



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**EFFECT OF SCHOOL-PARENTAL ATTITUDES
ON PSYCHOSOCIAL ADJUSTMENT OF HIGH SCHOOL
ADOLESCENTS WITH VISUAL DISABILITIES**

A Case of Some Selected Western- Shoa High Schools

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**ADDIS ABABA
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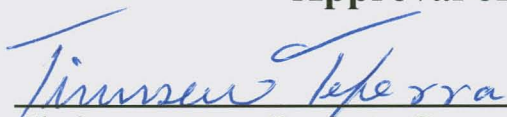
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**A Thesis Submitted to the School of Graduate
Studies of Addis Ababa University in Partial
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ABSTRACT

The purpose of this study was to examine the impact of school parental attitudes on blind adolescents psychosocial adjustment status. A sample of 130 consisting of teaches, parents and both sighted and visually impaired students was purposely selected from high schools of Western Shoa. One of the selection criteria of the cite was the availability of students with visual disability.

A 35 bipolar adjectives for attitude measure, psychosocial adjustment measure and direct observation were major instruments employed in data collection. The data were analyzed on the basis of different combination of the attitudes of teachers, sighted peers and parents toward blind adolescents on one hand and psychosocial adjustment status of blind students on the other hand. Sex and age of onset were the main individual variables under taken in the study. Descriptive statistics, t-test and F-test were extensively used for data analysis including qualitative analysis. The most important findings were that blind adolescents encounter psychosocial adjustment difficulties at both school and home settings, though observed attitudes of parents, teachers and sighted students were slightly positive.

Finally, it is believed that there are other variables which need to be considered; methods to be employed, and research approaches to deal with the same problem. Practical implication of the findings are also indicated.

CHAPTER ONE

1. INTRODUCTION

1.1 BACKGROUND

Differences in people, could be marked especially, when the identifiable sensory loss have their social impact. This is particularly the case if the persons belong to visual disability category distinguishable from the majority by definite characteristics or by the way they appear or by the way they act (Lowenfeld, 1964).

In fact studies of attitudes of members of society towards the disabled persons in general and visually disabled persons in particular acquired greater impetus after the integration movement (Gottlieb, 1980). These studies were enhanced by the tendency not to view disability to be absolute, or as caused by within the child factors only. In this regard, it is generally accepted that visual handicap is the outcome of the interactions of resources and deficiencies between the child and the environment. Not only research but also common experience has shown that if the cause of difficulties is ascribed to the person, the locus of change becomes the person; if the cause is seen to be environmentally created, then the attention is directed toward altering conditions in the environment.

In this conceptual framework, the negative attitudes towards persons with disabilities, causing children to be hidden from sight, depriving them from normal social contact and distorting their normal development constitutes the much graver handicap than the impairments themselves.

Regarding research practices in the area for instance Tirussew, (1994:1995) Tibebu, (1995) and Kokkala, (1997) studies depict that the attitudes of the society toward disabilities in Ethiopia is generally negative the attitudinal change required is very critical and the situation of disabilities in the country is also severe and tragic.

Although adolescents are the most vulnerable group in whom many aspects of health affected, the incidence of disability among the young is considered to be within the range of 5-8% in Ethiopia (WHO, 1986). In view of lack of medical and supportive care a large number of the disabled adolescents are assumed to be victims of debilitating eye illness such as measles, trachoma, glaucoma and xerophthalmia. Thus, the visually disabled adolescent group in Ethiopia is not relatively few even when compared to those with other types of debilitating handicaps (Tirussew et al. 1995).

Modern views on democracy and individual freedom encourage reform in the treatment of disabled persons. To this end, there are various demanding task of preparing visually handicapped students for their future as it is true for the sighted. The visually handicapped students must be educated. They must lead independent life. They must establish independent and lasting relationships with the opposite sex in their future marital life and adjust both socially and psychologically.

But the effectiveness of the "psychosocial adjustment" of the visually disabled students is mainly related to changes on attitudes of communities, teachers and parents. "School-parental attitudes" are particularly important because the trend in special education of Ethiopia nowadays is educating the visually disabled students in regular education settings. It is also believed that relatively "normal adjustment" of the visually disabled students into the communities and schools would lead to changes in traditional views of the community in general and visually handicapped adolescents in particular. Such changes are believed to be possible through a better understanding of the psychological adjustment and treatment of visually disabled students in schools and other social institutions (Jones, 1983).

Despite advances in service delivery system, problems and prospects of visually handicapped adolescents need to be an area of concern for research. But only few studies mentioned above were conducted. One of the possible

explanations for the scarcity of studies in the area may be that visual disability doesn't affect a large number of persons as other health epidemics do. In view of the many important medical and sociological concern it is therefore possible to account for the relative neglect of visual disability by many researchers.

In general, too little is known about the impact of attitudes on the psychological adjustment status of a disabled persons. The extent to which visually disabled adolescents are at risk in their psychological adjustment as a consequence of the negative attitudes of their immediate human environment are not well known in Ethiopia. Among research priorities, therefore, the impact of the attitudes of teachers, parents and sighted peers on the psychological adjustment of visually disabled high school students have to be examined carefully. This is because of the fact that major policies and welfare services as well as intervention programs need to be based on such research findings.

1.2 Statement of the Problem

Generally, attitudes are social conditions created by society, other people or the disabled persons themselves. Visually disabled persons behavioral condition become socially and psychologically handicap only to the extent that other people or the persons themselves define their condition as distinctive and undesirable. In reviewing biographies of visually impaired persons, Nagler (1990) concluded that the attitudes of the sighted are commonly singled out as the primary source of difficulties that visually disabled persons face in adjustment.

However, these biographies are based on experiences of visually disabled persons, not on direct information that clearly identifies either the nature of school parental attitudes toward the visually disabled or on the relationships between such attitudes and the psychosocial adjustment of visually disabled students.

Hence, this study is concerned with the assessment of the nature of the attitudes of parents, teachers and sighted peers towards visually disabled high school students as well as with relationships between such attitudes and the students' psychosocial adjustment status.

To this end, the study attempts to answer the following specific questions.

1. What are the attitudes of parents, teachers and sighted students towards visually disabled students?
2. In what ways do the adolescents encounter psychosocial adjustment difficulties?
3. Is there a significant relationship between observed attitudes of teachers, sighted students and parents and observed psychosocial difficulties that adolescents with visual disability encounter?

1.3. Significance of the Study

The philosophy underlying the study of attitudes towards disabled persons is that all persons have the right to be respected as individuals, regardless of physical, racial, religious, ethnic or other characteristics, and that the actualization of such respect is in the interest of society.

In special education therefore, we hold the view that we need to study attitudes in order to change them and to facilitate the adjustment of disabled persons. In fact the effects of school-parental attitudes on the psychosocial adjustment of visually disabled students are not well understood in Ethiopian schools. Problems related to psychosocial adjustment seem to be left to individuals. This is clearly revealed in the absence of any social agency to treat the problem. The scarcity of structure of services also reflects the lack of knowledge developed through research work. It is within this context, stressing the overriding importance of the issue, that our knowledge of the impact of school parental attitudes on the psychosocial adjustment of students must be explored.

For this reason, it is hoped that this study will begin to answer some of the questions and fill the gap in our knowledge of the forgotten, but the very important, group students of our school of today. In this way, therefore, this study is expected to supply additional empirical evidence in relation to the impact of attitudes on visually disabled students' social-emotional difficulties.

In addition to pointing out areas of problems encountered by the students, this study is also expected to indicate some factors that may specify the adverse effects of attitudes. The study may be also important for those involved in therapy, in family counseling, and in school counseling. Finally, it is hoped that the findings of this study and their implication may provide some important direction for conducting further researches in the areas of visually disabled students social emotional difficulties.

1.4. Delimitation of the Study

The study is delimited to the investigation of the attitudes of teachers, parents and sighted students towards the visually disabled students in some selected Western Shoa High Schools at (Sebeta, Waliso, Ambo and Bakko). It is also delimited to the investigation of the psychosocial adjustment status of the visually disabled students of the schools. These schools are selected mainly because of the availability of visually disabled students. Among individual characteristics: sex, age of onset and type of blindness are examined. The scope of the study is also limited to the investigation of the responses of 130 informants, that is, 30 teachers, 30 parents, 40 sighted students and 30 totally blind students.

1.5. Limitation of the Study

Due to limited time and financial resources, the study was conducted on a small scale and concerned with the attitudes of a few parents, sighted students,

teachers and visually disabled students. It is therefore recognized, however, that this investigation has been evaluative in nature and generalizations are inevitably tentative. The influence of personality characteristics upon the psychosocial adjustment of the visually disabled students was not treated in this study though it could be important.

On the other hand the study lacks the considerations of the classroom behavior of teachers, the influence of the physical environment experience with visually disabled students, educational level of teachers and parents and other health problems of blind students. . However, the study is believed to be important particularly for teacher-trainers curriculum designers, counselors and generally for future researchers in the field. This is because most of the results of this study are supported by several other research findings and the consideration of such implications may lead our schools to improve the situation of the visually disabled adolescents.

1.6. Operational Definitions

School:- refers to secondary school of 9-12 grades.

Parents:- father or mother, guardians or relatives with whom the visually disabled students live.

Teachers:- are regular teaching staff members who provide formal education which the visually disabled students learn at high school level.

Sighted Students:- are non-blind peers who are classmates of the visually disabled students of 9-12 grades.

Attitudes:- are tendencies or beliefs or perceptual judgments that are indicated by parents, teachers and sighted students on Semantic Differential bipolar adjectives characterizing on a five measures scales. visually disabled students.

School Parental Attitudes:- refer to the attitudes of the parents, teachers and sighted students towards the visually disabled students.

Adjustment:- a relative term used to indicate self-reported well-being status of the visually disabled students in his/her personal life and social relationships at school and home settings.

Psychosocial Adjustment:- refers to self-reported social interactional and emotional functions as measured by observations, self-concept inventories and selected aspect of interactional experiences as related to school and home settings of the visually disabled students on 4- sale psychosocial measure.

Visually disabled students:- are secondary school blind adolescents who lost their sight after birth, so restricted from using their sight for their daily life activities and who can only use Braille's for their reading and writing.

Disability and Impairment:- are exchangeably used in this study. They are referred to organic disorder/s/ or loss of function of sight.

Adolescents:- are visually disabled persons who are students at 9-12 grades.

Acceptability - factor - attitude variable towards visually disabled students indicating to the acceptance of the students with visual disabilities equally human. Emphasis is on "view of human"

Sociability- factor- attitude variable towards students with visual disabilities as related to social relation. Emphasis is on view of "social being"

Intellectual ability- factor- attitude variable towards students with visual disabilities as related to cognition and consciousness. Emphasis is on "mental functioning".

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Societal Attitudes Towards Persons with Visual Disabilities

2.1.1. Brief Historical Background

In reviewing the way society has regarded and treated the visually disabled during the history of the Western World we can distinguish three phases. The visually disabled were treated as liabilities, as wards and as members in successive historical stages (Lownefeld, 1964).

In the early days of mankind, any member who could not fully contribute to the subsistence and defense of the group was a liability. Thus all that was left for the disabled was to eke out a meager existence by begging on the streets. For many centuries the visually disabled were held in this status (Gearheart, Weishahn, and Gearhert, 1992).

A decisive change was brought about with the growth of the monotheistic religions. Hence, the visually disabled were given the right to live and the right to be protected. For example the early church considered them as its special wards and throughout the middle ages they were considered the preferred receivers of charity (Lowentetd, 1964). Then, slowly and with frequent backsliding, the picture began to change.

During the latter part of the 16th century, a Spanish monk Pedro Ponce de Leon, cited in Tibebu (1995); was successful in teaching a small group of pupils who were deaf to speak, read and write. The major breakthrough led to a reversal of the official position of the church that individuals who were deaf could speak and were educable, a position based on the writings of Aristotle. In the following century, different schools for both the deaf and blind were established.

As the 19th century came to a close, new voices and new ideas began to be heard. Consequently the integration of visual disabilities into society began with the establishment of educational facilities for visually disabled children.

Generally, the time between 1900 and 1960 is some times called the era of public school special classes (Tirussew, et.al, 1995). But today the trend is toward mainstreaming, i.e. integrating students with disabilities into regular classes.

Even though a few male blind persons have been entitled with the position of "Merigeta", "Aleka" "Liqe-Liqawnt", "Like-Tebebt" and "Like-Siltant in the Ethiopian Orthodox Church, the dominant view about disability including blindness is still the traditional beliefs of liability (Tafess, 1990):

--- children often are not allowed to interact with disabled persons, pregnant women are kept apart from the disabled in the fear that disability may be transmitted to the unborn child, and the family of a disabled person can even hide him or her because of shame and fear of severe social stigma. In many of these beliefs, disability is seen as contagious, although mostly not in the same way as ordinary illness (Kokkala, 1997: 68).

Many of these beliefs, still exist in today's Ethiopia and are more common among the rural and less educated populations. In fact in urban areas the traditional belief goes often hand in hand with modern knowledge (Ibid). An example of such mix of traditional beliefs and modern knowledge can be seen commonly in the every day behavior of families with disabled members. In many cases, the parents of the disabled first contact medical doctors, but failing to get any concrete improvement of their child's situation; resort to the traditional treatments like holy-water. In sum, the general societal belief or societal attitudes toward persons with disabilities in Ethiopia is generally negative regardless of their sex differences (Tirussew, 1995; Tibebu, 1995 and Kokkala 1997).

2.1.2. Parental Attitudes Towards children with Visual Disabilities

In many ways, a child represents to the parent an extension of his own self. When the baby is born the mother's wish to be loved is partially transferred from her own person to that of the baby. To the father, a normal child is often an affirmation, at least in part, of his own sense of success. In this regard Baum, (1962), (cited in Tirussew, *et. al* 1995) states the capacity to produce unimpaired offspring is psychologically and culturally important for the parents sense of personal adequacy.

