

Socio-emotional School Climate in Relation to the Adjustment Among Sighted and Visually Impaired Students

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Abstract

The Socio-Emotional Adjustment is the outcome of interpersonal interactions of the individuals in social systems, which is an important aspect of psychosocial climate of an educational institutional. As school climate influence the students Adjustment that is why this study was an attempt in this regard. The investigator has made an attempt to visualize the possible influence of socio-emotional school climate on psychological adjustment of students with visual impairment residing in residential special schools. It was found that visually impaired students differ significantly from the sighted students in both perceived socio-emotional school climate as well as the adjustment levels.

Introduction

School climate has long been recognized as having an important effect on student learning and achievement. The schools are the major social environment in which student shares beliefs, fears, value & norms and where in turn student's cognitive and affective functioning is shaped by the characteristics of their schools and schooling. The climate of a school is one of the most important ingredients' of a successful instructional program and without a climate that creates a harmonious and well functioning school, a high degree of academic achievement is difficult.

The socio-emotional climate of a educational institution, such as school, is a bridging concept between pupils and the school in which they study and is the perception of the structure, processes and values by the students and the faculty members. It is related to their tasks, achievement, satisfaction and behavior in a particular schooling system to which they belong.

Adjustment does not cater only to one's needs, but also to the demands of the society. Therefore, in its comprehensive connotation, "Adjustment is defined as a condition or state in which the individual's behavior confirm to the demand of the culture or society to which a person belongs and he feels that his own needs have been or will be fulfilled."

Students with visual impairment are those who have limited functional vision in the better eye, after best possible correction with glasses or contact lenses. In the present study, both blinds and partially sighted students have been considered visually impaired students together. In the present context, the students having visual acuity 20/20 or so and good degree of peripheral vision and studying in the general schools have been considered as the sighted students.

Objectives of the Study

- 1 To compare socio-emotional school climate as perceived by sighted and visually impaired students.
- 2 To compare adjustment level of sighted and visually impaired students.
- 3 To see the correlation between socio-emotional school climate as perceived and adjustment level of students.

Hypotheses

1. There is significant difference in socio-emotional school climate as perceived by the sighted and visually impaired students.
2. There is significant difference in adjustment level of sighted and visually impaired students.
3. There is significant correlation between socio-emotional school climate as perceived by the students and their adjustment level.

Methodology used

The present study was descriptive in nature. Survey method was organised and attempt to analyse, interpret and report the present status of a social institution.

Sample

A sample of 64 students of classes IX, X, XI and XII including 32 visually impaired students and 32 sighted students was selected for the present investigation. Two residential special schools for the blinds, one from Rajasthan and one from Haryana were selected by purposive sampling and two senior secondary schools normal students from Sirsa were selected by convenience sampling method.

Tools

- Socio-emotional school climate inventory by Sinha and Bhargava to measure pupil's perception of socio-emotional climate of educational institution.
- H.S. Asthana's Adjustment inventory to measure the level of adjustment of the students in the school.

Data Analysis & Interpretation

- Socio-emotional School Climate as Perceived by Sighted and Visually Impaired Students

This section deals with comparison of perceived socio-emotional school climate between sighted and visually impaired students. In order to see the difference in the perceived socio-emotional school climate of sighted and visually impaired students, the mean SESCOI scores of these two groups were subjected to t-test. The t-ratio for the mean SESCOI scores of the two groups is given the table 1.1

Table 1.1 Significance of Difference between SESCOI Scores of Visually Impaired and Sighted Students

Groups	N	MEAN	S.D.	t-ratio	Significance
Visually Impaired Students	32	60.28	6.32	3.73	Significant at .01 Level of significance
Sighted Students	32	53.56	11.28		

N=64

As is evident from the table 1.1, the t-ratio 3.73 is significant at 0.01 level of significance, this indicates that there was significant difference in SESCOI scores as obtained by visually impaired and sighted students. This clearly meant that the sighted and visually impaired students differ significantly with respect to their perceived socio-emotional school climate. Hence, the research hypothesis i.e. there exists significant difference in the perceived socio-emotional school climate of

sighted and visually impaired students has been accepted. Further, the table shows that the mean value of SESCOI scores of visually impaired students is higher than the mean value of SESCOI scores for sighted students, this indicates that the visually impaired students have more favourable perception of their socio-emotional school climate than the sighted students.

