

Influence of Family Size on Social Adjustment of Learners with Visual Impairment in Akwa Ibom State

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Abstract: This study investigated on influence of family size on social adjustment of learners with visual impairment in Akwa Ibom State. Three null hypotheses were postulated to guide the study. The study adopted descriptive survey research design. The population of the study comprised all the 79 learners with visual impairment in all the three Special Education Centres in Akwa Ibom State. A sample size of 79 learners with visual impairment selected through purposive sampling technique. The instrument used for data collection was Family Size and Social Adjustment Questionnaire (FSSAQ) This was personally administered by the researcher with the help of teachers who served as research assistants. z-test was used to test the hypotheses at 0.05 level of significance. The study revealed that there is a significant influence of large family size and small family size on social adjustment of learners with visual impairment. Also, there is no significant influence of gender on social adjustment of learners with visual impairment in Akwa Ibom State. Based on the findings of the study, it was recommended among others that the first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.

Keywords: Family Size, Social Adjustment and Learners with Visual Impairment.

INTRODUCTION

Among those with disability are the blind technically called the visually impaired (VI) The term visually impaired according to Pascolini and Mariotti (2012) is used for the blind to differentiate them from the partial or near visually impaired ones (PVI); where there may be a loss of one eye or some minor vision defects. The blind or the visually impaired ones are among the persons with disability that are of great public health concern and needs serious interventions. The visually impaired is one with a complete loss of sight; a condition that keeps a person in perpetual darkness throughout one's lifetime.

Adjustment is seen as the reaction of an individual to the external and internal demands and pressures which social environment imposes on him or her. A change in an environment will require a change in the organism of the environment for it to cope or survive. Adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's personal characteristics and also the circumstances of the situation (ArkoffinMangal, 2007). In other words, both personal and environmental factors work side by side in

adjustment. An individual is adjusted if he copes well with himself and with his environment.

Adjustment is a state in which the needs of the individual on one hand, and the claim on the environment on the other hand, are fully satisfied. If otherwise, there will be maladjustment among or within the organism of such environment (Haars, 2000). Adjustment in the researcher own view is seen as the individuals' way of adapting to changing situations. This is so because an individual does not exist in a vacuum and live in a social environment. Knowing that change is the only constant thing in life, situations and circumstances and environment change which leads to a corresponding change in the life of the person. An individual continues to adapt to changing situation in order to survive in life.

Social adjustment defined as the variation of an individual to the social environment. Adjustment may take place by adjusting the self to the situation or by fluctuating the surroundings (Campbell Psychiatric Dictionary, 1996). Social adjustment as a significant sign of psychology health is a subject fascinating the consideration of many psychologists. Social growth is the most significant feature of one's growth and it is

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assimilated through the relationship with others particularly with the parents, peers and the educators, and it is the measuring benchmark of social growth related to the person's adjustment with him/herself and others. Many psychologists upheld to social adjustment as the ability to adapt oneself to social activities, ability to cope with down standards of behaviour, ability to master challenges to interact with one's environment and develop good conscience, deal appropriately with anxiety and conflict (Ozoemena, 2002).

Social adjustment and economic activities also centres around family in which each individual has his own part to play. The family as a social institution is governed by social norms. The family is a primary unit in every society (Njama-Abang 2006). Procreation and mating behaviour of individuals are regulated mainly through the family institution. The family is also responsible for the care, protection, socialization and education of the child (Denga, 2006). Later education is by the society and the school. The family is not just meant for procreation but it enhances the learning of values, attitude, knowledge, skills and techniques of given culture (Eyo, 2002 and Christian, 2005). Christian (2005) opines that in the family, individuals are closely bound to each other, both because of blood or marriage, and because of living together.