Comprehensive review of emotional states and feelings experienced by parents, when they come to realize that a child is disabled; Zuk (1962), has identified three major emotional reactions common among American parents. They are disappointment, anger and guilt. According Zuk, these reactions are likely to occur soon after discovery of the problem. Disappointment arises from awareness that the child will not be able to fulfill all of the hopes and expectations that have been built up even prior to his birth. Anger is initially directed at the child as the obvious source of frustration of those expectations. In addition, guilt feelings arise from the need of parents to deny that they are angry at the child. One way parents may deny this is by turning the anger inward at themselves for what has occurred to the child and for failing to fulfill their ambitions these can generate the desire to do away with the child (Tirussew *et.al* 1995).

Kurzhal, (1970) described the feeling of parents towards their impaired child regardless of the kind of impairment, as desperate, confused, anxious and guilty. Desperate because the future of the child looks uncertain, confused because of lack of knowledge of how to care for a child who has special needs; anxious because of unknown problems, and guilty because of failure in themselves. All of these factors play a distinct part in the attitude of parents.

On the other hand there is evidence to indicate that parental reactions to the birth of a blind or ortho-pedically handicapped child differ more in degree than in kind, generally from reactions of parents of more globally handicapped children (Tirussew *et.al.* 1995). However, one should note that the degree of reaction of these parents varies from one family to another.

In fact the birth of a handicapped child places the family in a cultural dilemma and spiritual crisis which determine whether the child and the family will live together in relative peace, happiness and security or in frustration, anger, and guilt (Wall 1979). The cultural dilemma stems from the contradictory values and attitudes with which the society invests on the handicapped child. The family of the handicapped child is faced with societal ambivalence toward its problem (Zuk, 1962)

In sum, the evidence appears clear that the attitudes of parents toward their disabled children tend to be extreme, featuring the following patterns; over solicitude, rejection, pressing for accomplishments beyond the child's abilities; inconsistent attitudes. Over protection appears to occur more frequently than overt rejection and it has also been speculated that some favorable attitudes and some over solicitousness on the part of parents mask deep, inadmissible hostile attitudes.

2.1.3. Attitudes of Teachers and Sighted Students Toward Persons with Visual Disabilities

Many studies indicate that a common societal attitude toward persons with visual disabilities is one of mixed pity and shame, of over protection and rejection (Kokkala, 1990). Lingren and Sutta, (1985) cited in Tirussew *et.al* 1995) described the fact that it is hard for us to accept the disabled as individuals when we are fascinated or repelled by their disabilities.

2.1.3.1. Sighted Students

However, there is evidence, that sighted students verbalized attitudes toward visually disabled peers are on the average mildly favorable though an appreciable minority openly express negative attitudes. One study, for instance, investigated the verbally expressed attitudes of Stanford University students toward disabled persons. The students were asked to rate blind students in general upon 24 personality and character traits (e.g) self-reliance, originality, friendliness, self-confidence, sensitiveness etc. It is also of interest in high school setting that the blind high school students received a similar, mildly favorable judgment, while more unfavorable attitudes were expressed toward deaf mutes' (Barker, Wright and Gonick, 1946).

Furthermore, Nagler, (1990) indicated that students who are perceived as handicapped by other sighted adolescents are viewed negatively and with prejudice whether the students are in the same or separate classrooms. Some disabilities may also interfere with interaction with peers (e.g deafness, blindness) and thus are quite obtrusive and lead to a lack of opportunity to reduce rejection. These three aspects of the visibility of the disability (readily apparent disqualifying, and obtrusive) all affect the strength of the feelings of non-handicapped peers (Ibid).

On the other hand, as children get older, they become aware of others' subjective perspectives and are thus more understanding of their feelings and beliefs (Ryan, 1981). This awareness leads to their becoming less rejecting of people with disabilities. It is as though the children tend to adjust their focus and concentrate on what is inside an individual as opposed to interpreting just what they see. In addition, there seems to be a general increase in the complexity and organization of interpersonal judgements as children mature (Nagle, 1990). Ryan (1981) felt that older children begin to realize individual variations; they start to

understand others' subjective perspectives, and they can conceptualize others as having physiques different from their own and yet still being good people.

Ryan (1981) also believed that one cannot adequately describe general reactions of children to individuals with disabilities because of differing developmental influences, education, and previous experience with people who are physically disabled. Furthermore, one should not immediately assume that persons who have a negative belief about a disabled individual will generalize this to the total group or that persons with negative attitudes will behave in a negative way toward people with disabilities.

Finally, Nagler (1990) noted that there are periods during early childhood in which reactions to individuals with disabilities will be favorable or unfavorable. It is necessary to recognize these reactions when considering mainstreaming children with disabilities. Negative results can occur if the effort at integration occurs during an unfavorable time, which could affect the acceptability of the children being mainstreamed. However, integration at early stages, when attitudes tend to be positive, may be found to decrease later unfavorable reactions.

2.1.3.2. Teachers

Tirussew (1994) and Schuls, (1991) described that teachers views of disabled students are a strong force on determining the nature of the interaction between themselves and students and in turn, the students achievement. Based on comprehensive literature review of teachers attitudes toward handicapped students Schuls,(1991) concluded that teachers typically are uncomfortable with handicapped students and have negative attitude about their placement in regular classes. This attitude is still evident despite the emphasis on mainstreaming in Addis Ababa University (Tirussew, 1994).

Teachers attitudes have also been identified as being crucial to the success of any mainstreaming program (Wade, 1993). Dworestzy (1988) states that teachers attitudes not only set the tone for the relationship between teachers and handicapped students, but they also substantially influence the attitude of non-handicapped classmates.

On the other hand Wall (1979) described the importance of teachers positive attitudes in fulfilling the educational objectives of the visually impaired persons. The educational objectives of persons with visual handicaps are mainly implemented by teachers. It is also believed that teachers are helpful in direction of activities and in the prevention in of the formation of feelings of inferiority among the visually handicapped students.

This has obvious implications not only for the ways in which disabled students are helped, but also for the training of all teachers:- pre-school, primary and secondary- who need to know a great deal more than they know at present about human learning and the ways in which it may be impeded by handicaps.

On the other hand due to difference in the teacher training objectives there is some evidence to indicate that teachers grade level determines attitudes toward handicapped students. For example Larrivee and Cook (1979) (Cited in Taddesse, 1991) reported that elementary classroom teachers had the most positive attitudes toward mainstreaming the handicapped and that of the junior high school teachers. Some studies also showed that more experienced teachers had more positive attitudes toward mainstreaming.

In sum, environmental factors, personal view and professional commitment of the teacher himself/ herself largely influence his/ her attitudes towards the handicapped in general.

2.2. The Concept of Attitudes

Among the earliest theories Allport (1935) defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals' response to all objects and situations with which it is related" (Traindis *et al.*, 1986). Allport assumed that attitudes guide behavior by organizing and energizing the organism to act. However, such conceptual definitions have not always corresponded well with the results of empirical research based on more operational definitions of attitude (Kahle, 1984).

McGuire (1986) sees attitude as uni-dimensional and as mediating process grouping a set of objects of thought in a conceptual category that evokes a significant pattern of responses. He defines attitudes as responses that locate objects of thought on a dimension of judgement. McGuire postulates that humans think and form their attitudes by integrating logical thought and probabilistic thought.

According to Osgood *et al.*, (1964) attitudes are learned and explicit, and are acquired in much the same manner as other such internal learned activity is acquired. Both Osgood *et al.* and McGuire stress the learnedness of attitudes.

Attitude is also defined as a general, enduring positive or negative feeling about some person, object, or issue (Fishbein and Ajzen, 1975) cited in Tibebu (1995). Attitude is a hypothetical construct that, being inaccessible to direct observation, must be inferred from measurable responses. They distinguish attitudes from beliefs and intentions, and from overt action. Thus, we might distinguish between responses directed at others and responses directed at the self, between behaviors performed in public and behaviors performed in private, or actions and reactions. Readiness for behavior doesn't necessarily imply that the behavior will actually be shown. Tibebu (1995) for example discussed that social

norms that conflict with individuals expectations of acceptable behavior may prevent intended behavior from being realized.

Fishbein and Azjen's (1975) definition is rather a theory that is meant to solve the controversy among researchers on the weak relation between attitude and behavior. They stress that attitude measures can correspond to one's actions in so far as the measures are not general.

Hence, it is possible to generalize about the uni-dimensional view point by saying that attitudes are tendencies of approach or avoidance, or favorableness that could be ascribed to some basic bipolar continuum with a neutral point, implying that attitudes have both direction and intensity (Tibebu, 1995).

In the tripartite view attitudes are defined as predisposition to some class of stimuli with certain classes of response for Traindis *et al.* (1986). These classes of responses are specified as affective (concerning evaluative feelings of likely and disliking), cognitive (concerning beliefs, opinions, and ideas about the attitude object) and connotative/ behavioral (concerning behavioral intentions or actions, tendencies).

Thus the most basic structural question about attitudes in the tripartite model concerns the nature of the concept itself. That is, whether the three components are independent of each other or whether they are related to each other. Most theorists agree that the three components are organized in a consistent fashion. Positive feelings about the attitude object go together with assigning positively evaluated traits- positive action tendencies to that attitude object (Tesser & Shaffer, 1990). Therefore evaluation constitutes a central aspect of attitudes, that attitudes are represented in the memory, and that affective cognitive antecedents of attitudes can be distinguished as can be affective, cognitive and behavioral consequences of attitudes. In sum Zanna (1993) cited in Tibebu (1995) concluded by saying that the components of attitudes are correlates of attitudes.

2.3. Formation of Attitudes

Attitude formation is the least studied part of the concept attitude (McGuire, 1986). From the few studies made, Tibebu, (1995:32) identifies two general views. The first view suggests genetic endowment as the factor responsible for the variation in the attitude of people towards the same object or the same person towards different objects or phenomena. The second and predominant view attributes differences in attitudes to experience or environmental factors.

Although there are several factors that influence the formation of attitudes, individual variables relevant to the study undertaking are focused. These factors may be related to the attitudes the teacher and peers display toward the disabled.

In this regard Horne (1985) (cited in Taddese 1991) found that gender, race, age, grade level, experience and socio-economic status influence the formation of professionals attitudes toward the handicapped. According to Horne's study, attitudinal differences between male and female professionals toward the handicapped exists, and that female teachers were significantly more accepting handicapped persons than male teachers.

There is also evidence that indicates the relationship between age and attitudes. After his comprehensive review Ryan (1981) suggested that very young children (4 to 6 years of age) are particularly rejecting disabilities because of their subjective role taking ability. Also, for very young children, physical attractiveness is a large component of social judgement.

In sum as children get older, they become aware of others subjective perspectives and are thus more understanding of their feelings and beliefs. This awareness leads to their becoming less rejecting of people with disabilities.

2.4. Functions of Attitudes and Change

The question which often comes to someone who studies attitudes is whether it is possible to live in a social environment without having attitudes about anything, or, if there are attitudes, how and when they function. According to Triandis et. al (1986), people develop attitude because attitudes fulfill the psychological needs for an individual's private and public identity.

In order to understand and change attitudes one has to know how attitudes function. The importance of the functional approach to attitudes is that it directs us to examine the bases of a person's attitudes, which will suggest different courses of action for attitude change purposes, depending on which basis it is discovered (Triandis et. al., 1986). In other words different ways and activities are applied to change different attitudes.

Katz (1960), one of the pioneers in the study of the functional approach to attitudes, has elaborated four functions served by attitudes cited in Tibebe, (1995:34).

1. *Attitudes serving the instrumental, objective or utilitarian function:- Here attitudes are aimed at maximizing external rewards and minimizing punishments. Individuals develop positive attitudes towards objects which satisfy their needs and negative attitudes towards those that are not responsive to their needs. To change such attitudes, one changes the person's evaluation of the goal to which they are instrumental or the person's prevention of their instrumentality to that goal.*
2. *The expressive function of attitude :- This refers to the satisfaction a person derives from expressing attitudes appropriate to his personal values or self concept. Attitudes originate through maintaining self identity, enhancing favorable self image, self expression, and self determination. To change attitudes some degree of dissatisfaction with one's self concept, or dissatisfaction with old attitudes which are inappropriate to one's self concept, or dissatisfaction with old attitudes which are inappropriate to one's values is necessary. This impetus to change may come from the inadequacy of one's*

values in preserving a favorable image of oneself in a changing world or from the suggestions of other people.

3. **The knowledge function:-** Behind this function is the need that the individual has to give adequate structure to the universe. Attitudes help people to simplify and understand a highly complex universe and to provide meaningful cognitive organization, consistency, and clarity to their views of the world. Attitudes serving this function change when new information is communicated to individuals, or one has new experiences with an attitude object.
4. **The ego function:-** This refers to attitudes which protect the person from acknowledging basic truths about himself or the realities of the external world. Attitudes are developed as a protection against internal conflict and external dangers. The attitudes serving the ego function may be changed by removing threats and providing self insight into the real causes of a person's behavior.

In general the functional approach to attitude is extremely important because it is only by identifying the functions of the particular attitude that we can have real attitude change. Therefore, attitude modifications presupposes a clear understanding of the functional approaches to attitudes.

2.5. Attitudes and Behavior

Three questions have persistently been taken up by investigators interested in the relationship between attitudes and behavior. These are (a) Do attitudes predict behavior? (b) what mediates the attitude/ behavior relationships? and, (c) How can researchers best predict behavior from attitudes?

The controversy whether attitudes predict behavior or not continued for a long time. Because similar researches with improved methodology have also either found a very low correlation or concluded that the relation is not easy to find as there are a number of background factors that influence attitudes and behavior (Kirk 1993). According to Jaspers (1986), the low correspondence found between attitudes and behavior exists, because attitudes are usually measured by verbal

means, and thus one can sidestep the problems of the relationship between attitudes and overt behavior by denying that anything exists beyond the verbal expressions, or that such scales measure whatever they purport to measure.

