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Assessment Of Mental Orientation And Social Adjustment Of Persons With Visual Impairment

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Abstract

The study examined the influence of assessment of mental orientation and social adjustment of persons with visual impairment. In order to carry out this study, specified research objectives were drawn from which null hypotheses were formulated and used for the study. The research design for this study is a survey design. People in Madaba who are visually challenged make up the study's population. Simple random sampling technique was used to select 398 respondents out of the population. The instrument used for data collection was questionnaire. The instrument was validated by experts in Test and Measurement. Crombach Alpha reliability technique was used for testing the reliability of the instrument and reliability index of .84 was realized, hence the instrument was regard as being reliable. Data from completed questionnaires was subjected to descriptive statistics and an independent t-test. The significance threshold of the test was set at 0.05. The study recommended that research advice that people in the home, the classroom, and the wider society adopt more positive attitudes toward people with vision impairment. The social development of a child or adult with visual impairment may be enhanced if parents and educators at all stages of the child's schooling take the time to recognise and appreciate his or her individual qualities.

Introduction

According to studies in the area of visual impairments (Zelalem M., et al. 2019; Tagoh S., et al 2020; Abikoye T.M., et al., 2020), students who are blind or visually impaired benefit greatly from mental orientations. Self-determination, exposure, and adaptability are all stressed in the National Agenda for the Education of Students with Visual Impairments. This agenda applies to students with all types of impairments, although its primary emphasis is on blindness. These abilities include a wide range of domains, including communication, self-care, adaptive technology usage, compensating strategies, leisure activities, vocational preparation, and visual acuity. Experts agree that it deserves the same weight in the curriculum as subject skills do in the general education setting. Better academic achievement, employment, community involvement, and participation in informal organisations are only some of the outcomes that have been associated with increased orientation and mobility for the blind (Stevelink, Malcolm, Mason, Jenkins, Sundin and Fear, 2014).

Knowing one's physical location and the ability to move freely and confidently within it are essential components of good mental orientation and mobility. According to Lownfeld (2004), one must rely on their other senses in order to get an understanding of their location and the significance of their surroundings. The ability to move freely from one location in a field to another was represented by the term "mobility. In order to move about with any kind of direction or intent, he added, one must first know where one is. As stated by Blasch and Welsh (2001),

knowing where you are and where you're going are two equally important parts of the orientation and mobility process. Blind people are taught to use their hearing, touch, and movement to determine their location. Keller (2005) responded that learning to navigate one's environment and get about was at the top of the list. In this approach, the connection between direction and motion may be easily recalled. In order to get about, people who are blind need to be taught the ropes, something that most sighted people do automatically.

A student's health, social life, and academic performance may all benefit from instruction in orientation and mobility. Students who have vision impairments typically struggle with orientation and navigation. Students who are visually impaired benefit greatly from instruction in body awareness and laterality to aid with direction and mobility (Dodds, 2003). Students need to learn how to travel safely and on their own in a variety of places, such as places they already know, unfamiliar rural areas, and busy cities (Uslan, 2000). Students who are visually impaired must also be taught how to utilize equipment that will facilitate their mobility. In order to locate objects, the Mowat Sensor makes use of high-frequency sound and is therefore a portable instrument. The sensor will vibrate more often as items move closer to it. When the sensor detects an impediment in the user's path, it vibrates at varying frequencies to serve as a warning. White canes continue to serve as trustworthy guides for the blind and visually impaired. Students may overcome mobility challenges by learning to use these aids. Teachers in inclusive schools must ensure that all pupils, including those with visual impairments, have access to and use of all areas of the classroom (Hardman et al., 2005).

A student's awareness of his or her own body in space and the world around them benefits from the development of their orientation abilities of learners who are able to move about with ease are said to have good mobility abilities. Having a firm grasp of one's surroundings and the ability to move freely in both a mental and physical sense are two interrelated skills. Students who have mastered the abilities of orientation and mobility report significant gains in their social and emotional well-being as well as their ability to think and communicate effectively with others. Learning these skills is important for kids with limited vision as well as those who are blind.

Social Adjustment of Visually Impaired Persons

To achieve acceptance within a given culture, one must engage in a process known as social adjustment, in which they modify their behaviour in accordance with the norms, standards, and requirements of that community. Psychologists often use the term "adjustment" to describe many forms of social and interpersonal connections. Thus, one definition of adjustment is a person's reaction to the stresses and requirements of their social setting. Assimilating oneself to the norms, values, and preferences of a new community is an example of social adjustment. Some refer to it as a "psychological technique." It requires adjusting to different norms and standards. Adjustment is the psychological term for "getting along with other people as well as possible." The ability to get along with others depends on a set of talents known as "social skills," which include nonverbal communication, empathy, and problem solving. Conversely, social competence refers to an individual's capacity to positively influence his or her community. And last, social adjustment is defined as "the process through which instrumental and affiliative needs are satisfied." This is considered to be an inevitable outcome of achieving social competence Hecil (2008).

