



## Impact of Daily Living Skills on the Social Adjustment of Learners with Visual Impairment in Fako Division Southwest Region, Cameroon

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**Abstract:** The purpose of this study is to investigate the impact of daily living skills on the social adjustment of visually impaired learners in Fako Division, Southwest Region, Cameroon. Daily living skills are critical for visually impaired people who need to adjust to society and deal with the challenges of living reasonably independent lives. The ability to carry out routine daily activities is critical for a person's well-being, self-esteem, and social adjustment. The study sought to discover how personal grooming and home management skills influence the social adjustment of visually impaired students. There were two research questions and two research hypotheses proposed.

Other authors' concepts, theories, and works were reviewed in the literature. A sample population of 20 people was used in the survey research design. The researcher chose the school using the purposive sampling technique. Structured interviews were used to collect data, which was then analyzed with the chi-square test. The study's findings revealed a significant relationship between daily living skills and social adjustment of learners with visual impairment. This implies that in order for people with visual impairments to adjust socially, they must be proficient in daily living skills.

**Keywords:** Daily living skills, social adjustments, visual impairment.

### INTRODUCTION

#### Background to the study

People with visual impairment cannot see at all or only see partially. Many people in society imagine people with visual impairments as being imprisoned by eternal darkness. Such people believe that a visually impaired person is completely reliant on others for their daily sustenance. Because of the absence of sight, visual impairment limits the individual's volume of interactions (Wanger and Oliver, 1994). This is because one's eyes are one's window to the world, and without them, it appears as if the world is closed off to that visually impaired person. Visual impairment is commonly defined as a decrease in visual acuity of near or distant vision in the field of vision.

Historically, beliefs and superstitions found within cultures and individuals influenced societal attitudes toward people with visual impairment. Members of these communities frequently perceived

visually impaired people as helpless, resentful, bitter, and unhappy, and thus a burden on their families. As a result, this unfortunate circumstance was regarded as the most severe type of punishment that could befall an individual.

As a result, in some cases, they were abandoned on cliffs or riverbanks to die slowly and painfully. In some cases, they were trained to be beggars at church gates (Obi, 2010). People with a friendlier disposition insist that visual impairment does not cause emotional disturbance, but that societal prejudice does. According to Custforth (1951), many people with visual impairment express anxiety as a result of others' misconceptions about their condition, rather than the loss of vision itself or the need for adaptive skills. He goes on to say that residual programs were created to help students with visual impairments prepare for daily living skills and menial jobs. Students were expected to function in a sheltered environment and to enter adulthood as members of a separate society labeled as 'helpless' or dependent. Schools were a type of experiment to see if learners with visual impairments could learn community skills and function as participating citizens rather than society's dependents.

In Cameroon, Nsamenang (1996) claims that special education began in informal settings, particularly in family circles, where some parents and family members of people with disabilities attempted to teach their children basic living skills. For example, teaching a visually impaired child how to move around the house, count in their local dialects, and buy and sell using the local currency. In his sketch on a proposed study of disabilities in Cameroon, he notes that historically, education and care for disabled children were rooted in the community, church, and charitable organizations.

Traditional beliefs and customs have hampered and continue to hamper the education of people with special needs in Cameroon. Because disability was viewed as an inability, some ethnic groups threw disabled children into the evil forest or rivers at birth for fear of isolation and traditional beliefs. With the establishment of the Ministry of Social Affairs in 1975, a national solidarity department was established to oversee the well-being of people with disabilities, and this department collaborates with the Ministry of Education.

The Ministry of Social Affairs established the Rehabilitation Institute for the Blind (RIB), also known as the Bulu Centre for the Blind Buea, to train young Cameroonians with visual impairment in art and craft, as well as other basic living skills. The government established this institution in 1973. The various skills acquired by people with visual impairments in this center have helped them adjust socially within their environment as well as contribute positively to their society's economic welfare.

The Rehabilitation Institute for the Blind Buea is in charge of training people with visual impairments in orientation and mobility skills, Braille, leisure, and recreational activities like arts and crafts, sports, and music. Other basic daily skills, such as cleaning, eating, and bathing, are not directly taught in the classroom, but learners at the center are guided on how to carry out these activities by a facilitator. Daily living skills are routine activities that people engage in on a daily basis without the need for assistance. Personal grooming and hygiene (bathing, brushing, eating, dressing, and toileting), home management (cooking, sweeping, dusting, laundry), play/leisure, social skills, orientation and mobility, vocational skills, and money management are the categories of daily living skills.