The more favourable perception visually impaired students with respect to their socio-emotional school climate may probably be due to co-operative nature and positive attitude of administrators, teachers and other personnel in the residential specials towards the students. The comparatively less favourable perception of sighted students with respect to socio-emotional school climate may probably be due to indifferent attitude of administrators, teachers and other personnel in the school and also due to structural and functional lack of the school.

▪ ***Adjustment Levels of Sighted and Visually Impaired Students***

This section deals with the comparison between adjustment levels of sighted and visually impaired students. For this, the mean AAI scores of these two groups of students were subjected to t-test. The t-ratio for mean AAI scores obtained by sighted and visually impaired students is given in table 1.2

Table 1.2 Significance of Difference between AAI Scores of Visually Impaired and Sighted Students

Groups	N	MEAN	S.D.	t-ratio	Significance
Visually Impaired Students	32	27.97	5.52	4.47	Significant at .01 level of significance
Sighted Students	32	22.71	4.88		

N=64

The table 1.2 shows that there lies significant difference between the mean AAI scores of sighted and visually impaired students. The value of t-ratio i.e. 4.57 is significant at 0.01 levels of significance. This indicates that the visually impaired students differ from the sighted students in their adjustment levels. Hence, the hypothesis i.e. there exists a significant difference in adjustment levels of sighted and

visually impaired students has been accepted.

Further, it is evident from the table that the mean AAI score of visually impaired students is higher than the sighted students; this indicates that the visually impaired students are better adjusted to their school environment than the sighted students. This may be attributed to the more favorable perception of visually impaired students with respect to their socio-emotional school climate.

▪ ***Relationship of Socio-emotional School Climate and Adjustment***

This section deals with the investigation of relationship of socio-emotional school climate with the adjustment levels of students. For this, the obtained SESCOI scores and the AAI scores were subjected to co-relational analysis. The results of Pearson's product moment correlation are shown in the table.

Table 1.3
Co-efficient of Correlation between SESCOI and AAI Scores

Correlation between AAI Scores and SESCOI Scores	Inference
$r = .88$	Very High Positive Correlation

Table 1.3 indicates that the SESCOI scores and AAI scores as obtained by the students are correlated with each other. The value of coefficient of Pearson- product moment correlation indicates that both the variables are having a very strong positive correlation. This clearly shows that the perceived socio-emotional climate has a significant impact over adjustment of students in the given school setting.

▪ ***Findings of the Study***

- 1 There is significant difference between visually impaired and sighted students with respect to their perceived socio-emotional school climate. Visually impaired students have more favourable perception of their socio-emotional school climate.
- 2 There is significant difference in adjustment levels of visually impaired and sighted students. The visually impaired students show remarkably better adjustment to their school climate in comparison with the sighted students.

3. There exists a significantly high positive correlation between the perceived socio-emotional school climate and the adjustment level of students.

▪ ***Educational Implications***

As the findings of the present study has evidently indicated that the adjustment of students is positively correlated with the perceived socio-emotional school climate. The favorable perception of socio-emotional school climate has nurtured higher student's adjustment as compared to moderate or less or unfavorable perception. Thus it implies that in order to bring better adjustment of the students, the administrators, teachers and other personnel should maintain cordial relationship among themselves as well as with students. They should take utmost care of a democratic environment inside the school. They should also take all care of student's problems. Apart from the instructional methodology, they should provide new programs leading to better interpersonal interactions and favorable perception of students with respect to their socio-emotional school climate.

Also the individual attention should be paid by the administrators, teachers and other personnel's towards students in general school settings. Also, a significant attention is to be paid towards the structural and functional aspects in the schools.

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