By this, individuals in the family exert some positive negative influence on each other. Similarly, Kalu (2008) suggested that it may not be an over statement to say that family size influences individual social adjustment. This is to say that the family sizes here the learners with visual impairment as dual effect or influence on the social development. This aimed at building a peaceful and socially adjusted society. Our nation today is being invaded with many antisocial and unsocial activities especially on the very issues that are keen to the foundation of life, socialization and co-existence. Thousands of crimes and indiscipline cases are being credited mostly to our youth and adolescent children (Imaobong, 2002). Family size is conceptualized here in terms of large or small family. This is mostly determined in terms of number of people in a family unit.

Family size has been linked to both positive and negative influences on social adjustment of students (Domina, 2005; McNeal, 2001). As noted by Eamon (2005), smaller family size has been linked with higher academic achievement. The author noted that students with fewer siblings are likely to receive more parental attention and gave more access to resources than children from large families. The additional attention and support leads to better school performance. In the contrary, Eze (2006) opined that larger family size has been linked to better academic performance. According to Eze, this may be attributed to the fact that the children try to emulate one another and in most cases aspires to perform better so as to be praised.

Gender is one of the factors that may influence learners' social adjustment. Gender is the characteristics that distinguished between male and female. Gender is not biological difference as it is determined more by tasks functions and roles associated with males and female (Hesse-Biber and Carter, 2000). While one's adjustment about any given environment affects its outcome, so does how individuals adjust, and boys and girls adjust differently because people socialize differently, family need to help their children adapt to changing situation in order to survive in life. Thus, the present study is concerned with the influence of family size on social adjustment of learner with visual impairment in Akwa Ibom State.

Statement of the Study

Personal experience showed increase antisocial activities prominent among school age children. These calibers of social maladjustment learners do find it difficult to get along with fellow learners and their family members, friends, peers, school teachers, some could get engaged in self- destruction and even that of others they manifest aggressive tendencies, aggression, deviancy and drug abuse. Some learners have come to regard premarital sexual activities as the private personal affairs of the participants and no business of anyone else. The school and government have tried several disciplinary efforts to stop these antisocial activities among learners but to no avail. Parents, teachers and general public are all worried about this ugly trend. This phenomenon seems to have some direct connection and link with the kind of family size that these learners come from. This family size could be large or small. In fact, researchers and counsellors are faced with the task, and challenged with the responsibility of exploring the extent to which family size influence learners social adjustment. It is against this background that the study asks how does family size influence social adjustment of learners with visual impairment in Akwa Ibom State.

OBJECTIVES

Specifically, the study intend to:

- i. Determine the influence of large family size on social adjustment of learners with visual impairment in Akwalbom State.
- ii. Ascertain the influence of small family size on social adjustment of learners with visual impairment in Akwalbom State.
- iii. Determine the influence of gender on social adjustment of learners with visual impairment in Akwalbom State.

Null Hypotheses

The following hypotheses are postulated to guide the study and will be tested at 0.5 level of significance:

- i. There is no significant influence of large family size on social adjustment of learners with visual impairment in Akwaibom state.
- ii. There's is no significant influence of small size on social adjustment of learners with visual impairment in Akwaibom state.
- iii. There is no significant influence of gender on social adjustment of learners with visual impairment in Akwaibom state.

RESEARCH DESIGN

Descriptive survey research design was adopted for this study. This will enable the researcher utilize majorly primary data in identifying views of the various participants on the influence of family size and social adjustment of learners with visual impairment in Akwa Ibom State.

Area of the Study

The study was carried out in AkwaIbom State. AkwaIbom is a state in Nigeria. It is located in the Coastal Southern part of the country, lying between latitude 4⁰32' N and 5⁰33' N, and longitude 7⁰25' E and 8⁰22' E. The state is bordered on the East by Cross River State, on the West by Rivers State and Abia State, and on the South by the Atlantic Ocean and the southernmost top of Cross River State and is currently the highest oil-and gas producing state in the country. The state capital is Uyo, with over 500,000 inhabitants. AkwaIbom has an airport (Akwa Ibom International Airport) and standard stadium over 30,000 capacities and two major seaports on Atlantic Ocean with a proposed construction of a world-class seaport in Ibaka at Oron. The state has a predominantly civil service working populace, whilst other outside the public service sphere are mainly into informal sector business, farming, fishing and local crafts. Along with English, the main spoken languages are Ibibio, Annang, Eket and Oron language.