The ability to carry out routine daily activities is critical for a child's well-being, self-esteem, and social adjustment. Social adjustment is dependent on a duality, an adjustment between the self and the world of humanity. Acquisition of daily living skills entails the process of learning, and according to the American Foundation For the Blind, a visually impaired child can learn these skills through the "hand under hand and hand over hand technique". The social learning theory highlights this behavior by emphasizing the learner's ability to learn by observing a model or receiving instruction without firsthand experience. A visually impaired child uses his hands to gather the information that a normally sighted child gathers visually.

Touch, hearing, and smell are important sources of information for a visually impaired person and should be considered when teaching a visually impaired child daily living skills (VisonAware.org).

### **Statement of the Problem**

Persons with visual impairment may experience frustration and stigma as a result of societal attitudes. This may also aid in suppressing any innate qualities they possess. Because they are stigmatized and considered "good for nothing" and thus incapable of handling any reasonable task on their own, the person with visual impairment is placed in a disadvantageous position and tends to lag behind his or her peers.

A person with a visual impairment is missing out on only one sense--sight. He or she has additional senses. Thus, a person with a visual impairment who is equipped with special techniques and adapted methodologies will learn the fundamentals of daily living. In the absence of an opportunity to learn these skills from family, friends, and/or teachers, the person with visual impairment will struggle to adjust socially.

The majority of research, particularly in Cameroon, has focused on the mobility and orientation of people with visual impairment, with little done on daily living skills and social adjustment.

The researcher decided to conduct this study based on this assumption in order to determine how the acquisition of daily living skills affects the social adjustment of learners with visual impairment.

### **Purpose of the Study**

With the foregoing, this study was to find out how:

- 1) Personal grooming and hygiene affect the social adjustment of learners with visual impairment.
- 2) Home management skills affect the social adjustment of learners with visual impairment.

#### **Research Questions**

This study was guided by the following research questions:

- 1) How does personal grooming affect the social adjustment of learners with visual impairment?
- 2) How do home management skills affect the social adjustment of learners with visual impairment?

### **Hypotheses**

The following hypotheses guide the two research questions that will be investigated in this study:

#### **General Hypothesis**

There is a significant relationship between the acquisition of daily living skills and the social adjustment of learners with visual impairment.

#### **Research hypotheses**

- 1) There is no significant relationship between personal grooming and social adjustment of learners with visual impairment.
- 2) There is no significant relationship between home management skills and the social adjustment of learners with visual impairment.

The study's findings will inform parents, social workers, and the community about the importance of daily living skills acquisition by the visually impaired in their social adjustment. In the educational setting, the study's findings will assist administrators and educational planners in developing educational programs that will prepare visually impaired learners to develop the necessary skills to live independent life.

### **REVIEW OF RELATED LITERATURE**

According to James (2008), basic activities of daily living are typically limited to those involving functional mobility and personal care, such as feeding, hygiene, toileting, bathing, and dressing. These daily living tasks become more complex as a child learns about hygiene, grooming, and social

etiquette in school. According to Hatlen (2000), the "most urgent attention" should be paid to daily living skills such as grooming and hygiene, decision-making, recreational activities, and social behavior. Huebner (2000) provides an excellent set of guidelines for teaching social skills to the visually impaired. She emphasizes the importance of developing socially acceptable behaviors, which in turn facilitates independence, self-confidence, and acceptance by others in society. Huebner (2000) provides an excellent set of guidelines for teaching visually impaired people social skills. She emphasizes the importance of developing socially acceptable behaviors, which facilitates independence, self-confidence, and social acceptance. According to Katz (1983), "instrumental activities of daily living functions concern a person's ability to cope with his or her environment." A child with visual impairment should be developmentally ready to toilet train and have adequate communication skills. According to Harrison and Crow (1993), The child should wear regular underwear and loose-fitting clothing. It is also a good idea for parents or caregivers to try to stay at home for at least one week during toilet training so that the child with visual impairment has plenty of opportunities to practice. Patience, time, and rewards will make the process go more smoothly.