Triandis *et al.* (1986) have suggested two factors to determine whether or not a correlation exists between attitudes and behavior. They are, first all behaviors have five characteristics: a specific actor, a specific action in a specific context, at a specific time, and toward a specific target. Attitudes also have these characteristics associated with them. Where there is a higher correspondence between the characteristics of the attitude and the measure, attitude will be a fairly consistent predictor of behavior.

Second when people have not established habits regarding a certain behavior they do what is socially desirable, what is consistent with their self concepts what is intrinsically enjoyable, and what has good perceived consequences. Hence different persons weigh these factors differently. some pay attention to what is socially desirable, others to what is enjoyable, and so on. The weighing may be different for different behaviors or social situations.

Ajzen and Fishbein (1977) made an extensive review of the literature and concluded that attitudes were good predictors of behavior only when the attitudinal and behavioral measures showed a high degree of correspondence. They argued that the best predictor of behavior is the actors intention to perform the behavior and the subjective norm regarding the behavior or the extent to which the person feels that significant others think that the behavior should be performed.

2.6 Self Concept of persons with Disabilities

In discussing about the process of obtaining and maintaining self-system Jervis(1964) discussed the fact that the self and the environment are inextricably bound together. For example the self system acts upon and attempts to control or

change the environment, the environment in turn produces feedback which may bring about changes in the self. According to Jarvis, the self-system of the individual has to be seen in reciprocal interaction with his environment. This is sometimes referred to as self concept.

2.6.1. The Meaning of Self-concept

According to Lindgren and Sutter (1985) self concept is each individual as perceived by himself or herself. For Tirussew (1995), there are three components of self-experience: the material me (the badly self, along with physical objects one is surrounded by); the social me ones awareness of his or her reputation in the eyes of others); and the individual me (the self that monitors private thoughts and feelings). In this definition the influence of the environment is emphasized.

On the other hand (Worthman1985), defined self-concept as actual-self what people perceive themselves to be and idea -self their conception of what they would like to be ideally (ideal self). For Worthman the person himself is the more influential in the development of the self -concept.

On the whole, although the concept of self-has to do with individuals the fullest development of self enables the individual to relate effectively to other people

2.6.2. Self-concept of Persons with Visual Disabilities

Self-concept, as an emotional concept has tremendous importance for any individual because it affects his integration as a "whole" person. For the person with disability, this concept implies magical propensities of power and capability, and since he has lost the "wholeness" of his person by acquiring a disability, he therefore -in his own mind may be less of a person. Of greater importance is the fact that for the person with disability the concept of his own body image has

emotional substance and meaning for him far beyond his own motor or sensory abilities.

A comprehensive analysis of self-esteem by Tuttle(1984) (cited in Kirk 1993) indicates that children who lose their sight after having seen tend to go through several stages: mourning, withdrawal, denial, reassessment and reaffirmation. Finally, with training and interaction with sighted people comes self-acceptance and self-esteem. Furthermore, Tuttle states that children who are congenitally blind do not recognize that they are different until people begin to treat them differently or point out that they cannot do things because they can not see.

On the other hand Warren (1984) studies found no overall differences in self concept between blind and sighted He noted, however, that "to the extent that people expect of the child that he will not differ from a sighted child, the tendency for the blind child's self concept to be different from that of the sighted child will be decreased"(p.232).

Generally, Barton (1996) concludes that self-esteem of blind adults or children is attributed to their lack of self-confidence, to their limited interactions with sighted people and to the attitude of sighted people toward blindness. He maintained that the impact of blindness on self esteem should be temporary and can be alleviated by more sensitive interactions that visually impaired children receive from other people Hence, self-esteem and self- acceptance in children and adolescents of visual disabilities are nurtured by positive interactions with sighted people.

In sum if visually impaired young persons are experienced in problem-solving, coping with negative attitudes and surmounting obstacle, their feeling of self- worth will be established

2.7 Psychosocial Adjustment of Visually Disabled Adolescents

The period of adolescence and puberty can be a difficult time for both young people themselves and their parents. It is probable that a disability will exacerbate these difficulties, and this is certainly true for young people with visual impairments (Varma 1996). Adolescence is a period when, for most young people, the struggle for their own independence begins. Young people want to make their own decisions, test the boundaries of authority and express their own individuality. It is also a time when peer pressure is at its greatest, and conforming to the peer norms in fashion, music, and so on becomes all important.

The young person with a visual impairment is at a great disadvantage in many of these normal activities of adolescence. Kurzhals (1970) studies indicate that it is at the time of adolescence that the full impact of their impairment is felt, and the young people have to face the fact that they are visually impaired for life. The emotional trauma that this causes frequently calls for a period of mourning for the lost or absence of vision.

There are other adjustment difficulties which the young person with a visual impairment must face. Adolescence is known as a time of inward vulnerability, and social situations can cause them enormous stress. Because they cannot see the latest fads in clothing mannerisms, expressions, and other aspects of adolescent life, girls, in particular, are at a disadvantage and may be set apart from the peer group because they are not like members of the group (Scholl, 1986).

Still another adjustment problem area for some adolescents as Kurzhals (1970) stated is that adolescents are not accepting the need to be dependent. The goal of maturity is to become independent, but total independence in all areas is neither a desirable nor an attainable goal. The nature of the visual impairment tend to prolong the period of dependence and this should not be viewed by the adolescent as necessarily negative (Warren, 1984).

Scholl, (1986) indicates that adolescents with visual impairments may have difficulties in accepting themselves as being handicapped with certain capacities and limitations of the impairment. Haring, (1994) postulates that the adolescent must first accept himself as a visually handicapped person. Since acceptance of one's disability is considered an important step in the adjustment process.

Vision plays an important role in developing an identify with one's own sex. Blind adolescents lack the opportunity to imitate the dress, manners and behaviors of a model and thus may encounter problems in achieving their sex role identification. According to Varma (1996) boys are at a particular disadvantage because they tend to remain within the home under maternal influence, and they may lack the opportunity to engage in the rough play of male adolescents which leads to learning the conventional male role.

The problem of restricted mobility for adolescents is also major cause of stress: another requirement is that the adolescents social needs should be met, with opportunities for social interaction with their peers, both visually impaired and fully-sighted. However the opportunity to meet, work and play with fully-sighted children and young people is also important for visually disabled adolescents. Such social interactions will be very important for life outside school and for future life (Algozzine *et,al* 1995). Therefore, Haring (1994) state that students with visual impairments were unable to hold their age-mates' interest. Their encounters were egocentric and reflected situations experienced only in the home environment. Their knowledge of an array of social (play) experiences was not commensurate with that of their sighted counterparts. As a result, the children were treated negatively or ignored by peers.

In sum the young adolescent with a visual impairment is at a great disadvantage in many of normal activities of adolescents .It is often at adolescence that the full impact of their impairment is felt, and the young people have to face

the fact that they are visually impaired for life. The emotional trauma that this causes frequently calls for a period of mourning for the lost or absent vision.

2.8 The Blind Adolescent

At no point in life is understanding, guidance and counseling more necessary than in adolescence. Even the non-handicapped may have a period of difficulty in coming to terms with their physical; sexual, social and vocational roles, and in developing a satisfactory over-all interpretation of what life is all about and their part in it (Wall, 1979). A physical handicap of any kind directly affects all aspects of the self, and makes it more difficult for a young person to analyse, understand and accept the kinds of fantasies and feelings, the demands and constraints imposed by pubertal change interacting with the social pressures which surround him/her (Ibid). The physical and psychological changes of puberty, particularly the hormonal ones, and the rapid growth in height, weight and in the sexual characteristics cause alarming changes in behavior, lead to a resurgence in acute form or change in old symptoms (Brodsky,1988). Moreover, the greater vulnerability of the handicapped as a group to emotional disturbance makes many of them more than normally unstable in adolescence (Varma,1996).

Psychologically speaking, what happens to any individual, particularly whether the outcome is generally favorable or unfavorable in adolescence and in adulthood, will very much depend upon previous experiences at home, in school and in society generally and upon how far, during his development, a young handicapped person has built up an objectively favorable picture of himself/herself

The psychological health of blind young person depends in large measure on their ability to accept others and be accepted by them (Wall,1979). Where school and home have placed an accept upon the acceptability of differences between individuals without labeling them inferiorities or superiorities, and without either

rejecting the blind or sentimentalizing over them, there is a good chance that most will be equipped to draw the essential distinction between the value of human being *per se* and the variety of capacities which makes human groups unequal in their responsibilities and needs. The attainment of such a goal as Davies(1967)put, requires from teachers, parents and others round the children and adolescents not only a high degree of pedagogic skill but a knowledge of human development , and an ability sensitively to diagnose capacity in many directions for which few are at present trained. Beyond everything else, it requires the capacity to create a climate in which each young person is certain that he is valued for what he is, and that his achievements, however small, are acceptable to those in whom he depends, and win him/her the esteem of the group (Verma,1996).

2.8.1 Blind Adolescent and The Physical Self

One of the critical emotional problems of those who are physically or sensorial handicapped is that of accepting themselves as they are. Many such young persons have disordered body schemas. Most, consciously or unconsciously, at some time experience guilt at their handicap, resentment at the restriction it imposes, and may project some of their aggressions painfully upon parents or others close to them (Wall, 1979).On the other hand, dependence may increase and be coupled with anxiety and fear at one's own helplessness; or the adolescent may retreat into fantasies in which he is dramatically made whole (Instandetal1995). Certainly, pubertal changes and the reaction of others to them increase bodily awareness and self consciousness. For parents and child alike, the acceptance of handicap is made more difficult if they have been fed upon false hopes of "normality" or near normality (Hendren, 1990). The problem can also be increased if the youngsters are told they will grow out of it; and if throughout adolescence they are not given, sympathetically, an adequate, detailed and objective appraisal of

what is and is not possible and of how far a particular handicap does not permit the hope of a particular vocation (Brotsky,1988).

2.8.2 Blind Adolescent and Sexual Adjustment

Closely linked with notions of the physical self, but even more complex in its ramifications, is the problem of sexuality love, marriage and founding a family (Wall,1979). The achievement of a satisfactory and satisfying sexual adjustment lies at the very center of a whole web of social relationships ranging from love and friendship to the series of adjustments underlying a broad social role. Its roots lie in attitudes to the self and others built up over the whole of life (Hendren, 1990). Quite apart from those in whom damage to their central nervous system is itself responsible for personality, behavioral or emotional difficulties, all legally blind adolescents from their earliest years are, by the circumstances of their handicap, more vulnerable to insecurities , anxieties and feelings of worthlessness. In one degree or another all are likely to have difficulties within themselves or because of the reactions of those around them (particularly from the general public) in forming healthy personal relationships (Verma1979).

In connection to sexual adjustments blind adolescents lack the opportunity to imitate the dress, manners, and behavior of a model and this may encounter problems in achieving their sex role identifications. Scholl (1986), boys are at a particular disadvantage because they tend to remain within the home under maternal influence, and they may lack the opportunity to engage in the rough play of male adolescents which leads to learning the conventional male role. Parents of blind children and adolescents would be less than human if they did not fundamentally resent the blind, wish their child normal, feel anxious and insecure, and at times bewildered ashamed and guilty. Sometimes these feelings turn into an over-possessive, over-protective attitude which may itself become as damaging as

the blindness may off from any hope of social intercourse , outside his/her own restricted circle (Instand, *et,al* 1995).

2.8.3 Blind Adolescent and Academic Adjustment

Newland (1986) cited in Agozzine (1995) reported that with the exception of unique problems of input and possibly a greater demand in processing, the fundamental learning procedures of blind children do not differ from those of non impaired children. The impact of visual impairments on academic performance is very much a function of the severity of the condition (that is, the degree of vision loss and causes) and the age at which the student's vision was reduced. Modifications of instructional, characteristics and considerations in upcoming sections for each student should be determined individually using assessment data and not simply on the basis of vision status classification. With appropriate assistance, people with visual impairments achieve academic success just like their peers..

The academic needs of students with visual impairments require a dual curriculum perspective that consists of the traditional academic content taught to their peers as well as disability-specific content needed for success in the traditional curriculum. Disability specific skills for children and adolescents who are blind include those related to concepts development and communication such as Braille's reading and writing, listening skills, use of a slate and stylus, use of an abacus for math, handwriting, and keyboarding. Additional skills may be needed that provide access to the traditional curriculum, such as tactual map reading skills and ability to use access technology like speech and Braille access devices. (Gearheart et al. 1992).

CHAPTER THREE

Methodology

3.1 Subjects

A sample of 130 informant consisting of thirty teachers, seventy students (forty sighted and thirty visually disabled) and thirty parents was purposely selected. The teachers and the students were selected from five government high schools of Western Shoa namely Ambo, Bakko, Guder, Sebeta and Waliso. The schools were selected by the investigator of this research based on the availability of the visually disabled students. Teachers included into the sample were randomly selected among teachers who were teaching subjects which the visually disabled students commonly learn. Simple random sampling technique was employed for the selection of both blind and sighted students as well. The parents included into the sample were parents and/or guardians of the visually disabled students themselves. The parents were also treated on a volunteer bases and through close cooperation with the schools administrations.

But the sample selection of the visually disabled students was not simple. Before the selection procedure took place a screening questionnaire was conducted with them. It was through the screening questionnaire that the adventitiously blind and those who were living with their parents or guardians were identified. As a result partially sighted, born blind and those who are living independent of their guardians were excluded in both observational and survey studies of the psychosocial adjustment status of blind students.

In the qualitative part of the study two male adolescents with visual impairments were randomly selected and their parents were asked to participate in the study. Thus, the two participants were considered to be representative of school characteristics of the adolescents in the main sample of this study. Thus, Dereje

aged 19 grade 11 and Tolesa aged 17 and grade 9 of a mainstream suburban high school at Ambo were observed at both school and home settings.