Akwa-Ibom also occupies an outstanding position in provision of educational service in Akwa Ibom State. At the tertiary level, three campuses of the University of Uyo and some private University and Polytechnics, there are many secondary, primary and secondary school. The state has three special school two are located in the state capital, there are Government Special Education Center, Mbiabong and St. Vincent Special School, Uyo as well as St. Louise Special School Ikot Ekpene Local Government Area.

Population of the Study

The population of the study comprised all the 79 learners with visual impairment in all the three Special Education Centres in AkwaIbom State.(AkwaIbom State Ministry of Education, 2019).

Sample and Sampling Technique

A sample size of 79 learners with visual impairment in Special Education Centre were used

selected through purposive sampling technique for the study. Purposive sampling technique which is a non-probability sampling technique is adopted because it is aim at picking a characterized audience who are learners with visual impairment.

Instrumentation

For the purpose of this study, a researcher's made instrument titled "Family Size and Social Adjustment Questionnaire (FSSAQ)"was used for data collection in the study. The instrument has two sections- A and B. Section A elicited information on demographic data, while section B will elicit information on Social Adjustment which will comprise a total of 15 items. The response will be based on 4 point likert scale of strongly agree, agree, disagree and strongly disagree.

Validation of the instrument

To ensure the validity of the instrument, the initial draft of the instrument, Family Size and Social Adjustment Questionnaire (FSSAQ) will be subjected to face and content validity by three experts; two from Measurement and Evaluation and one from Early Childhood and Special Education, Faculty of Education, University of Uyo, Uyo. The experts critically will examine the instrument in terms of the appropriateness of the content and clarity of statement. They also advised the researcher on the suitability of the instrument. Their comments were taken into consideration in the final modification of the instrument.

Reliability of the Instrument

To establish the reliability of the instrument for this study, Family Size and Social Adjustment Questionnaire (FSSAQ) will be trial tested on 20 learners with visual impairment in the study area who will not be part of the main study. Data collected using this instrument during the trial test will be analyzed using Cronbach Alpha method to determine the internal consistency reliability. This method is considered appropriate because the items in the instrument are not dichotomously scored. If an instrument yields a reliability coefficient of 0.60 and above it indicates that the instrument is reliable and adequate for the study. This is because according to Howell (2007) if an instrument yields a reliability coefficient of 0.60 and above, the instrument is considered reliable for the study.

Research Procedure /Administration of the Instrument

Prior to the commencement of the study, the researcher visited each of the sampled schools to obtained permission to carry out the study. The instrument was administered on the respondents directly with the help of research assistants who were trained on the modes of how the instrument should be filled. The personal contact ensured a high rate of participation of

the subjects and optimal return of the instrument. The completed copies of the instrument were retrieved on the spot from the respondents on each day of visit except so requested by the respondent then retrieval will be deferred to a suitable date. The researcher and her assistants guided the respondents on how to fill the instrument as the need arise.

METHOD OF DATA ANALYSIS

Data collected for the study were analyzed using z-test to test the hypotheses at 0.05 level of significance. In this study, the benchmark was calculated by the researcher as follows: the initial assignment of numbers to questions using a 4 point likert scale of strongly agree which scored 4 points,

agree which scored 3 points, disagree which scored 2 points, and strongly disagree which scored 1 point. These scores added together gave a total number of 10 points which was divided by 4 point likert scale which gave 2.5. In order to take decision as regards the hypotheses, whenever the calculated value is greater than the critical value, the null hypotheses will be rejected and vice versa the null hypotheses will be accepted.