Home management skills enable a visually impaired person to maintain a clean and safe living environment. Being able to care for one's own home or living space is an important part of being self-sufficient. Home management is thus an essential component of the effort to build or restore an individual's self-esteem and independence. Home management skills include the ability to detect soiled surfaces, dust, wash, mop, polish, make beds, and care for one's home in general.

## **Theoretical Framework**

### **Social Cognitive Theory of Learning (Albert Bandura; 1961)**

Social learning theorists are impressed by the extent to which we learn not just from firsthand experience –that kind of learning explained by classical and operant conditioning, but also from watching what happens to other people, or by being told about something. But obviously, we do not imitate everything that other people do. Because of its emphasis on expectation, insight, information, and self-satisfaction, social learning theory has a great potential for widening our understanding not only of how people learn skills and abilities but also of how attitudes, values, and ideas pass from person to person.

Bandura's (1961) social learning theory posits that people learn from one another via observation, imitation, and modeling. The theory has often been referred to as a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. The core concept at the heart of social learning is that people learn through observation and an internal mental state is an essential part of this process. Children learn and imitate behaviors they have observed in other people. This is referred to as observational learning.

Bandura identified three basic models of observational learning:

- 1) A live model, which involves an actual individual demonstrating or acting out behavior.
- 2) A verbal instructional model, which involves descriptions and explanations of behavior.
- 3) A symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

A visually impaired child will use his or her hands to gather the information that sighted children gather visually. Observational learning may be difficult for children with visual impairment. In this case, the child's senses of touch, hearing, and smell are important sources of information. A verbal instructional model, which involves the description and explanation of behaviors to be learned, is one of the three basic models of observational learning identified by Bandura. All of their senses should be involved when explaining something or spending time together during their daily lives to help them learn basic daily skills. With the assistance of hand-under-hand and hand-over-hand techniques can be used to teach them daily living skills.

With the hand-under-hand or hand-over-hand technique, paying attention is critical. The sense of hearing is critical for a child with visual impairment when using these techniques. The model's hands

perform the activity while the child's hand rests on top of the model's hands in the hand-under-hand technique. The child can then feel what the model's hands are doing. The hand-over-hand technique, on the other hand, involves the model placing his hands over the child's hands. The child is the one who comes into contact with the materials, and the model's hands guide the child as he or she manipulates the material to complete the activity.

While performing the activity, the model verbally describes what he is doing with his hands. To learn a new task, most children require multiple demonstrations. Because the visually impaired child cannot see another person performing a task clearly or at all, the only demonstration the child can receive is through the use of the hands under hand and hand-over-hand techniques (American Foundation for the Blind and National Association of Parents of Children with Visual Impairment). For reproduction to be effective, the model must be patient and provide numerous opportunities for the child to practice the new skills they have learned.

### **Vygotsky's Sociocultural Theory (1978)**

Vygotsky's (1978) socio-cultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky believed everything is learned at two levels:

First through interaction with others and then integrated into the individual's mental structure. Every function in the child's cultural development appears twice; first on the social level, and later on the individual level. First between people (inter-psychological) and then inside the child (psychological). This applies to voluntary attention, logical memory, and to the formation of concepts.

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a 'zone of proximal development (ZPD)'. This zone is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999). A teacher or more experienced peer is able to provide the learner with 'scaffolding' to support the student evolving understanding of knowledge domains or development of complex skills. Collaborative learning, discourse, modeling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning. Full development of the ZPD depends upon full social interaction. The range of skills that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

People with visual impairments will learn social skills more effectively if they are given a socially rich environment in which to explore knowledge domains with their peers. Interacting with others in society will assist the visually impaired student in developing positive self-esteem and thus adjusting well in society in the future. The visually impaired child learns about his culture by participating in cultural events and using the tools of society.

## **METHODOLOGY**

### **Research Design**

This study employed a survey research design. Survey research is frequently used to evaluate people's thoughts, opinions, and feelings. It entails the use of questionnaires and interviews to collect information about people. Because no variables were manipulated in the study, the survey design was chosen. Instead, the study concentrated on existing traits or characteristics in the population.

