f-value 1.777 with df(02, 394) for parental behavior is found less than the table value even at .05 level of significance. So it is found that parental behavior does not significantly affect emotional adjustment of visually impaired and normal students.

The f-value for interactional effect .947 with df (02,394) is found insignificant even at .05 level of significance. Therefore, it is interpreted that joint effect of parental behavior and types of students does not cause any significant difference in the emotional adjustment of visually impaired and normal students.

**Table-4: Mean and S.D. of Social Adjustment Scores of visually impaired students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behavior	N	Mean	S.D.
Social adjustment in relation to Parental Behavior	Excellent	51	9.78	2.06
	Average	104	8.86	1.95
	Poor	45	9.04	2.15

**Table-5: Mean and S.D. of Social Adjustment Scores of normal students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behavior	N	Mean	S.D.
Social adjustment in relation to Parental Behavior	Excellent	50	6.16	1.96
	Average	104	6.00	2.04
	Poor	46	5.98	1.91

According to the manual of the scale, the mean scores show unsatisfactory social adjustment of visually impaired students where as the mean scores of normal students fall on the average side of social adjustment level under all the the categories of parental behavior.

**Table- 6: ANNOVA on Social Adjustment scores of visually impaired normal students in relation to their parental behavior.**

Source	S.S	df	M.S	f- value	Level of Significance
Types of Students	962.615	01	962.615	238.354	.01
Parental Behavior	20.655	02	10.327	2.559	NS
Interaction	9.828	02	4.914	1.217	NS
Error	1590.184	394	4.036	-	-

NS: Not Significant

Table 06 shows that f-value 238.354 with df(01,394) for types of students is found highly significant. This value indicates that visually impaired and normal students differ significantly on their social adjustment scores. It is clear from the mean scores of social adjustment of visually impaired and normal students that normal students have less mean scores on each of the categories of parental behavior as compared to visually impaired students which indicates that normal students are more socially adjusted than visually impaired students.

In reference to the parental behavior the f-value 2.559 with df(02,394) is found less than table value even at .05 level of significance. So it is clear that parental behavior does not significantly influence the social adjustment of visually impaired and normal students.

The f-value for interactional effect 1.217 with df(02,394) is found in significant even at .05 level of significance. Hence, it is interpreted that joint effect of parental behavior and types of students does not cause any significant difference in the social adjustment of visually impaired and normal students.

**Table- 7: Mean and S.D. of Educational Adjustment Scores of visually impaired students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behavior	N	Mean	S.D.
Educational adjustment in relation to Parental Behavior	Excellent	51	8.92	2.26
	Average	104	8.83	1.98
	Poor	45	8.87	2.06

**Table- 8: Mean and S.D. of Educational Adjustment Scores of normal students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behavior	N	Mean	S.D.
Educational adjustment in relation to Parental Behavior	Excellent	50	5.72	1.91
	Average	104	5.85	1.99
	Poor	46	5.54	1.57

The mean scores show unsatisfactory educational adjustment of visually impaired students where as the mean scores of normal students fall on the lower side of the average of educational adjustment level on each of the categories of parental behavior as per the manual of the scale. These scores indicate that normal students have better educational adjustment level than visually impaired students.

**Table-9: ANNOVA on the Educational Adjustment scores of visually impaired and normal students in relation to their parental behavior.**

Source	S.S	df	M.S	f- value	Level of Significance
Types of Students	966.795	01	966.795	246.694	.01
Parental Behavior	1.232	02	.616	.157	NS
Interaction	2.248	02	1.124	.287	NS
Error	1544.086	394	3.919	-	-

NS- Not Significant

The f-value for the types of students is found 246.694 with df(01,394) which is more than the tabulated value and is highly significant. This value shows that visually impaired students significantly differ to normal students on their educational adjustment scores because mean score of normal students are less than visually impaired students it means that normal students are more adjusted on educational level in comparison to visually impaired students. Whereas f-value .157 with df(02,394) for parental behavior is found less than the table value even at .05 level of significance. Therefore it is clear that

parental behavior does not significantly affect the educational adjustment of visually impaired and normal students.

In reference to interaction, the  $f$ -value .287 with  $df(02,394)$  is calculated less than the table value even at .05 level of significance. Therefore it may be interpreted that joint effect of parental behavior and types of student does not cause any significant difference in the educational adjustments of visually impaired and normal students.