3.2. Instruments

The instruments were two scales personal questionnaires and observation check list or quality involvement measure (QIM). The first scale consisted of 35 items relating to the measurement of attitudes of parents, teachers and sighted students toward the visually disabled adolescents. The instrument was designed to measure general attitudes toward the visually disabled adolescents, by ratings on a five point bipolar adjective scales, based on Osgood et.al, (1957) and Kuusinen (1969) Semantic Differential (SD). This instrument was chosen for its effectiveness in the measurement of attitudes. For example, Osgood identified adjective pairs, tested them, and provided their factorial loadings. Test-retest coefficient of .87, .83 and .91 were reported in investigation of attitudes scales (Horne 1985:36). Further, the SD technique is easy to use and one of the most commonly used techniques in attitude investigation. This bipolar adjective scale was translated into Amharic and used for ratings (see Appendix-A).

The second scale was composed of 40 items of a Likert- type scale (see Appendix-B). It was designed to measure the adjustment status of the visually disabled adolescents focusing on two broad adjustment areas: measures of psychological adjustment and measures of social adjustment; each containing 17 and 23 respectively.

In the development of the instrument the basic step was collecting a suitable item from a large pool of items that had high face validity for measuring some aspects of adolescents well-being besides their psychometric adequacy. In the search for items, the goals were to secure subject-matter coverage and using simpler wording than that was found in existing inventories.

The first indicator of adjustment status of adolescents used in this study is the social adjustment measures. It is made by aggregating various sub-scales that assess blind adolescents self-perceptions regarding their social experiences. The major reasons needed to develop the test from various areas as explained by Buhrmester (1990), was the fact that the existing measures of social adjustment were either too narrow in scope (i.e., assessing only one sphere of adjustment) or took more time to administer. As a result, a self-report questionnaire was developed for this study, as relatively brief, yet broad measures of several spheres of self-perception of social adjustment. Accordingly, the components covered by the items dealt with subjects' perceptions of their social competence at home and school settings and feeling of dissatisfaction with sighted relationships. Briefly, the measures were as follows: (a) The Watson and Friend social avoidance and distress scale (SAD) taken from Jones *et.al.*, (1988), and distress provided by social encounters; (b) shyness and sociability scale developed by Cheek and Buss (1981) that assess the construct of shyness broadly and adolescents perceptions of their social competence; and (c) loneliness and social dissatisfaction were assessed by using items developed by Asher *et.al.*, (1984) and Schmidt and Sermat (1983) that describe loneliness in terms of subjectively felt discrepancy between the kinds of relationships that individual perceives himself as having and what he would like to have. As a whole, these three scales provide a pool of 23 items that bear fair resemblance to the construct of social adjustment (see appendix -2, 1-23). Moreover, in the development of the scale an attempt was made to restructure the items (in wording) to make the items less ambiguous and brief so that they deal with social adjustment of blind students.

The other part of adjustment status indicator of blind adolescents used in this study is the psychological adjustment measures. In the construction and development of a psychological adjustment inventory; a pool of items particularly

related to psychological distress were selected. Thus, our emphasis on them may not obscure the fact that psychological adjustment is also relevant to other dimensions of well-being or distress.

Thus, the collection of items for measures of psychological adjustment were made to cover the components of measures of psychological distress as described by Weinberger *et.al.*, (1990); namely, self-esteem, depression and anxiety. It was usually measured by the children's form of the Manifest Anxiety Scale (Castaneda *et.al.*, 1956) that center on behavioral expressions of internal anxiety or emotionality, such as nervousness, tension and worry.

In the development of the test, items were chosen for inclusion in the inventory on the basis of their relevance to theoretical descriptions of psychological distress as related to the study. Items referring to impaired performance were excluded deliberately. In addition, to correct for the effect of acquiescence, some items were worded negatively. An attempt was also made to modify and restructure so that they deal with adjustment of blind adolescents.

Therefore, measures of psychological distress scale, which we label psychological adjustment is a summed scale of these three measures that provided a pool of 17 items (see appendix B number 24-40). Items were statements to which visually disabled students responded on a 4-point scale ranging from 1 (always true) to 4 (always false).

As a supplement; qualitative study was designed and observation checklist was prepared to evaluate the quality of involvement in academic activities, social interactions and daily life activities. The observation checklist was assumed to parallel -the items that are categorized and clustered in psychosocial adjustment measure (scale 2). Frequency data were taken on each dependent measure over a series of observations. A total frequency score was derived for each variable during

each observational period. At the end of the two month period, total frequency scores were combined to yield a mean score for each variable.

Quality of Involvement Measure (QIM).

A simple Likert-like measurement scale, where the levels of involvement were scored as follows: 1= no involvement, 2= minimal involvement primarily egocentric, not interested in others, 3= average involvement (shared responsibilities: turn taking, reciprocity, positive interactions with others, evidence of good self-esteem), and 4=high involvement (awareness of others and the effect of one's behavior on others, interested in self-improvement, cooperative). Sacks and Wolffe (1998) used a similar measure during an observation of blind teachers' performance in social skills instruction.

3.3. Test-Try out

In the development of the scale (test) the final version of the test was given to selected informants before they were made ready for final use. Pilot testing was made in Addis Ababa Yekatit 12 high school for the purpose of revising and determining the specificity, relevance, clarity of the items and for determining the reliability of the tests. Thus, the selected 75 items (translated into Amharic) were tried on 10 teachers, 20 students (10 sighted and 10 blind) and 5 parents. Finally the response of the informants were scored for both tests and the psychometric adequacy of the two measures were assessed in two ways.

Firstly, the reliability of the instruments were assessed by computing cronbach alpha. The attitude measures proved to be reliable with $\alpha = .87, .81,$ and $.73$ for teachers, sighted students and parents respectively. The psychosocial adjustment measure was proved to be $.76$ for visually disabled students.

Finally the responses of the pilot group were subjected to item analysis by comparing the average scores of the highest and lowest scoring subjects. In scoring, Likert arbitrary weighting system was used. Then for each of the two scales the upper (25%) and the lower (25%) groups on each item were compared using the t-test as suggested by Edwards (1957).

After examining the indices of item consistency, items that were found to have a t-value less than 0.2 were discarded. As a result item number 1,6,7,8,10,12,15,18, and 21 were discarded from the attitude scale.

Accordingly responses of the visually disabled students were summed to form 40 (for lower psychosocial adjustment problem) to 160 (for higher psychosocial adjustment problem). Hence, none of the 40 items were discarded.

3.4. Procedure of Data Collection

Before the onset of data collection, location of the study (five high schools found in Western Shoa) were visited and potential informants were identified. Then the questionnaire was administered in classroom during the regular school day with close help of research assistant. Scoring of the responses were done by the informants included in the study.

The evaluation of the attitudes of teachers, sighted students and parents toward the visually disabled students that was tested through the administration of the attitude measure (the first scale); where the second research question was concerned with the investigation of the psychosocial adjustment status of the visually disabled students. This part of the study was tested using the psychosocial adjustment measure (the second scale) of the visually disabled students. The psychosocial adjustment measure was also made to be supplemented by observational study, too.

For the observational study a check-list or field note and Quality Involvement Measure (QIM) were designed and the observations were made once a week for one hour each over two months (a total of eight observations for each visually disabled adolescent). Time blocks were rotated so that the researcher and his assistant were able to obtain a representative sampling of the adolescents' daily life activities. Observations were made during school hours and after school when the adolescents were involved in daily living activities at their homes.

Each observation was divided into two half hour segments. During each segment, behaviors (activities) were tallied then, field notes were taken. At the end of each half-hour segment, a QIM ratings was assigned for each adolescent. The same procedure was repeated for each additional period. After every hour block, frequencies for each category on the observation checklist were combined to yield a mean frequency score. Similarly, QIM ratings were combined to obtain a mean QIM rating.

Field notes were analyzed by coding each 15 minute segment into a specific theme (academic, social involvement and activities of daily living), preliminary conclusions were taken from the field notes and compared to the observational data and QIM ratings.

3.5. Measurement Producers

The data in this study were processed by means of SPSSX computer program. Descriptive statistics such as means, variances standard deviations and percentages of variables were used extensively to explain varieties of statistical measures.

One-way analyses of variance was also used to determine whether the mean differences represented true differences among the general attitudes of teachers, sighted students and parents toward visually disabled students. It was also used to

determine whether the mean difference represented true differences between the psychosocial difficulties blind students encounter.

Finally, comparisons of relationships between general attitudes of teachers, sighted students and parents toward the visually disabled students and psychosocial adjustment difficulties that blind students encounter map out using Person correlation coefficients.

3.6. Observation

In this observational study the researcher observed two visually disabled students at home and school settings from February 20/2001 to April 20/2001 once a week for an hour of time. Observation times were randomly selected by the researcher to obtain a realistic perspective of the adolescent's lives and activities. Most of the observations were done before and after classes at school settings (60%) of the remainder, 40 percent were done during week ends at the adolescents' homes. Although the adolescents and their parents had willingly agreed to participate in the study, it was not always easy to obtain truly objective data. One important obstacle the researcher and his assistant encountered was the adolescents' awareness that they were being observed. Despite the parents efforts to be relaxed during home visits, the parents also said they found it difficult to "be themselves". Perhaps if the observation had been made for a longer period, both the adolescents and their parents would have become less sensitive to the observer and research process.

To analyze the findings and draw conclusion, qualitative data for each adolescent is described according to each dependent measures described earlier. Then, the QIM ratings and mean frequency counts for each adolescent across the dependent measures are presented.

CHAPTER FOUR

Analysis and Results

The study was undertaken with aim of answering the research problems stated in the introduction section of the manuscript. The results are divided into four main parts. Part-4.1 - shows the general demographic data of the respondents. Part 4.2 - 4.4 deals with the results of the three main research questions. That is, attitudes towards visually disabled students, psychosocial adjustment status of the visually disabled students and the influence of attitudes on the psychosocial adjustment of the visually disabled students respectively.

4.1. Demographic Data and other Characteristics of the Informants

Under this section respondents characteristics by sex, age, age of onset, educational level, religion and economic background informations are presented. The questionnaire was distributed to a total of 130 persons where (46.1%) of the respondents were visually disabled adolescents and their parents and/or relatives; while (53.8%) were teachers and sighted students.

Table - 1 Demographic Classification of the Informants

Descriptors	Total		Male		Female		
	N	%	N	group %	N	group %	
Teachers	30	23.1	26	38.8	4	6.3	
Sighted Students	40	30.7	20	29.8	20	29.8	
Visually Disabled Students	30	23.1	12	17.9	18	28.6	
Parents	30	23.1	9	13.4	21	33.3	
group	Total	130	100%	67	51.1%	63	48.5%

As far as possible both genders were also encouraged to participate in the study so that we are able to map out whether there are marked similarities or

differences among the responses. Although the majority of the respondents (51.1%) were males, the number of female respondents (48.5%) cannot be undermined.

Furthermore, the respondents were drawn from both school (76.9%) and home (23.1%) settings. Among others such a combination of sexes and age of onset of the visually disabled of the respondents is believed to help us draw a reasonable conclusion from the findings of the study.

Table 2 Sex, Age and Educational Data of Teachers

Descriptors	N	Percentage
Teachers Sex		
Male	26	86.6
Female	4	13.3
Age (yrs)		
20 to 29	3	10
30 to 39	15	50
40 to 49	10	33.3
50 and above	2	6.7

The minimum educational level of teachers is certificate from teachers training institute. 93.3 percent of them were above T.T.I. certificate in their educational level. Age range of most of the teachers is between 30 and 49, therefore, one can reasonably guess that teachers can provide information that is stored through experiences. The number of female teachers is relatively fewer than the number of male teachers. In fact unlike female Elementary school teachers, high school female teachers, are commonly few in number in most ethiopian school situations.

Table 3. Sex, Age and Educational Level of Both Sighted and Visually Disabled Students

Descriptors	Students											
	Sighted						Visually Disabled					
	Male		Female		Total		Male		Female		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Sex	20	50	20	50	40	100	12	90	18	60	30	100
Age												
16 to 18 yrs	17	85	19	95	36	90	2	16.7	4	22.2	6	20
19 to 21 yrs	3	15	1	5	4	10	3	25	5	27.8	8	26.7
22 to 24 yrs	-	-	-	-	-	-	6	50	9	50	15	50
25 & above yrs	-	-	-	-	-	-	1	8.3	-	-	1	3.3
Educational level												
9 th	10	50	9	45	19	47.5	2	16.7	4	22.2	6	20
10 th	2	10	3	15	5	12.5	1	8.3	2	11	3	10
11 th	6	30	6	30	12	30	1	8.3	3	16.8	4	13.3
12 th	2	10	2	10	4	10	8	66.7	9	50	17	56.7

As it can be expected most of the high school students (respondents) are in the age categories above the age of 16 and below the age of 25. However, visually disabled students age ranges from 16 to 25 years and 50 percent of them are within age range of 22 to 24 years. But sighted students were relatively younger than blind students because their age ranges only from 16 to 21 years. All grade levels from 9-12 were considered in the study. Equal number of sighted male and female were purposely selected to compare attitudes of different sex groups.

Table-4 Age of Onset, Religion and Family Background of Visually Disabled Students

Descriptors	N	Percentage
Visual Disabled	30	23.1
Age of Onset		
1 - 3	10	33.3
4 - 6	14	46.7
7 - 9	5	16.7
10 & above	1	3.3
Religion		
Orthodox	22	73.4
Catholic	-	-
Protestant	6	20.6
Muslim	2	6
Family Background		
Peasant	26	86.7
Merchant	2	6.7
Employed	1	3.3
Labourer	1	3.3

As it can be observed from Table 4, the majority of the visually disabled respondents (86.7%) family background is peasantry and rural in origin. Where as 66.7 percent of them are expected to have some visual experiences before the onset of their disability. Most of them (73.4%) are also orthodox in their religion and no catholic follower at all.

