

SOCIAL BEHAVIOUR OF SCHOOL GOING ADOLESCENTS WITH VISUAL CHALLENGES

By

***Peter Immanuel, R. & **William Dharma Raja, B.**

*M.Ed. Student, Department of Education, Manonmaniam Sundaranar University,
Tirunelveli, Tamil Nadu.*

*Professor and Head, Department of Education, Manonmaniam Sundaranar University,
Tirunelveli, Tamil Nadu, India.*

Abstract

The social behaviour plays an important role in the student activities. Based on their nature with the society, they have judged and respected in the society. The present study focuses on measuring the stimuli and responses of visually impaired adolescents. The survey method is used for the present study. The purposive sampling method was selected for this study. The sample consisted of 66 adolescents with visual challenges. The investigator developed the tool, and two experts in this field standardised it. A five-point scale, PeWi's scale on social behaviour (PSSB) was used to collect data. For analysis of data, SPSS was used for statistical analysis from the statistical methods such as mean, standard deviation, 't' test, and Mann Whitney were used.

Keywords: *social behaviour, school-going adolescents, visual challenges*

Introduction

From birth to death, learning is a continuous process; the man who behaves in the society based on their environment. The basic thing is that a man can be valued by his social skills. The investigation on social behaviour explores how they behave or adopt the society in a friendly attitude. The behaviour of one does not only depend on the single individual but also on

some impact factor, especially for the environment where they are.

Human behaviour is an enterprise that is greatly concerned with the thoughts, feelings, emotions and actions of the people working in it. Individual interactions characterise social behaviour. These include hostile, reciprocal, cooperative, altruistic and parental. Social relationships can be

formed with strangers, relatives, and people of same-sex. The behaviour is shaped by giving education to the students. The students who are facing disability needs more care from the society. Regardless of their backgrounds or impairments, all children should receive an education according to the World Declaration on Education, for all nations are urged to offer free education to all children without any limitations. In response to this demand, special education programmes are offered to kids with exceptional needs, including visual impairments and other conditions. Compared to sighted children who are blind, they have fewer opportunities for learning and fewer learning activities available to them. This is because if they retain residual eyesight, the process of attaining information from the visually impaired will be limited.

Need for the study

The investigator strongly feels that positive behavioural attitudes are modern education. Social behaviour is termed as the interactions among individuals, normally within the same

species. It helps the students to adapt to society. Students should adopt both the family environment and social environment. Social skills, interpersonal skills, problem-solving skills and conflict resolution skills are the major social behaviour factors. These skills are the major factors of social behaviour. The lack of these skills leaves the individual alone. The study results will help the government make policies regarding disabilities, especially the visually impaired.

Statement of the Problem

The investigator believes that education would change the attitude of an individual. In this study, the students with visual impairment got an education through educational institutions. Compared with normal adolescents, visually impaired students interact less with the environment. The social adjustment of interpersonal relationships is very low. The investigator himself saw that the students with visual impairment were inferior and frustrated. The present study investigates the social behaviour of visually challenged adolescents who are going to school.

Operational Definitions of the key Terms.

Social behaviour refers to an observable response to external and internal stimuli by a student with visual impairment.

School-going visually challenged adolescents: Students aged 13-19 studying in the school for the visually impaired in the academic year 2023-2024 located in Tirunelveli district.

Objectives

A research objective is a statement of purpose in which the investigator plans to attain a study in the field of references (Creswell, 2011).

The following are the objectives of the present study.

1. To determine the social behaviour level of school-going visually challenged adolescents.
2. To find the differences in social behaviour of school-going children with visual impairment concerning personal and familial variables.

Hypotheses

1. There will be no significant difference in the social behaviour of school-going visually challenged adolescents concerning the personal variables.
2. There will be no significant difference in the social behaviour of school-going visually challenged adolescents concerning the familial variables.

Methodology

The present investigation was done through the survey method. The investigator deployed a purposive sampling technique to choose the sample for the study. The sample for the investigation was only visually challenged adolescents aged 13-19 studying in a school for the visually impaired in Tirunelveli District.

Target population: In this study, the investigator has taken all the samples for investigation. The target population refers to all persons who are a part of the group, event, or item to which we wish to generalise the results of our research (Pandey, 2015). For the present study, the population was 66.

Tool: In this study, the investigator constructed a five-point scale tool, PeWi's scale on social behaviour (PSSB) self; the preliminary version consists of 55 questionnaires under five dimensions namely aggressive, mutualistic, parental, altruistic, and co-operative behaviour. Two experts validated it, and the tool's final draft comprised 24 questionnaires.

Statistical techniques used

Below given are the statistical techniques deployed in this study.