Hypothesis One

There is no significant influence of large family size on social adjustment of learners with visual impairment in Akwa Ibom state.

Table-1: Summary of z-test for influence of large family size on social adjustment of learners with visual impairment

Subjects	n	\bar{X}	SD	Df	z-cal.	z-crit.	Decision
Agreed	39	3.25	0.63				Reject
Disagreed	10	2.21	0.81	47	3.777	1.960	H0 ₁

Table 1 above presents the z-test analysis of influence of large family size on social adjustment of learners with visual impairment. It is observable from the Table 1 that the calculated z-value is 3.777 at 47 degree of freedom and 0.05 level of significance. Since the calculated z-value of 3.777 is greater than the critical table value of 1.960, this hypothesis is rejected. There is therefore a significant influence of large family

size on social adjustment of learners with visual impairment.

Hypothesis Two

There is no significant influence of small family size on social adjustment of learners with visual impairment in Akwa Ibom State.

Table-2: Summary of z-test for influence of small family size on social adjustment of learners with visual impairment

Subjects	N	\bar{X}	SD	Df	z-cal.	z-crit.	Decision
Agreed	21	3.16	0.64				Reject
Disagreed	9	2.15	0.86	28	3.167	1.960	H0 ₂

Table 2 above presents the z-test analysis of influence of small family size on social adjustment of learners with visual impairment. It is observable from the Table 2 that the calculated z-value is 3.167 at 28 degree of freedom and 0.05 level of significance. Since the calculated z-value of 3.167 is greater than the critical table value of 1.960, this hypothesis is rejected. There is therefore a significant influence of small

family size on social adjustment of learners with visual impairment

Hypothesis Three

There is no significant influence of gender on social adjustment of learners with visual impairment in Akwa Ibom State.

Table-3: Summary of z-test for influence of gender on social adjustment of learners with visual impairment

Gender	N	\bar{X}	SD	df	z-cal.	z-crit.	Decision
Male	46	38.52	3.19				
Female	33	38.91	2.59	77	0.598	1.960	Retain H0 ₃

Table 3 above presents the z-test analysis of the influence of gender on social adjustment of learners with hearing impairment. It is observable from the Table 3 that the calculated z-value is 0.598 at 77 degree of freedom and 0.05 level of significance. Since the calculated z-value of 0.598 is less than the critical table value of 1.960, this hypothesis is retained. There is

therefore no significant influence of gender on social adjustment of learners with visual impairment.

The following were the major findings of the study

- I. There is a significant influence of large family size on social adjustment of learners with visual impairment in Akwa Ibom State.

- II. There is a significant influence of small family size on social adjustment of learners with visual impairment in Akwa Ibom State.
- III. There is no significant influence of gender on social adjustment of learners with visual impairment in Akwa Ibom State.

CONCLUSION

The study revealed a significant influence of influence of family size on social adjustment of learners with visual impairment in Akwa Ibom State. Prominent among the family size include large and small. Life presents a continuous chain of struggle for adjustment. Adjustments are the outcome of the individual's attempt to deal with stress and meet with needs: also, his efforts to maintain harmonious relationships with the environment. At last in a long run, it reduces to a minimum the frustrations, the tensions and anxieties which a person must endure'. From the finding, research work leads the researcher to conclude that there are no observable significant differences between the boys and the girls in adjustment too.

RECOMMENDATIONS

On the basis of the findings of this study, the researcher therefore makes the following recommendations:

- i. The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.
- ii. The school should provide facilities to visually impaired students for their better adjustment and all round development.
- iii. Proper guidance and counseling services pertaining to all the three areas of adjustment should be provided to students. School environment must be cordial and congenial.
- iv. There should be proper provision of co-curricular activities in the school.
- v. Parents should have knowledge of school environment and facilities before getting their wards admitted to schools. .
- vi. Teachers should provide congenial environment and equal opportunities to all students for exploration.

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