Table 5 Sex, Age Educational Level and Occupation of Parents, Guardians and/ or Relatives.

Descriptors	N	Percentage	Total
Parents	30	23.1	77.7
Sex			
Male	9	30	
Female	21	70	
Age (yrs)			
21 to 30	4	13	
31 to 40	19	64	
41 to 50	7	23	
Educational level			
Illiterate	10	33.3	
Primary level	13	43.3	
Secondary level	6	20	
College level	1	3	
Occupation			
Laborers	13	43.3	
Employed	7	23.3	
Merchants	4	13.3	
Peasants	6	20	

In the context of this study, majority of the parents (43.3%) are laborers or run their own income generating activities by direct physical engagement. 77.7 percent of the parents are almost illiterate in their educational level. They are 36.5 in their mean age.

4.2. Results and Analysis of School-Parental Attitudes Toward Visually Disabled Students

A 35 bipolar adjectives was employed to measure the attitudes of teachers, sighted students and parents on a five scale measure (see Appendix -A), the undecided responses are recorded between the 5 blank spaces for alternative responses and the space at the center made to be zero.

In fact the responses were distinctively sorted in terms of their negative and positive poles. However, some undecided responses (neither negative nor positive) were also recorded categorically. Basically, the undecided responses are not neutral in their tendencies. Rather they are the combinations of both positive and negative reactions to the attitude object (visually disabled students).

Thus, the responses across the 35 bipolar adjective items were grouped under favorable, unfavorable and undecided response categories. From this categories of the responses of teachers, sighted students and parents; one can easily evaluate the highly loaded or the highly less loaded response categories of the attitudes towards visually disabled students (see table -6).

Table 6. The Sum Total of the Responses of Teachers, Sighted- Students and Parents on the 35 Bipolar Adjectives Against Favorable, Unfavorable and Undecided Response Categories.

Items	Favorable Responses		Undecided Responses		Unfavorable Responses	
	Scores	Percentage	Scores	Percentages	Scores	Percentage
31	1.23	65.3	.15	12.5	.12	19
14	1.14		.12			
27	1.14		.15			
5	1.02		.15			
35	.93		.18			
3	.89		.15			
9	.89		.18			
29	.89		.27			
34	.84		.24			
33	.75		.42			
4	.65		.18			
26	.76		.42			
23	.54		.54			
25	1.2		.06			
32	1.1		.06			
16	1.0		.09			
20	.96		.09			
2	.96		.12			
11	1.6		.15			
17	1.70		.18			
24	.67		.12			
19	.59		.21			
30	1.21		.12			
22	1.17		.15			
13	.11		.12			
28	.54		.06			

Observation of the total response indicates that 65.3 percent of the 35 bipolar attitude measure was favorably responded toward visually disabled students. The sum total responses of unfavorable and undecided responses accounted only 31.5 percent, which is much less than the mean score (M= 50).

4.2.1. Favorable Attitude Factors

Focusing on items with high positive load- three attitude factors were identified in relation to behavioral implications or attributes consisted with the items. Therefore, for the purpose of this study the favorable attitude category will be re-categorized in to the following factors:- **factor- 1** consisted of 13 items accounts 33 percent. **factor-2** consisted of 9 items and accounts 21 percent lastly **factor -3** consisted of 4 items and accounts 11.3 percent of the total favorable responses toward visually disabled students. (see table 7).

Factor - 1 was labeled the "general acceptability" factor. Thirteen items were high on this factor. Three items sociable-solitary, rational-irrational and diligent -lazy were more highly loaded on this factor for both teachers and sighted students responses; having a mean score of .13 and .09 respectively. Two items were highly loaded on this factor for parents responses. They were sociable- solitary and friendly- unfriendly with a mean score of .14. Generally, factor -1 is used as an index of teachers, sighted students and parents attitudes toward visually disabled students.

Factor - 2 was labeled the "sociability" factor. Nine items were high on this factor. Two items such as polite- impolite and gentile -cruel were highly loaded on this factor for both teachers and sighted students responses; having a mean scores of .14 and .06 respectively. Parents responses were highly loaded on kind- unkind and gentile- cruel with a mean score of .09.

Factors -3 was labeled the "intellectual ability" factor. Three-fourth of the items on this factor were highly loaded especially items attentive-inattentive and muted-vivid. The mean score for teachers, sighted students and parents responses on this factor were .05 , .03 and .04 respectively. This factor is also used as an indicator of the attitudes of teachers sighted students and parents towards the visually disabled students. What are the attitudes of parents, teachers and sighted students toward visually disabled students? (problem 1). Are there differences in attitudes of parents, teachers and sighted students toward the visually disabled students (problem 1.1)?

In order to examine this research problem the data analyses were done as indicated in the sections that follow.

Comparison of mean scores on each of the 35 bipolar adjective scales were made for the three independent variables: parents, teachers and sighted students across factor -1, 2 and 3 (see **Table 7**). Nine scales were found to be insignificant at the 0.02 level. They were variable number 1,6,7,8, 10, 12, 15,18 and 21.

Table 7 Frequency, Mean, Standard Deviation and Percentage of the Favorable Responses of Teachers, Students and Parents on General Acceptability, Sociability and Intellectual Ability Factors.

Measures	Items	Teachers			Students			Parents			Percentage	NI
		Score	M	SD	Score	M	SD	Score	M	SD		
F ₁	* 31	.42			.36			.45			33	13
	* 14	.42			.36			.36				
	27	.45			.31			.38				
	* 5	.36			.30			.36				
	35	.23			.30			.40				
	3	.35			.23			.35				
	* 9	.35	.13	.13	.21	.09	.11	.33	.14	.09		
	* 29	.35			.23			.33				
	34	.28			.20			.36				
	33	.25			.25			.25				
	4	.20			.25			.20				
	* 26	.21			.23			.32				
	* 23	.13			.25			.16				
F ₂	25	.53			.37			.30			21	9
	32	.40			.35			.36				
	16	.28			.32			.45				
	20	.33			.35			.28				
	2	.36	.14	.13	.28	.06	.11	.32	.09	.12		
	11	.38			.36			.28				
	17	.28			.21			.21				
	24	.22			.21			.21				
	19	.20			.18			.21				
F ₃	30	.45			.31			.45			11.3	4
	22	.42			.35			.40				
	13	.43	.05	.12	.41	.03	.09	.26	.04	.03		
	28	.18			.20			.20				

F₁ = General acceptability factor

F₂ = Sociability factory

F₃ = intellectual ability factor

M = Mean

SD = Standard Deviation

NI = Number of Items

Mean scores across the general acceptability attitude factor (F₁) against teachers, sighted students were .13 .09 and .14 indicating that attitudes of teachers, sighted students and parents across their general acceptability attitude factors about

the visually disabled students were almost similar (see Table-7). A close inspection across the mean scores of sociability attitude factor indicates that sighted students responses are slightly different from the responses of teachers and parents. Mean scores along with standard deviation on this factor also indicate that teachers belief about the sociability of visually disabled students is relatively similar ($M=.14$, $SD=.13$) indicating less variation. among the responses of teachers themselves. In fact, mean scores and standard deviations for parents on intellectual ability factor (F_3) seem to be much more similar ($M =.04$, $SD =.03$). than that of teachers and sighted students.

In sum, to assess the general attitudes of teachers, sighted students and parents towards visually disabled students mean scores, percentages and standard deviation were used to analyze the findings. Further, analysis of variance is also used to determine whether there is statistically significant difference among the attitudes of teachers, sighted students and parents towards visually disabled students as shown below (see **Table -8**)

Table 8 One-way Analysis of Variance on the Teachers, Sighted Students and Parents General Acceptability Attitude Factors.

df	sum of squares	Variation of sample means	F
2	17.5	8.75	0.32
23	616.5	26.8	

The calculated value of $F = 0.32$ is less than the table value; indicting that there is no significant difference among the attitudes of teachers, sighted students and parents across the general acceptability, sociability and intellectual ability factors toward visually disabled students.

Thus, unlike mean scores the evidence recorded in **Table -8** shows that there was no statistically significant difference among the mean scores of teachers parents and sighted students on all attitude measures.

4.2.2. Attitudes Across Sex Characteristics

In order to examine attitudes of teachers, sighted students and parents towards visually disabled students across their sex characteristics; mean scores and SDs of the responses of total number of male informants and female informants were computed. Then, t-test was applied to find out whether there is a significant difference between the attitudes of male and female informants of the study.

Table -9 A t- Test On Attitudes Toward Visually Disabled Students Across Sex Characteristics.

Attitude Factors	Male			Female			t- value	P<
	n	M	SD	n	M	SD		
F1	55	11	4.35	45	15.5	6.4	-1.75	ns
F2	55	12.7	3.3	45	16.9	4.7	-15	ns
F3	55	10.5	2.8	45	13.3	3.7	1.01	ns

In **Table -9** the comparison of male groups to female groups of teachers, sighted students and parents across the three attitude factors toward the visually disabled students were tested. But the t-test result demonstrate that there is no significant difference between the attitudes of male and female teachers sighted students and parents toward visually disabled students.

4.3. Psychosocial Adjustment Status of the Visually Disabled Students

Research questions handled in this section are examine the psychosocial difficulties that the visually disabled students encounter (problem-2). In the following section, **Table -10** presents frequency, mean standard deviation and percentage responses of the visually disabled students on a 4-scale psychosocial adjustment measure. The psychosocial adjustment measure scales were constructed as follows.

- 1= Always True
- 2= Mostly True
- 3= Sometimes True
- 4= Always False

Table 10. Frequency, Mean, Standard Deviation and Responses in Percentage on Items Measuring the Psychosocial Adjustment of Visually Disabled Students.

Items	N 1	%	N 2	%	N 3	%	N 4	%
1. My school is a place where I get satisfaction with my school- works.	5	16	4	13	9	30	12	40
2. My school is a place where I feel loneliness	3	10	5	16	8	26	14	46
3. My school is a place where I aware supportiveness of teachers.	5	16	10	33	12	40	3	10
4. My school is a place where my sense of achievement is enhanced.	6	20	12	40	12	40	-	-
5. I'm well adjusted to my classmates so that prefer working with them.	10	33	10	33	3	10	7	23
6. I 'm not socially well adjusted so that I'm shy with members of the opposite sex.	11	36	11	36	3	10	5	16
7. I'm not socially well adjusted so that when conversing in a classroom I worry about saying something dumb.	4	13	3	10	9	30	14	46
8. I'm not well adjusted to schooling so that I tend to withdraw from my teachers.	5	16	7	23	8	26	10	33
9. I'm liked by my friends so they sometimes come to me for emotional support.	6	22	6	20	14	46	4	13
10. I'm well adjusted at school so that it is very easy for me to make new friends	7	23	6	20	12	40	5	16
11. Though I'm socially well adjusted, it is hard for me to make opposite sex friends.	9	30	6	20	10	10	5	16
12. My school is a place where I'm respected equally human.	11	36	4	13	7	23	8	26
13. I'm good at home conversations than at school	4	13	7	23	7	23	12	40
14. I'm not well adjusted at home so that I'm not very open with my parents.	11	36	10	33	2	6	7	23
15. I'm well adjusted at home so that I'm very open with my siblings.	3	10	6	20	7	23	74	46
16. I'm well adjusted at family level so that I'm provided with moral support by my parents	13	43	6	20	5	16	6	20
17. My home is a place where I'm equally treated as my siblings	11	36	3	10	11	30	5	16
18. I belief that I'm liked by my parents.	11	36	4	13	12	40	3	10
19. I try to avoid conversations about family issues	4	13	5	16	10	33	11	36
20. I often find it greater interpersonal agreements than disagreements at family level	4	13	2	6	7	23	17	56
21. I usually feel relaxed when I'm with my parents.	5	16	12	40	5	16	8	26
22. Though I don't know the reason, I try to avoid situations which forces me to be sociable.	5	16	12	40	5	16	8	26
23. I have no upsetting interactions at home.	2	6	4	13	10	33	7	23
Total	M	6.2	4.2	5.3	5.5			
	S.D	7.3	4.7	14	10			

4.3.1. General Finding on 23 Items of Psychosocial Adjustment Measure

The following results are observed from the response items measuring the psychosocial adjustment of the visually disabled students. The psychosocial adjustment measure (scale- 2) consisted of 40 items. The first 23 items were analyzed in Table -10. The general findings observed from the responses indicate that; visually disabled students:-

- Do not feel loneliness at school (46%).
- Do not worry about saying something dumb when talking to friends (46%).
- Are provided with moral supports by their parents or guardians (43%).
- Are more happy when they are with their parents (46%).

Visually disabled students encountered psychosocial adjustment difficulties, because:-

- They are not satisfied with their school work (40%).
- They are not open while interacting with their siblings (46%).
- Their interpersonal interactions at family level is not free of disagreement (56%).
- Teachers are supportive only sometimes (40%).
- Sighted friends come to them for emotional support only sometimes (40%).
- They are not sociable with people (40%).
- They are liked by parents only sometimes (40%).
- It is hard for them to make opposite-sex friends (50%).

In sum, these responses can by and large be classified into two categories, that is, in relation to psychosocial adjustment difficulties that visually disabled students

encountered and favorable psychosocial adjustment experiences exercised by the visually disabled students.

Table 11 Means and Standard Deviations of the Favorable Responses (better psychosocial well -being) indicators of the Visually Disabled Students; as Related to Teachers (Schools), Sighted Students and Parents on the Psychosocial Adjustment Difficulty measure Items (see Table -10).

