

Social Skills Correlates of Home Environment of Visually Impaired Students



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ABSTRACT

The study was carried out to determine the correlation of social skills and home environment among visually impaired students in relation to their gender difference.. The sample comprised 300 visually impaired students studying different secondary school of Punjab and Haryana . The data were collected by adapted version of The Matson Evaluation of Social Skills with Youngsters (MESSY) By Sushma Sharma and Home Environment Inventory (HEI) by Karuna Shankar Mishra . The results show there is a significant correlation between social skills and home environment and significant gender difference between boys and girls on home environment and social skills.

Introduction

In the school great emphasis placed on quality education for the children. Quality education means that the majority of the students are able to meet the expectation of the 'minimum level of learning'. It means stimulating creative thinking, developing social skills and laying emphasis on application of knowledge. Educational agencies should come forward not only during the time of crisis but also constantly of student. They should take up a more proactive role in children's education for visually impaired children with learning challenges. However good social skills can be far from automatic. Although schools can't predict all the social situations then children will encounter, there is still much they can do to help. The best approach for schools might involve getting educated about the complexities of social interaction, categorizing a child's social strengths and weaknesses and carefully reviewing the various programs and methods used to treat social skills deficits, Social skills deficits hinder student's progress. When social skills are absent, educators can't fully engage students in a variety of learning experiences, especially those that are cooperative. Because social skills are pivotal to successful transition to adult life for youth with disabilities. Cooperative learning, role playing and participation in social and emotional learning programs foster the acquisition of these skills (Kumar, 2011).

The necessity for understanding how and why visually impaired children feel and behave in integrated and special schools can hardly be over emphasized. If schools are to be of real help to children they must understand the complexities that face the child who is growing up in his family and community. The Emphatics School is probably one that has considerable insight into children's psychological problems and has developed sufficient understanding, therefore to be able to

deal effectively with visually impaired children's interest. The calls are not only for understanding of human behaviors in general but an appreciation of the unique accept of individual circumstance.

The rearing of visually impaired children is a matter of concern for educational planner and administrator. A number of investigations have been established either by the Government of agencies according to the needs of such children. The institutional separation for their education and re-habitation has provided relief to a large extent. Still role of integrated and special schools in bringing up of such children has its own problems. The study of social skills of visually impaired students studying in integrated and special schools is almost important since school guidance is also part of educational and rehabilitation of visually impaired children. Now it is an era of inclusive education in which education of special children either physically handicapped or visually impaired children are to be considered as an integral part of the education. Many researches have been done on psychological variables. But social skills of visually impaired children in term of integrated and special schools are untouchable variables. Hence the need was felt to study and addresses the problem to "The study of social skills of visually impaired students studying in integrated and special schools" so that efforts could be made on part of parents, teachers, educational institutions as well as other members of the society in rendering constructive guidance to the students.

The purpose of the present study is to study the correlation of social skills and home environment among visually impaired students in relation to their gender difference.

Objectives of the study:

1. To study the relationship between social skills and home environment of visually impaired students.

Table - 1 Coefficient of variables correlation between social skills and home environment of visually impaired students .

Variables	N	Df	Coefficient of correlation	Level of significance
Social skills	300	298	.55	.01
Home environment				

T.V of 298 df at $\alpha=.05=.008$
At.01

Table -2 Significance Of Difference Between Social skills of Visually Impaired Girls And Boys On Home Environment.

Variables	Sex	N	Mean	S.D.	SED	t-ratio	Level of significance
Social Skills	Girls	150	125.34	30.39	5.04	4.78	.01
	Boys	150	101.24	23.55			
Home Environment	Girls	150	126.25	29.30	5.06	4.65	.01
	Boys	150	102.23	24.55			

Table Value= $.05=1.96$ $\alpha=.01=2.58$

2. To study the relationship between visually impaired girls and boys on social skills and home environment.

Hypothesis of the study:

1. There exists a significant relationship between social skills and home environment of visually impaired students.
2. There exists a significant difference between visually impaired girls and boys on social skills and home environment.

Research Design

The present study was a descriptive survey type of research. A sample of 300 visually impaired students studying in different schools of Punjab and Haryana were collected. Out of 300 students, 150 students are boys and 150 students are girls. Purposive sampling technique was employed for the collection of the sample. Adapted version of The Matson Evaluation of Social Skills with Youngsters (MESSY) By Sushma Sharma and Home Environment Inventory by Karuna Shankar Mishra were used to measure the social skills and home environment among visually impaired students. Statistical techniques like mean, coefficient of correlation, SD and t-test were used for analyzing the data.

Analysis and Interpretation of the data

Correlation analysis

Co-relational analysis between social skills and home environment are presented in the following table :

See Table 1

It is revealed from the table 1 that the coefficient of correlation between social skills and home environment of visually impaired students is .55 which is significant at .01 level of significance. That means there is significant relationship between social skills and home environment of visually impaired students . It implies that social skills depend on home environment . Thus the hypothesis (hp 1) that "There exists a significant positive relationship between social skills and home environment of visually impaired students" is retained .

See **Table 2**

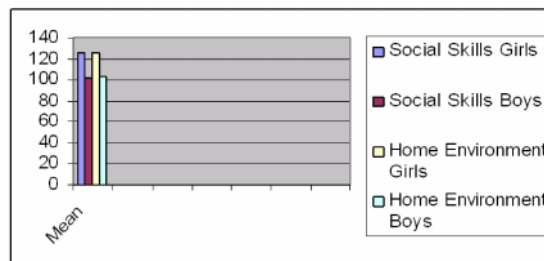


Fig-1 Mean Scores Of Social Skills Of Visually Impaired Girls And Boys On Home Environment .

It is revealed from the Table-2 that the mean scores of visually impaired boys and girls on home environment are 125.34 and 101.24 with S.D's 30.39 and 23.55 respectively. The t-ratio came out to be 4.78 which is significant at .01 level of significance. That means there is a significant difference of social skills between visually impaired boys and girls on home environment. However, the mean score of visually impaired girls is higher than the visually impaired boys. It implies that the girls had better social skills on home environment as compare to the boys.

Discussion and Conclusion

The present study reveals that the visually impaired students who have good home environment have better social skills. Girls have better social skills than boys. So it is suggested to the parents of visually impaired children that they should cooperate them for the development of better social skills. Family should make an effort to develop a conducive social climate in the home so that every visually impaired child should feel that he belongs to a group of normal population. The study also presents that the girls are more social than boys. So, there must be organize programmes drama, poetry, sports etc more to enhance the social skills among visually impaired students. The findings also show that the students of special schools feel more

loneliness and impulsiveness than integrated schools. So, it is recommended to the teachers of special schools that they should understand and identify child`s self esteem to encourage and generate social skills among visually impaired students. They can also assign some projects to develop the social skills. The impulsiveness and loneliness of visually impaired students can be decreased in special schools with good and congenial environment because there is a keen relationship be-

tween social environment and social skills. words in the development of engagement t skill and social-emotional concepts during toddler hood. *Social Development*, 19, (3) 601-626.

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