**Table-10: Mean and S.D. of Total Adjustment Scores of visually impaired students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behavior	N	Mean	S.D.
Total adjustment in relation to Parental Behavior	Excellent	51	28.03	5.57
	Average	104	26.29	5.25
	Poor	45	27.07	5.47

**Table-11: Mean and S.D. of Total Adjustment Scores of normal students differentiated on the basis of parental behavior.**

Variable	Categories of Parental Behavior	N	Mean	S.D.
Total adjustment in relation to Parental Behavior	Excellent	50	18.02	4.92
	Average	104	17.92	5.17
	Poor	46	17.74	4.94

The mean scores show unsatisfactory total adjustment of visually impaired students where as the mean scores of normal students fall in the middle of the average of total adjustment level on each of the categories of parental behavior as per the manual of the scale.

**Table-12: ANNOVA on the Total Adjustment scores of visually impaired and normal students in relation to their parental behavior.**

Source	S.S	df	M.S	f- value	Level of Significance
Types of Students	8093.975	01	8093.975	296.687	.01
Parental Behavior	58.662	02	29.331	1.075	NS
Interaction	49.296	02	24.648	.903	NS
Error	10748.714	394	27.281	-	-

NS- Not Significant

The  $f$ -value 296.687 with  $df(01,394)$  for types of students has been found highly significant. This value shows that visually impaired and normal student differ significantly on their total adjustment scores, because mean scores of normal students are less than visually impaired students. It means that normal students are adjusted in comparison to visually impaired students in total adjustment scores.

Whereas,  $f$ -value 1.075 with  $df(02,394)$  for parental behavior is found less than the table value even at .05 level of significance. Hence, it may be interpreted that parental behavior does not significantly affect the total adjustment of visually impaired and normal students.

In reference to interaction, the f-value .903 with df(02,394) is calculated less than the tabulated value even at .05 level of significance. Therefore it is clear that joint effect of parental behavior and types of students does not cause any significant difference in the total adjustment of visually impaired and normal students.

### **Testing of Hypotheses**

3. The f-value with df(01,394) for types of students are found highly significant on every dimension of adjustment scores which interprets that visually impaired students are less adjusted at every dimensions of adjustment as compared to normal students. Hence, the hypothesis <sup>(1)</sup> - “*There is no significant difference between the adjustment of visually impaired and normal students.*” stands rejected.
4. The f-value with df(02,394) for parental behavior are found less than the tabulated value even at .05 level of significance at every dimension of adjustment which shows that parental behavior does not significantly affect the adjustment of visually impaired and normal students. Hence, the hypothesis <sup>(2)</sup> - “*Parental behavior of usually impaired and normal students does not significantly affect their adjustment.*” stands accepted.
5. The f-value with df(02,394) for interactional effect are found in significant even at .05 level of significance at every dimension of adjustment which shows that joint effect of parental behavior and types of students does not cause any significant difference. Hence, the hypothesis <sup>(3)</sup>- “*Types of students and parental behavior of visually impaired and normal students do not interact significantly on their adjustment.*” stands accepted.

### **Conclusion**

After interpretation of data it has been found that-

- Normal students have better adjustment on all the dimensions i.e. emotional, social, educational as well as total adjustment as compared to visually impaired students.
- It has been found that normal students have average adjustment on emotional, social, educational and total adjustment whereas visually impaired students have unsatisfactory adjustment level on all the above dimensions.
- Parental behavior does not has significant effect on emotional, social, educational and total adjustment level of visually impaired and normal students.
- The types of students and parental behavior, when combined together do not have significant influence on the emotional, social, educational and total adjustment of visually impaired and normal students.

## Educational Implication & Suggestions

Findings of the study may be helpful to the Parents, Teachers, Curriculum Makers, Counselors, Students, Society as well as Government. Although the effect of parental behavior on adjustment has been found insignificant, but parents should be aware to know the result obtained. They should have positive attitude towards their children and increase their parental behavior. Teachers also should be familiar with the strength and weakness of students because better adjusted students gain better knowledge. Curricula should also be designed according to needs of visually impaired students so that they should increase their interest in studies. The atmosphere of the school also influences the child very much. The findings of the study will help the school administration and teachers to create a favourable atmosphere for visually impaired students. For total blind students study material should be provided in Braille Script so that they will not be frustrated with their disability. Guidance services and counselors may help these children to increase their adjustment by proper subject selection so that they can perform their maximum output according to their potentialities. Findings of the study help the students to be aware of their requirements and problems and they will try to solve them accordingly. The researcher has tried to make the society to be aware of the problems and difficulties of adjustment of visually impaired students so that the society as well as the Government may provide suitable environment and special facilities to such students and try to bring them into the main stream of the society. Hence, the present investigation suggests to pay attention to the abovementioned suggestions so that visually impaired students may also be properly adjusted in the society and may feel the sense of security.

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