Responses as related to teachers				Responses as related to sighted students				Responses as related to parents			
Item	Score	M	SD	Item	Score	M	SD	Item	Score	M	SD
1	.16	.04	.20	5	.33	.03	.20	13	.13	.05	.25
2	.46			6	.16			14	.23		
3	.16			7	.46			15	.10		
4	.20			9	.22			16	.43		
8	.33			10	.23			17	.36		
12	.36			11	.16			18	.36		

As it can be seen from **Table -11**, psychosocial adjustment measures; as related to teachers sighted students and parents are similar in their means scores (M=.04, .03 and .05) and their standard deviations (SD= .20, .20, and .25). Higher mean score indicates a higher favorable response toward the visually disabled students. Thus, teachers and parents are judged by blind students showing relatively better adjusting tendencies towards students with visual disabilities than sighted students.

4.3.2. The Self-Concept of visually Disabled Students

Seventeen self-esteem items were employed to map out the psychosocial adjustment of visually disabled students as reported by themselves.

Table 12 Frequency, Mean and Standard Deviation on Items Measuring self-Concept and Psychosocial Adjustment of Visually Disabled Students.

Items	N 1	%	N 2	%	N 3	%	N 4	%
24. When I try to make something, everything seems to go wrong.	3	10	5	16	12	40	10	30
25. I give up easily when things get hard.	4	13	6	20	10	33	10	30
26. I always have enough energy when faced with difficulty.	11	36	7	23	9	30	3	10
27. I am usually clam .	6	20	6	20	10	33	8	26
28. I work under great deal of strain.	14	13	3	10	9	30	4	46
29. My sleep is restless and disturbed.	2	6	6	20	7	23	15	50
30. I have a hopeless outlook on the world.	8	26	7	23	8	26	7	23
31. I actively pursue the goal which I have set for my self.	10	33	12	40	5	16	1	3
32. I am hopeful to lead marital life.	8	26	9	30	9	30	4	13
33. When something happens to me it is usually because I have worked for it.	11	36	10	33	7	23	2	6
34. I see my self as less competent than I would like to be.	6	20	6	20	15	50	3	10
35. I feel chronically frustrated in my personal life	4	13	4	13	13	43	9	30
36. My goals reflect my personal desires rather than the desires of others.	12	40	7	23	8	26	3	10
37. I do not seem to obtain gratification from anything.	3	10	3	10	9	30	15	50
38. At times I think I am no good at all.	4	13	7	23	10	33	9	30
39. I am satisfied with my appearance.	5	16	7	23	14	46	4	13
40. I am concerned more about my future life than daily lives.	19	63	8	26	2	6	1	3
M	4		3.7		5.2		3.9	
SD	9.8		8.2		13.8		7.8	

4.3.3 General Findings on the 17 Items of Psychosocial Adjustment Measure

Analysis of the responses of the visually disabled students on the 17 psychosocial adjustment measure items were presented in **Table 12**. They were also categorized into positive and negative self-esteem categories and the following major results were observed:

4.3.3.1. Positive self- esteem

This category includes those self-esteem measures in which the majority of the respondents have expressed their positive feeling. Accordingly they reported that they:

- have confidence in themselves (54%).
- have no restless and disturbed sleep (73%).
- have hopeful outlook on the world (50%).
- pursue the goal which they have set for themselves (73%).

In addition to these, there are other indicators of better adjustment such as the trust on ones social relationship like a hope to lead a marital life (56%) and trust on ones potential like feelings of challenging difficult situations (70%).

4.3.3.2. Negative Self-Esteem

The negative aspect of self-esteem has been observed as an indicator of psychosocial adjustment difficulties of visually disabled students. The following results includes the negative feelings reported by the visually disabled students themselves.

- They worry about their future life (63%).
- They have no satisfaction with their physical appearance (59%).
- They have feelings of uncertainty in doing things (40%).
- Sometimes they feel, feelings of incompetence (50%).
- They have hopeless outlook on the world (50%).

The negative feelings indicated by the visually disabled students on self-esteem measure were believed to depict maladjustment of the visually disabled students, at least, in their personal or social life. Indeed, those feelings which are seemingly personal usually have ecological basis. In other words such a negative feelings of the self may be explained in terms of the reflection of the general attitudes of

teachers, sighted students and parents as well as personal reactions of the visually disabled students towards their respective disabilities.

4.3.4. Psychosocial Adjustment Difficulties Across Sex

Sex was a factor studied in relation to psychosocial adjustment difficulties. One way analysis of variance was carried out for the dependent variable psychosocial adjustment difficulties and independent variable sex differences.

Table 13 Summary of the Analysis of Variance for Psychosocial Adjustment Difficulties Across Sex Characteristics

Source of Variation	N	Sum of squares	Mean Squares variations	F-ratio
Male	12	29	9.7	4.6
Female	18	59	2.1	
Total	30			

As presented in **Table -13**; blind boys compared to blind girls exhibited significantly more psychosocial adjustment difficulties $F= P > .05$. Closer examination of the means also demonstrates that the psychosocial adjustment difficulties of blind boys mean scores ($M= 3.8$) is greater than blind girls mean scores ($M=3.5$).

4.3.5. Psychosocial Adjustment Difficulties and Onset of Visual Disability

Among background variables that are given due attention in blind adolescent research is the onset of disability. Thus, in this section attempts have been done to examine specific effects of age at the time of loss of sight. Thus, the visually disabled students were categorized into three groups, namely (1-3) years, (4-6) years and (7-9) years Accordingly, the results obtained after a t-test analysis for the

dependent variable psychosocial adjustment difficulties and independent variable onset of visual disability was run.

Table 14. Comparison of Means, SDs, T-test Values and Differences Between Mean Scores of the Groups in Age Onset of Visual Disabilities of the Students.

Age of onset	N	M	SD	1	2	3	4
1-3	10	2.8	.44	.2	-		
4-6	14	4.6	.73	.9	1.8	0.5	
7-9	6	8.2	1.2	.5	2.2	0.8	0.5
Total	30						

As can be seen from **Table-14** age of onset of visual disability was related to psychosocial adjustment. A t-test for differences between the three groups shows no significant difference except for the means between the age (1-3) years group and (7-9) years ($t=2.2.$, $P<.05$). The result indicates that visually disabled students who had visual experience prior, to their loss of sight showed more psychosocial difficulties than those who lost their sight at (1-3) years.

4.3.6. Qualitative study of the Psychosocial Adjustment Style of Two Male Adolescents with Visual Disability

A. DEREJE

Academic Performance

Dereje, aged 19, was a grade 11 student at Ambo high school. Visually impaired since age 4 years because of light rays combined with what he called it "mitch". Now, Dereje is totally blind that he can not recognize light perception. He uses Braille's to read and write and travel with the help of cane. Although integrated

into regular education classes, Dereje did not get the attention of teachers and not understood as a visually impaired student. Teachers seem unwilling to provide him with extra notes; even during classroom instruction periods. His grade point average for the first semester of 2000/2001 academic year was 71 Dereje planned to attend a four-year university and major in foreign or Ethiopian language studies. But he hasn't any support in completing particularly difficult assignments in English and Geography subjects. He has no reference books for his reading. However, he seemed to interact well with his peers in the classroom, particularly in casual social situations that were structured (such as talking to classmates before class while in his seat). Dereje's teachers reported that although he kept up with class work and understand the content of course materials, he required hand-on in most of the details of the courses. Dereje reported that most of the courses are difficult for him because texts are not available in Braille's at all. As a result he fell behind and found it difficult to catch up with the courses.

Dereje also reported the fact that he spent about two to three hours per night completing his homework. His homework usually include copying notes that his sighted classmates have taken while in the classroom. Much of the notes are stored in Braille's using a slate and stylus. Any of his family had no a working knowledge of writing in Braille's to support him when necessary. But they strongly believe that Dereje need to strengthen his study skills.

Activities of Daily Living

Dereje's parents are hardworking and spend most of their time at work. Dereje's elder sister has much of the responsibility for helping his daily living activities. Dereje is also responsible for some of his personal management needs. He selects and purchases his clothes with the support of a family member. He is

also responsible for making his bed and occasionally washing and folding his clothes.

Dereje and another students from neighbor don't travel altogether while going to school or coming back home. In fact, the school is about one kilometer from Dereje's home. During school home travel observation, it appeared as though Dereje had little interaction with neighborhood students. He walks most of the time alone.

During his weekend he spent most of his time listening to church music. Every Sunday he goes to Kidanemihiret church which is a near-by to his house. A few of his age-mates come to him for discussions on church and religious matters.

Social Interactions

Most of Dereje's social encounters occurred during school days. At school Dereje interacts well with both sighted and visually impaired peers. Many of the interactions observed were short: a brief "hello" type. Sometimes the sighted students seemed confused about Dereje's abilities. For example, while walking down a staff hall Dereje came to a double-door entrance that was closed. Without a bit of hesitation, he opened the door and moved through with ease. The sighted students seemed amazed that he was able to do so.

After school Dereje tends to interact with only a few age mates specially those who are colleagues on the basis of religious matters. He appears a "fanatic Christian". For example he wishes all people be Christian and act in accordance to the commandments of the Bible.

The only, interactions that observed during Dereje's weekend visits home were with his elder sister. Otherwise, Dereje's time was spent alone in his bedroom singing or listening to church music. Thus, it appears that no demands were placed on him to contribute to his families well-being.

B. TOLESA

Academic Performance

Tolesa, aged 16, was a grade 9 student at Ambo high school. Visually impaired since age 2 years because of measles. Now, Tolesa is legally blind. He can only use Brailles to read and write.

Before he entered the present high school, he received itinerant services from a residential school at Shashemene. When Tolesa attended his elementary schools, he worked with all distresses and longing for his parents. As a result, he fell behind academically and did not acquire disability specific skills to support him in a high school education program. In addition Tolesa had little exposure to independent travel.

Even though Tolesa was mainstreamed into regular education classes during the observation, he required extensive support from teaching staff. Because his grasp of concepts and abstract ideas appeared to be slow and labored. Thus, he required a great deal of direct assistance from most of this teachers and his Geography teacher in particular. In addition, because he was unable to read fast and usually face difficulties in completing assignments during study periods he spent one to two hours a day at the high school completing his school work using human support. When he was unable to finish assignments in the classroom, he went to his friends home to study and receive assistance from them. Despite these efforts, Tolesa maintained a "52" average in most of his academic classes. In numerous conversations with the researchers, Tolesa expressed a desire to attend college and become a teacher. Although Tolesa expects extra help from his teachers he could get nothing. Because teachers are heavily loaded. On the other hand Tolesa's parents involvement in school work was very limited. Since he joined high school, his parents thought that the school will meet his educational needs and provide him with skills related to his visual impairment that were not available in his elementary

school years. Although they are not sure about their son's future, they wanted him to pursue a professional career such as teaching.

Activities of Daily Living

Throughout the observations, it was obvious that Tolesa was a contributing member of his family. He was expected to clean his room, wash his clothes and make his bed. He was also allowed to purchase soap, pen etc when coming back home from school.

Tolesa and another student from the near by village rarely travel together while coming back home or going to school. During the observations Tolesa's mobility lessons included shopping trips to the local grocery on the way. His ability to maneuver in unfamiliar environment appears to be poor. He doesn't interact well with the public and is not socially appropriate. His voice is not easily heard, and he is also shy when asking for assistance in public places.

Although Tolesa knew a route to a local grocery a few blocks from his house, he was not encouraged to travel alone. As a result, he tended to stay at home usually doing homework.

Social Interactions

Although Tolesa seemed to be well liked by his visually impaired peers at school, his interactions are limited. At the high school, the few interactions that took place were in the class or outside the classroom during recess mainly with other visually impaired students. These interactions were extremely short; Tolesa do not expand on conversations, and do not wait for others to engage with him. For example during several recess times, the researcher, observed Tolesa talking with a student, but as soon as he finished his talking, he abruptly left the meeting area. However, he kept in contact with his school friends via occasional visits during weekends. He said that he felt a great sense of freedom when he was away for visits

to other visually impaired peers. At visit, he felt "able to be independent" and was "allowed to try new experiences."

Tolesa's social interactions after school were with his family members. He tended to interact with only a few age mates. He was polite and respectful of adult authority, following all directions from adults and making few decisions on his own.

Table -15 QIM, Ratings Based on Field- Note Observation

A. Dereje

Weeks	Academic performance		Daily activities		Social interactions				Total Average
	Home work done	Note taken	Personal hygiene	Family well being	at school with		at home with		
					sighted	Blind	Young	Adults	
1 st	4	4	1	1	3	3	4	1	2.76
2 nd	3	4	4	1	3	3	2	3	
3 rd	4	3	3	1	4	4	3	2	
4 th	4	2	3	3	3	3	4	2	
5 th	3	4	4	1	2	4	3	4	
6 th	4	2	3	2	2	4	1	1	
7 th	4	3	2	1	2	4	3	1	
8 th	*4	4*	1	1	3	3	2	3	
Average	M=3.75	M=3.25	M=2.62	M= 1.37	M= 2.75	M=3.5	M=2.75	M=2.1	2.76

Table -16 QIM Ratings Based on Field-note Observation

B. Tolesa

Weeks	Academic performance		Daily activities		Social interactions				Total Average
	Home work done	Note taken	Personal hygien	Family well being	at school with		at home with		
					sighted	Blind	Young	Adults	
1 st	3	4	1	1	3	2	2	3	2.49
2 nd	3	3	2	1	2	4	1	2	
3 rd	4	2	4	2	2	3	2	3	
4 th	4	4	3	2	3	2	3	4	
5 th	4	2	2	1	2	3	1	2	
6 th	*2	1*	3	3	3	4	2	2	
7 th	3	4	2	2	3	3	2	3	
8 th	4	2	2	1	1	1	2	2	
Average	M=3.37	M=2.75	M=2.37	M= 1.62	M= 2.37	M=2.75	M=2.12	M=2.62	2.49

Data Analysis

Both students' level of involvement in academic pursuits were high, with sum frequencies of academic activities ranging from 3 to 8 instances. (see Tolesa's 6th week observation and Dereje's 1st-or 8th week observation). However, as presented in Table 15 & 16 blind adolescents interactions with their age mates specially with sighted mates were low, though Dereje had an average of 3.5 interactions with visually impaired peers for each of the 8 observations. The mean frequencies for activities of daily living were low for both students (M=2) for daily living activities, indicating dependence of the blind adolescents on their family.