People with schizophrenia tend to have worse social functioning than those with other mental health issues. The degree of impairment in social functioning is a strong indicator of the course and prognosis of the disorder (Khorrami-Nejad, Sarabandi, Akbari and Askarizadeh (2016). Those suffering from schizophrenia often struggle to form meaningful relationships. The degree of social dysfunction present during the onset, course, and resolution of this ailment is significant, according to Khorrami-Nejad, et. al (2016). It is believed that decline in social functioning is distinct from both positive and negative symptoms. These interpersonal difficulties occur early in the course of the disease, and antipsychotic therapies are more effective on the positive symptoms than they are on the interpersonal difficulties. Furthermore, social issues are typically what exacerbate the sickness and contribute to relapse Alswailmi (2018).

Theoretical Framework

Social Identity Theory

It's a central tenet of the social identity idea that how other people see us may have a significant impact on how we feel about ourselves (Tajfel, 1981, 1982). The theory postulates that individuals care about what others think of them, and that this care is in part dictated by how they rank the social groups of which they are a part. According to Tajfel and Turner (1979), people are more likely to choose their own group above others in order to boost their sense of belonging to a superior social group and their own sense of personal worth. Changing the object of social comparison; giving the stigmatised group attribute a new, positive meaning; and looking for a new dimension through which the in-group can distinguish themselves are three ways that members of stigmatised groups use "social creativity" to maintain positive social identity in an intergroup context, as described by Tajfel and Turner (1979). So, they said, people's psychological uniqueness is best served by focusing on what they have in common and what makes them different on the outside.

Research Method

A descriptive method was used for the analysis. Madaba, Jordan was chosen as the research location. People in Madaba who are visually challenged make up the study's population. The sample size for this research was 398, and it was determined by using a sampling procedure. A predetermined questionnaire was the primary data collection method. The instrument's accuracy, suitability, completeness, and language were validated using a process of face and content validation. The instrument's trustworthiness was calculated using the Cronbach Alpha method. With a coefficient of dependability of 0.84, the instrument seems to be reliable enough for usage. The data collected for this study was analysed using relevant statistical methods, such as descriptive statistics and an independent t-test. The significance threshold of the test was set at 0.05.

Data Presentation and Analyses

Hypothesis One: There is no significant influence of mental orientation on the social adjustment of persons with visual impairment

Answering of Research Questions

What is the influence of mental orientation on the social adjustment of persons with visual impairment?

Table 1: analysis of mental orientation on the social adjustment of persons with visual Impairment

The orientation helps to achieve efficient and graceful movement through the environment	**X**	**SD**	**Decision**
Mental orientation gives the visually impaired to perceive new steps towards life rather than sink in self pity	3.05	1.65	Agree
The orientation contributes to the development of social skills	2.97	1.39	Agree
The orientation helps the visually impaired to be aware of his body in the surrounding environment	2.96	1.36	Agree
The orientation gives the visually impaired the knowledge to move safely and independently whether in a new environment or a familiar one	3.19	1.41	Agree
Physical Locomotion Training	2.98	1.48	Agree
The training helps the visually impaired to develop the ability to localize sound and to move towards it	3.25	1.55	Agree
The training aids the visually impaired to understand the environment and avoid bumping into objects or drop things	3.25	1.24	Agree
The training enhances self esteem of the visually impaired	2.86	1.35	Agree
The training helps to give clarity and free movement within the environment of the visually impaired	3.04	1.33	Agree
The training breaks poor self-perceptions and gives confidence in movement	2.88	1.58	Agree
Assistive Technology	3.13	1.70	Agree
Assistive technology helps the visually impaired to compete in the work place	3.02	1.15	Agree
The technology enhances improved quality of life for the visually impaired	2.86	1.35	Agree
The technology enhances independence	3.04	1.33	Agree
Assistive technology assists the visually impaired to learn efficiently	2.88	1.58	Agree
The technology helps the visually impaired to access the environment easily	3.13	1.70	Agree

Legend: X = Mean; SD = Standard Deviation; N: 398

The result of data analysis of table 1 revealed that the items had a mean range of 2.86 to 3.25 showing influence of mental orientation on the social adjustment of persons with visual impairment.

Table 2: Independent t-test analysis of influence of mental orientation on the social adjustment of persons with visual impairment

Variable	Test Value = 1					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mental orientation	102.123	396	.000	5.296	5.19	5.40

Source: Author's computation (SPSS Version 20.0 IBM)
*Significant at 0.05 level; N= 398; $\mathbf{T_{crit}}$ 1.96

Table 2 presents the obtained t-value as 102.123. This value was greater than the critical t-value (1.96) at the 0.05 level of significance with 396 degrees of freedom. This observation indicates that there is a significant influence of mental orientation on the social adjustment of people with visual impairment. Hence, the null hypothesis, which assumed no significant difference, was rejected.

Conclusion and Recommendations

As a result, the authors of this research advise that people in the home, the classroom, and the wider society adopt more positive attitudes toward people with vision impairment. The social development of a child or adult with visual impairment may be enhanced if parents and educators at all stages of the child's schooling take the time to recognise and appreciate his or her individual qualities. Finally, people should learn to accept and assist people who are visually impaired, and governments at all levels should provide funding for the social skills training of people who are visually impaired.

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