Data analysis

1. Descriptive analysis (mean & standard deviation).
2. Differential analysis ('t' test and Mann-Whitney test).

When parametric tests like t, z and f failed to test the hypotheses because of uneven distribution and inequality, non-parametric tests were used (Mangal, 2010). The investigator used the Mann-Whitney test for two groups for the present study.

Table 1. Social behaviour of school going adolescents with regard to Father's Education

Dimensions	Fathers Education	N	Mean Rank	z	P
Aggressive	School	59	33.06	-0.544	0.587
	higher	7	37.21		
Mutualistic	School	59	32.46	-1.286	0.198
	higher	7	42.29		
Parental	School	59	31.57	-2.552	0.011
	higher	7	49.79		
Altruistic	School	59	34.08	-0.716	0.474
	higher	7	28.64		
Cooperative	School	59	32.96	-0.676	0.499

	higher	7	38.07		
Total	School	59	32.45	-1.296	0.195
(Social behaviour)	higher	7	42.36		

In the table 1.1, since the p-value is greater than 0.05, the null hypothesis is accepted. It shows that there is no significant difference in social behaviour of school going adolescents with visual challenges concerning Father's education. But, in the case of dimension parental behaviour the p-

value is lesser than 0.05, the null hypothesis is not accepted. It shows that there is significant difference in social behaviour of school going adolescents with visual challenges concerning grouping variable father's education on dimension parental behaviour.

Table 2. Social behaviour of school going adolescents with regard to Mother's Education

Dimensions	Mother's Education	N	Mean Rank	z	P
Aggressive	School	60	33.32	-0.246	0.805
	higher	6	35.33		
Mutualistic	School	60	32.28	-1.635	0.102
	higher	6	45.67		
Parental	School	60	31.62	-2.697	0.007
	higher	6	52.25		
Altruistic	School	60	34.69	-1.613	0.107
	higher	6	21.58		
Cooperative	School	60	33.38	-0.158	0.874
	higher	6	34.67		

Total	School	60	32.72	-1.041	0.298
(Social behaviour)	higher	6	41.25		

In the table 1.2, since the p-value is greater than 0.05, the null hypothesis is accepted. It shows that there is no significant difference in social behaviour of school going adolescents with visual challenges concerning Mother’s education. But, in the case of the dimension parental behaviour the p-value is lesser than 0.05, the null hypothesis is not accepted. It shows that there is significant difference in social behaviour of school going adolescents with visual challenges concerning grouping variable Mother’s education on dimension parental behaviour

Findings of the study

1. There is no significant difference in social behaviour concerning gender and age.
2. There is no significant difference in social behaviour concerning familial variables viz., type of family, father's occupation, and monthly income.

3. The social behaviour is higher with the visually challenged adolescents whose fathers have qualified higher education than those have school-educated fathers.
4. The social behaviour is higher with the visually challenged adolescents whose mothers have qualified higher education than those have school-educated mothers.

Recommendations of the study

The social behaviour of visually challenged children is shaped in the school environment. The students spend more time in schools with teachers, and they must encourage them to be involved in positive social activities. The teachers must be a role model to the students by creating a positive relationship. Schools are easily accessible and available for students with visual challenges by providing monetary, technological and infrastructure; every school has to adopt a new strategy for the students in need by making the school an

inclusive environment. Every school must conduct occasional parent-teacher meetings for their children's education progress and deliver their behavioural observations about their children. They were providing counselling and self-developing classes to students.

The role of parents plays an essential in the student's behaviour, for that parents care about their needs and listen to their feelings. Allow the children to play outside with the sighted one to interact and create a

friendly relationship to remove their inferior sense. Parents must know about their child's ability and difficulty level in all the activities, knowing the disability of their child clearly and medications. Governments have the authority to make decisions regarding students in need. Attracting disabled children by giving school infrastructure, accommodation, monetary assistance, increasing seats for people with disabilities, ensuring quality education and assuring employment for the visually challenged.

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ABOUT THE AUTHORS



***Peter Immanuel. R,** is a P.G. student, pursuing his M.Ed., programme in Manonmaniam Sundaranar University, Tirunelveli, Tamil Nadu, India. He holds an M.Sc., degree in Chemistry and he has participated in national and international level seminars and workshops. He received a best paper award in the national level seminar.*



***Prof. William Dharma Raja, B.** Dean - Faculty of Education, Manonmaniam Sundharanar University, Tirunelveli, Tamil Nadu, India. He is a passionate academician, with 30 years of experience in teaching. He has published over 200 articles in referred journals. He has penned nine books in the area of Educational Technology, Cognitive Science, and Learning Disability which have received a laudable response among teacher educators.*