The students' QIM scores range from 1 to 4 with a mean QIM score of 2.49 for Tolesa and 2.76 for Dereje. The heights ratings of involvement were with academic affairs where the next highest ratings of involvement were with visually impaired age mates (3.5 for Dereje and 2.75 for Tolesa). Tolesa had relatively fewer interactions with sighted or visually impaired age mates than Dereje. He tended to interact more directly with adult family members.

On the other hand analyses of the qualitative data of the two blind male adolescents also show supplementary results to the results of some items on the psychosocial adjustment measure of the survey study. For example: On the psychosocial adjustment measure, the result; visually disabled students are not satisfied with their school work (40%) is supplementary result with the two blind male adolescents qualitative analysis that depicts: schools do not have text-books for the blind students that are written in Braille's, teachers are also do not pay attention even during classroom instructions for blind students. Further, item number-10 on psychosocial adjustment measure indicates that it is usually difficult to make new friends (40%) for the visually disabled students. This result is supplementary to the qualitative analysis that proved the fact that the two blind

male students do not associate themselves with others and are usually alone on their ways to school and home.

Furthermore, analysis of the result of item (number -2) on psychosocial adjustment measure scale depict that visually disabled students do not feel loneliness at school because both sighted and blind friends are there. This result is also supported by the observational study of the two blind male students (Dereje and Tolesa) Their QIM at school with sighted students and blind friends were (M=2.75,3.5) and (M=2.37,2.75) respectively. In fact interpersonal interactions among blind to blind-students are observed more frequent than blind to sighted students (see Table 15 and 16).

4.4. Relationship Between the General Favorable Attitudes of Teachers, Sighted Students and parents Towards Visually Disabled Students; and the General Favorably Self-reported Adjustment indicators of Visually disabled students as Related to Teachers Sighted Students and Parents on the psychosocial Adjustment measure Scale

This part deals with research question numbers-3 of the study. In an attempt to answer the question mean scores of the favorable responses (judgments) of teachers, sighted students and parents on general acceptability attitude factors toward visually disabled students were correlated with selected favourable responses of the visually disabled students as related to their teachers, sighted friends' and parents' ingredients for the better psychosocial adjustment of the blind themselves.

Table -17 Rank Correlation Between the mean Scores of Observed General Acceptability Attitude factors of Teachers, Sighted Students and parents Toward Students with Visual Disabilities and Observed Self-Report General Adjustment Indicators (Responses) That were Related to Teachers (Schools), Sighted Students and Parents.

Teachers' attitudes and Related psychosocial adjustment of VD Students	Sighted Peers attitudes and Related Psychosocial adjustment of VD students	Parents attitudes and Related Psychosocial Adjustment of VD students
d_1	d_2	d_3
.26	.20	-.35
.26	.20	-.23
.16	.08	.13
.02	0	.01
-.01	-.10	.03
.25	-.23	.11
$r=.97$	$r=.99$	$r=.94$

d_1 = difference between selected item scores on teachers acceptability attitude factors toward VD students and better psychosocial well-being of the students due to teacher' acceptability.

d_2 = difference between selected item scores on sighted-peers acceptability attitude factor toward VD students and better psychosocial well-being of the VD students due to sighted peers acceptability.

d_3 = difference between selected items scores on parents acceptability attitude factors toward VD students and better psychosocial well-being of the VD students due to parents acceptability.

r = denotes coefficient of correlation.

To find out the relationship between school parental-attitudes and psychosocial adjustment difficulties the students encounter; ranking method of relationship was employed. In this case the selected item scores on the general acceptability attitude factors of teachers, sighted students and parents towards

visually disabled students and better psychosocial well-being indicating responses of the visually disabled students, on psychosocial adjustment measures; as related to teachers, sighted students and parents ingredients for the better well-being of visually disabled students were correlated. The observed correlation coefficient ($r=.96$) indicates that favorable responses of the visually disabled students on self-report psychosocial adjustment score was is positively correlated with the positive attitudes of teachers sighted students and parents. Likewise, the result may also indicate that; unfavorable or negative attitudes of teachers, sighted students and parents towards visually disabled students is also directly related to psychosocial adjustment difficulties of the visually disabled students. To this end, visually disabled students may encounter psychosocial adjustment difficulties when they lack positive attitudes on the part of their teachers, sighted classmates and their parents.

To assess the significance of the relationship between the attitude variables and its relative impact on the psychosocial well-being of the visually disabled students was computed as follow.

Table 18 F-test Analysis of Variance

	ss	df	m.s	F	
	.03	2	.01	.5	<
	.29	15	.02		
Total	.32	17			

The calculated value of ($F=.5$) is less than the table value and hence there is no significant difference between the variances of the test of attitude and psychosocial well-being , indicating significant relationship between them.

CHAPTER FIVE

Discussion and Summary of The Results

5.1. What are the General Attitudes of Teachers, Sighted Students and Parents toward Students with Visual Disabilities? Research Problem (1)

The analysis of the result of the study showed that 65.3 percent of the responses for 26 of 35 Semantic Differential attitude measure were favorable attitudes toward students with visual disabilities. Infact, 19 percent of the responses were unfavorable attitudes toward the students. But comparing the result against the mean score 50 percent, one can suggest that the general attitude of teachers, sighted students and parents toward students with visual disabilities were favorable with a slight unfavorable tendencies.

Generally, the result of the finding was at variance with perior investigations (Tirussew, 1995, Tibebu, 1995 and Kokkola, 1997). However, perior investigation were on the general societal attitudes toward disabilities in Ethiopia. In fact, the negative attitudes of teachers toward students with visual disabilities have also been evident in Addis Ababa University regardless of the kind of disability (Tirussew 1994). Further, Schuls (1991) concludes that teachers typically are uncomfortable with handicapped students and have negative attitudes about their placement in regular classes. Regarding parental attitudes in the literature review; the studies of Kurzhal, (1970), and Wall, (1979) also conclude that parents feeling toward their disabled children are desperate, confused, anxious and guilty indicating relative peace, happiness and security of the family life adjustment of disabled children in general. In the literature review students who are perceived as handicapped by other sighted adolescents are viewed negatively and with prejudices whether the students are in the same or separate classrooms (Nagler, 1990). Therefore, the finding of the present study requires further research.

5.1.1. Is there any Attitude Difference or Similarity among Teachers, Sighted Students and Parents? Research problem (1.1)

In this part of the study, the result of the finding was observed across the informants' general acceptability, sociability and intellectual ability attitude variables toward the students with visual disabilities. The mean scores of teachers ($M=.13$) and mean score of parents ($M=.14$) on the general acceptability factor as relatively higher than mean scores of sighted students ($M=.09$) about the same factor. The result also indicate that sighted students showed less accepting attitudes towards visually disabled students when compared to teachers and parents. the result of this study is partily consisted with the findings of earlier investigations in the literature. For example, Barker, Wright and Gonick, (1946); Nagler, (1990) state that blindness interfere with interaction with peers. Thus sighted students are quite obstructive and lead to lack of opportunity to reduce rejection of visually disabled students. To this end, the general societal attitude toward persons with disability is one of mixed pity and shame of over protection and rejection (Kokkala, 1990; Tirussew, 1995).

Further, mean score comparisons of teachers ($M=.14$), sighted students ($M=.06$) and parents ($M=.08$) on the sociability factor of attitudes toward visually disabled students also indicate that teachers evaluation of the visually disabled students across sociability factor is higher than the evaluations of sighted students and parents. But the result of the finding across the intellectual ability factor indicates that attitudes of teachers, sighted students and parents are more similar than different. The mean scores of teachers, sighted students and parents were ($M=.05$, $.03$, and $.04$) respectively, indicating the similarities of the results than differences.

Further more, the difference among the overall general attitudes of teachers, sighted students and parents towards visually disabled students was tested using one-way analysis of variance. The result of the finding proved that there was no significant differences among the attitudes of teachers, sighted students and parents. (See Table 8).

However, the observed favorable attitudes of teachers, sighted students and parents do not indicate attitudes of classroom behavior of teachers or the detail attitudes of sighted classmates and parents. Thus, the study can provide a general direction for further specific studies that may lead to a comprehensive school-parental attitudes and their adverse effects upon the psychosocial adjustment of visually disabled students.

5.1.2. Is there any Attitude Difference or Similarity between the Two Sex Characteristics? Problem (1.2)

In order to examine the relationship between sex and their attitudes toward students with visual disabilities; a t-test comparison was computed for the analysis of the responses of male and female informants. The result of the finding recorded in (Table-9) prove that there is no statistically significant difference across sex characteristics among the general attitudes of teachers, sighted students and parents toward students with visual disabilities. The result of the present study, therefore is consistent with the findings of perior investigations Tirussew, (1995); Tibebu, (1995) and Kokkala, (1997). That states there is no significant differences between male and female sex groups in their attitudes toward disabilities in general.

Next, parallel to the assessment of the general attitude of teachers, sighted students and parents toward students with visual disability; the psychosocial adjustment status of the students were also assessed. However, for the purpose of

this study psychosocial adjustment status was made evident through self-report responses of the students with visual disability themselves on the psychosocial adjustment measures they were provided and qualitative analysis made by the researcher. Now, to discuss the result on problem (2); restating the research problem seems important as follows.

5.2. In what ways do students with Visual disabilities encounter psychosocial adjustment difficulties? Problem (2)

Analysis of the result scores on the first 23 items of the psychosocial adjustment measure shows that students with visual disability encounter adjustment difficulties in relation to their immediate human environment; specifically with teachers, sighted students and parents (see Table -10). In treating the problem, therefore, the ways in which students with visual disability encounter psychosocial adjustment difficulties will be discussed.

The psychosocial adjustment difficulty measure as well as the qualitative study of the students with visual disability indicate that blind students encountered psychosocial adjustment difficulties in performing their school work. The general finding of the study for example shows 40 percent of the students with visual disability have shown their dissatisfaction at school work. Qualitative study of the two blind adolescents also evidenced that students with visual disability encountered educational service problems so that they have no text-books written in Braille's for references and/or to do their daily assignments; teachers are seemingly unwilling to provide them with extra-notes, teachers are also found too busy to give attention to special needs of the students. Thus, true to the qualitative findings of the study, teachers supportiveness for blind students is found less strong on the psychosocial adjustment measure, too (see Table -10).

Further, both the psychosocial adjustment difficulty measure and qualitative analysis of the study reveal that students with visual disability encounter several psychosocial adjustment difficulties and services related difficulties. Social interactional difficulties at both home and school level are found major psychosocial adjustment problems. The general finding of the study for example, shows that 56 percent of the informants have no smooth social interactions at family level; 46 percent of them are not open while interacting with their siblings; 40 percent of them experience the feelings that they are rejected by their parents.

The analysis of the qualitative data of the study also indicates that infrequent home social relations were seemingly common for blind adolescents. For instance when at home the blind adolescents, tend to listen to the radio or listen to church music rather than interacting with their family members. Generally, the present finding indicates that students with visual impairment encounter psychosocial adjustment difficulties at their home social relations; so that their social interactions are not smooth and not frequent as well.

At school, students with visual disability have also encountered psychosocial adjustment difficulties, in their social interactions and social relations. For example qualitative data of the two blind adolescents have shown that the students are usually alone while going to school or coming back home on school days. Further, mean scores of the interpersonal interactions between blind to sighted peers show less frequent interactions than the mean score of interpersonal interactions between blind to blind (see Table 15 & 16). Furthermore, despite the availability of a near by sighted classmates, the blind adolescent has to wait for the arrival of a distant friend for his/her social interactions during recess-time at school. In addition to infrequent social interactions of sighted peers and blind adolescents; no one teacher is observed purposely coming to blind students for social relations, unless otherwise the blind students themselves go to teachers and ask for some help, Hence, the

present study indicates that blind students encounter psychosocial adjustment difficulties at school setting in their social relations because their social interactions are much less frequent when compared to their social relations among blind friends themselves.

Adolescents with visual disabilities encounter not only psychosocial adjustment difficulties in their social life but also psychosocial adjustment difficulties in their personal life. Analysis of the finding on 17- item self-concept inventories indicate that blind adolescent show dissatisfactions with their appearance indicating that they are mourning for the lost sensory organ rather than developing their assets. Further analysis show that hopeless outlook on the world is found true for many of blind adolescents. Furthermore, adolescents with visual disability are found insecure about their future vocational choice; employment and marital life. However, those feelings of the visually disabled students seemingly personal but have ecological basis.

On the other hand the comparison of the mean scores of the psychosocial adjustment difficulties of blind male and female groups have shown significant difference on test of their variances. Thus, boys have shown more psychosocial adjustment difficulties than girls (see Table -13) but has no literature support psychosocial adjustment difficulties across the onset of visual disability has also shown significant difference between those who lost their sight at early age and those who lost their sight late in life ($t= 2.2$; $P<.05$) indicating that loss of sight at early age helps in adjustment where loss of sight late in life takes time to go through various stages of reactions for acceptance and adjustment to blindness (Kirk, 1993).

In sum true to the general finding of the present study earlier investigations confirm that adolescents with visual disabilities encounter psychosocial adjustment difficulties specially in their ways of getting along with others, in their academic

and schooling life, in their self-concept and self-esteem (Gearheart, 1995; Agozzine, 1995; Varma, 1996; Haring, 1994; Wall, 1979; and Tirussew, 1994;1995).

Among the several explanations, the negative attitudes of the sighted people towards persons with visual disability is singled out as the primary source that visually disabled persons face in their psychosocial adjustment.

The other primary source of the psychosocial adjustment difficulties of adolescents with visual impairment is limited ability to move about and explore their social environment. For example blind adolescents can not see the latest, manners, expressions and other aspect of adolescent life. Mirroring in communication is abscent. Thus, the adolescent with visual impairment will set apart from peer group demands. Because he/she can not be like his/her peers in all aspects. Thus, the attainment of positive interactions of the sighted people are influenced by various social and individual factors.

Summarizing the various sources of the psychosocial adjustment difficulties that adolescents encounter; Kurzahls (1970) concludes that it is at the time of adolescence that the full impact of their impairment is felt. Therefore, the emotional trauma that the feeling calls for psychosocial adjustment difficulties.

5.3. Is there a significant relationship between observed attitudes and psychosocial adjustment difficulties encountered by the adolescents? problem (3) The problem statement can also restated as: *is there a significant relationship between observed attitudes and psychosocial well-being of the adolescents?* In both ways the final answers for the question are reciprocal to each other, thus for the purpose of simplicity the question was treated in assessing the relationship between the positive attitude dimension of teachers,

sighted peers and parents; and psychosocial well-being of adolescents with visual, disabilities.

Generally, the result of the finding indicates that there is high positive correlation $r=.96$ between them. The relationship between the two variables is also significant at $F (.5; P<)$; indicating the interdependence of the variables. Thus, one can reasonably conclude that visually disabled students psychosocial adjustment states is positively and/or negatively influenced by school-parental attitudes.

Hence, true to the finding of the present study Kirk (1993) and Schuls (1991) generally states that the role of teachers, sighted peers and parents in the development of personal and social adjustment of children and adolescents with visual impairment are critically important because self-esteem and self acceptance in children and adolescents with visual impairment are nurtured by positive interactions with sighted people.

CHAPTER SIX

Summary, Conclusion and Recommendation

6.1. Summary

Examine the effect of school parental attitudes on psychosocial adjustment of blind adolescents was major objective of the study. Accordingly, a representative sample was surveyed in five high schools of Western-Shoa.

A slightly favorable tendencies of school parental attitudes were observed toward visually disabled students on a 26 of 35 bipolar adjective attitude measure, regardless of sex difference in attitudes.

Contrast, to the favorable school-parental attitudes toward visually disabled students the analysis of both qualitative and quantitative psychosocial adjustment measure indicates that adjustment difficulties, the students encounter were found to be the result of the negative attitudes of teachers, sighted peers and parents. Sex and age of onset were the major characteristics for individual difference in psychosocial adjustment difficulties; that blind boys and those who lost their sight after awareness of normal visual life were found liable to encounter more psychosocial adjustment difficulties. In fact, one of the major ways in which the students encounter psychosocial adjustment difficulties was getting along with others in their social relationships.

On the other hand, the general acceptability attitude factor of school parental attitudes and the psychosocial well-being of adolescents with visual disability were positively correlated, then significance relationship was observed indicating that both psychosocial well-being and adjustment difficulties of visually disabled adolescents were influenced by school- parental attitudes.

In sum, the adolescents under study are at a great disadvantage in many of the normal activities of adolescence. It is often at adolescence that the full impact

of their impairment is felt, and they have to face the fact that they are visually-impaired for life.

6.2. Conclusion

The investigator of this study does not dare to make generalizations on the basis of this small sample of the study. The effect of school-parental attitudes upon the blind adolescents seems to be a highly complex and individual matter. Further, standardized definition of the term adjustment is also unlikely. However peer relationships and family relationships may influence psychosocial adjustment of blind adolescents more than social stereotyping. This along with the blind adolescents changing relationship with other sighted people and his or her identification with cause groups, deserves further study if we are to more fully understand the effects of school-parental attitudes upon the blind.

This study finally suggests that observed school parental attitudes toward visually disable student may not be the best indicator of successful psychosocial well-being or better indicators of positive attitudes. This type of measure of parents, teachers and sighted students attitudes doesn't include attitude of classroom behaviors of teachers. The characteristics of the blind students, supportive services, available resources for adjustment etc are not examined. This type of school parental attitudes measure provides the general trend for the future specific studies that might lead to best predict successful adjustment.

6.3. Recommendation

The results of the present study are not so much different from most of the previous study results in the field. From both the literature review and empirical study of school-parental attitudes toward visually disabled students and the students

psychosocial adjustment status; the following recommendations are presented for two purposes.

1. For the improvement of both school parental attitudes toward visually disabled students and the psychosocial adjustment status of the students.
 - 1.1. Those teachers desiring to work with students with visual disability need to examine and clarify their needs and experiences. In so doing close contact and regular follow-up for emotional support seems important.
 - 1.2. Regular classroom teachers may need professional growth in order to motivate them for the improvement of their attitudes toward visually disabled students. Attitudinal change of teachers are believed to lead to attitudinal change of sighted peers. Thus, teacher training program has to consider the ways and means of up-grading the knowledge of teachers including high-school teacher, so as to clearly understand these needy students.
 - 1.3. Parents can be aware of the period of adolescence can be a difficult time, so that the students need emotional support for their burdens of emotional trauma; through acceptance of the disabled and arrangement of smooth social relationship school parent relationship can also help for the same purpose.
 - 1.4. Professional support service (counseling) need to be provided for the visually disabled students and their parents with particular emphasis in developing self-esteem and self acceptance of the students. In fact especial emphasis on developing and utilizing the rest sensory organs is also equally important.
 - 1.5. Having visual impairment can so easily lead to dependence on fully-sighted people and psychosocial adjustment difficulties in this situation, it will be difficult for these students to express their individuality, thus

before provision of help one has to be sure that the visually impaired students need it.

2. For future research.

2.1. Other studies similar to the present study need to be undertaken and evaluate a large sample of population. For example a survey at national and regional level may lead to generalizations to enable policy makers including school administrators and teachers.

2.2. Further research is recommend to determine the classroom behavior of teachers, sighted peers and family situation of the visually disabled students.

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INSTRUCTION

On the next page 35 pairs of adjectives about attitudes are given. My purpose is to collect information about visually disabled students. In responding to each item, please place a check mark (X) in the place which best shows how you feel about visually disabled student you know well. You are to rate the concept on each of these scales.

Here, you see examples, how you are to use these scales:

If you feel that the concept is quite closely related to one end of the scale you should place your check-mark as follows:

fair X unfair

or

fair X unfair

ugly X beautiful

or

ugly X beautiful

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe X dangerous

IMPORTANT:

(1) Place your check-marks in the middle of spaces, not on the boundaries:

This Not This

 X X

(2) Check every scale for every concept- do not omit any.

(3) Never put more than one check-mark on a single scale.

SEMANTIC DIFFERENTIAL ATTITUDE SCALE

Direction 1: Personal Data

1. Sex 2. Age ___ yrs 4. Have you an experience
 1.1. Male 3. Education level ___ with a blind person
 1.2. Female 4.1. Yes ___ 4.2. No ___

Direction 2: Place a check mark (x) in the place which best shows how you fell about:

VISUALLY DISABLED

slow	___	___	___	___	___	fast
moral	___	___	___	___	___	immoral
delicate	___	___	___	___	___	sturdy
agile	___	___	___	___	___	clumsy
good	___	___	___	___	___	bad
large	___	___	___	___	___	small
courageous	___	___	___	___	___	timid
dishonest	___	___	___	___	___	honest
uninventive	___	___	___	___	___	inventive
heavy	___	___	___	___	___	light
dirty	___	___	___	___	___	clean
weak	___	___	___	___	___	strong
inattentive	___	___	___	___	___	attentive
rational	___	___	___	___	___	irrational
faithful	___	___	___	___	___	unfaithful
unkind	___	___	___	___	___	kind
yielding	___	___	___	___	___	unyielding
regular	___	___	___	___	___	individualistic
flexible	___	___	___	___	___	rigid
patient	___	___	___	___	___	impatient
familiar	___	___	___	___	___	unfamiliar
careles	___	___	___	___	___	careful
unpleasant	___	___	___	___	___	pleasant
selfish	___	___	___	___	___	unselfish
impolite	___	___	___	___	___	polite
sad	___	___	___	___	___	glad
diligent	___	___	___	___	___	lazy
stupid	___	___	___	___	___	wise
nice	___	___	___	___	___	nasty
muted	___	___	___	___	___	vivid
sociable	___	___	___	___	___	solitary
cruel	___	___	___	___	___	gentle
insecure	___	___	___	___	___	self-confident
independent	___	___	___	___	___	dependent
friendly	___	___	___	___	___	unfriendly

APPENDIX - B

SCALE USED TO MEASURE THE PSYCHOSOCIAL ADJUSTMENT STATUS OF VISUALLY DISABLED STUDENTS ADDIS ABABA UNIVERSITY DEPARTMENT OF EDUCATIONAL PSYCHOLOGY GRADUATE PROGRAM

The objective of this questionnaire is to get some relevant first hand information about visually disabled high school students self-reported experiences, feelings and reactions across their adjustment status at their home and school settings in relation to their interactions with their teachers, sighted students and parents. Thus, I am asking you to respond to the items presented in this booklet. The information obtained from the responses of the items will not be used for other purposes but for research. Therefore, there is no need of being secretive in your responses.

This booklet consists of two parts. Each part has its own specific direction. Please, complete all the items according to the instruction given in each part. Since your FRANK and HONEST response for each items has practical and valuable significance for the success of this study, you are kindly requested to respond accordingly.

Thank you for your kind cooperation.

Part - 1 Background Information

Direction: For the following questions either fill the appropriate words or encircle the letter of your choice.

- | | | |
|------------------------------|--|-------------|
| 1. Sex: | 1.1. Male | 1.2. Female |
| 2. Age _____ Years | | |
| 3. Grade and Section _____ | | |
| 4. Family background | 5. Educational level | |
| 4.1. peasant | 5.1. illiterate | |
| 4.2. Merchants | 5.2. Primary level | |
| 4.3. Employed | 5.3. Secondary level | |
| 4.4. Labourers | 5.4. College level | |
| 6. Religion | 7. Are you living with parents
/ guardians/ relatives | |
| 6.1. Orthodox | 7.1. Yes | |
| 6.2. Catholic | 7.2. No | |
| 6.3. Protestant | 6.4. Muslim | |
| 6.5. Other _____ | | |
| 8. Type of visual Disability | 9. Age of onset | |
| 8.1. Total | 9.1. Before birth | |
| 8.2. Partial | 9.2. If after birth ____ yrs | |
| 10. Cause of the impairment | 11. Another health problem | |
| 10.1. Disease | 11.1. Yes | |
| 10.2. Accident | 11.2. No | |
| 10.3. Other | | |

Part-2 Psychosocial Adjustment Measure

Direction: For each of the following items give your responses by marking (x) on the space provided on a 4- scale

1= Always true 3= Sometimes true
2= Mostly true 4= Not true at all

Items	1	2	3	4
1. My school is a place where I get satisfaction with my school- works.				
2. My school is a place where I feel loneliness				
3. My school is a place where I aware supportiveness of teachers.				
4. My school is a place where my sense of achievement is enhanced.				
5. I 'm well adjusted to my classmates so that prefer working with them.				
6. I 'm not socially well adjusted so that I'm shy with members of the opposite sex.				
7. I'm not socially well adjusted so that when conversing in a classroom I worry about saying something dumb.				
8. I'm not well adjusted to schooling so that I tend to withdraw from my teachers.				
9. I'm liked by my friends so they sometimes come to me for emotional support.				
10. I'm well adjusted at school so that it is very easy for me to make new friends				
11. Though I'm socially well adjusted, it is hard for me to make opposite sex friends.				
12. My school is a place where I'm respected equally human.				
13. I'm good at home conversations than at school				
14. I'm not well adjusted at home so that I'm not very open with my parents.				
15. I'm well adjusted at home so that I'm very open with my siblings.				
16. I'm well adjusted at family level so that I'm provided with moral support by my parents				
17. My home is a place where I'm equally treated as my siblings				
18. I belief that I'm liked by my parents.				
19. I try to avoid conversations about family issues				
20. I often find it greater interpersonal agreements than disagreements at family level				
21. I usually feel relaxed when I'm with my parents.				
22. Though I don't know the reason, I try to avoid situations which forces me to be sociable.				
23. I have no upsetting interactions at home.				
24. When I try to make something, everything seems to go wrong.				
25. I give up easily when things get hard.				
26. I always have enough energy when faced with difficulty.				
27. I am usually clam .				
28. I work under great deal of strain.				
29. My sleep is restless and disturbed.				
30. I have a hopeless outlook on the world.				
31. I actively pursue the goal which I have set for my self.				
32. I am hopeful to lead marital life.				
33. When something happens to me it is usually because I have worked for it.				
34. I see my self as less competent than I would like to be.				
35. I feel chronically frustrated in my personal life				
36. My goals reflect my personal desires rather than the desires of others.				
37. I do not seem to obtain gratification from anything.				
38. At times I think I am no good at all.				
39. I am satisfied with my appearance.				
40. I am concerned more about my future life than daily lives.				

APPENDIX - C

A Check-list for Field-Note Observation Ratings on Quality Involvement Measure (QIM)

Weeks	Academic performance				Daily activities		Social interactions															
	Homework		Note taken		for Persona hygiene	for Family well-being	at school with						at home with									
	done	undone	written	unwritten			sighted		blind		young			adult								
1 st							4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
2 nd																						
3 rd																						
4 th																						
5 th																						
6 th																						
7 th																						
8 th																						
Average																						
1 st							4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
2 nd																						
3 rd																						
4 th																						
5 th																						
6 th																						
7 th																						
8 th																						
Average																						

DECLARATIONS

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged.

Name: Amsalu Abushe

Signature:  _____

Place: Department of Educational Psychology Addis Ababa University
Addis Ababa.

Date of Submission: _____

This thesis has been submitted for examination with my approval as university advisor.

Name Teka Zewdie (Ph.D)

Signature  _____

Date of Submission May 2001.