### **The population of the Study**

The target population consisted of all learners with visual impairment in institutionalized centers for persons with visual impairment in the Southwest Region. In the Southwest Region, there is only one institution for the visually impaired. That is the Rehabilitation Institute for the Blind (RIB) Buea with a total population of 20.

Table 3.1 Demographic data of learners with visual impairment in institutionalized centers in Fako.

Centers	Learners with Visual Impairment
Rehabilitation Institute for the Blind(RIB)	Male Female
Buea	14 6
Total	20

### Accessible Population

The accessible population constituted those that the researcher could access which amounted to 20 students from the Bulu institutionalized center for the blind Buea.

Table 3.2 Demographic Data of Accessible Population

Centers	Learners with Visual Impairment
Rehabilitation Institute for the Blind(RIB)	Male Female
Buea	14 6
Total	20

### Sample and Sampling Technique

The Bulu's In this study, an institutionalized center for the blind was used, and the sample size was 20 people. The school was chosen for this sample using the purposive sampling technique. Purposive sampling is a type of non-probability sampling in which the researcher consciously selects specific elements or subjects for inclusion in a study in order to ensure that the elements have certain characteristics relevant to the study. It usually targets a specific group of people.

### Instruments for Data Collection

Structured interviews were used to collect data. Structured interviews, also known as researcher-administered surveys, are a type of quantitative research method that is commonly used in survey research. The goal of this method is to ensure that each interview is presented in the exact same order. This also ensures that responses can be reliably aggregated and that comparisons between sample subgroups or survey periods can be made with confidence.

Closed-ended questions with yes/no responses were presented to the visually impaired students. Closed-ended questions are more specific and, as a result, are more likely to convey similar meanings. The response rate is higher in surveys with closed-ended questions than in surveys with open-ended questions. This is because open-ended questions allow respondents to use their own words, making comparing the meanings of the questions difficult.

### Method of Data Analysis

The data were analyzed using the chi-square test of independence, a non-parametric test with a measurement scale ranked at the nominal or ordinal level. The researcher was able to establish a link between independent and dependent variables using this statistical test.

## FINDINGS

### Data Presentation, Analysis and Verification of Hypotheses

#### Hypothesis I

*Null Hypothesis (H<sub>01</sub>):* There is no significant relationship between personal grooming and social adjustment of persons with visual impairment.

*Alternative Hypothesis (H<sub>a1</sub>):* There is a significant relationship between personal grooming and social adjustment of persons with visual impairment.

*Contingency Data for Hypothesis I*

Personal grooming	Social adjustment		Total
	Adjusted	Maladjusted	
Groomed	6 (2.8)	2 (5.2)	8
Not groomed	1 (4.2)	11 (7.8)	12
Total	7	13	20

The table shows that seven of the visually impaired children are adjusted while 13 are maladjusted. Eight of them are groomed while twelve are not.

*Computation of chi-square calculated*

O	E	(O-E)	(O-E) <sup>2</sup>	(O – E) <sup>2</sup> /E
6	2.8	3.2	10.24	3.65
2	5.2	-3.2	10.24	1.96
1	4.2	-3.2	10.24	2.44
11	7.8	3.2	10.24	1.31
<b>Total</b>				<b>X<sup>2</sup> = 9.36</b>

X<sup>2</sup>-cal. = 9.36

X<sup>2</sup>-crit. = 3.841 at a level of significance of 0.05 and 1 degree of freedom.

**Decision Rule**

We reject the null hypothesis (Ho), if X<sup>2</sup>cal is greater than X<sup>2</sup>crit. We retain it when the reverse is true.

**Decision**

Since X<sup>2</sup>cal 9.36 is greater than X<sup>2</sup>crit, 3.841, the null hypothesis is rejected and the alternative is retained.

From the above, the maximum contingency coefficient and the contingency coefficient are calculated as shown below.

= 0.565

Comparing Cmax to CC, it can be concluded that the magnitude of the relationship is moderate and to a positive extent.

**Hypothesis II**

Null Hypothesis (Ho<sub>3</sub>): There is no significant relationship between homemaking skills and social adjustment of learners with visual impairment.

Alternative Hypothesis (Ha<sub>3</sub>): There is a significant relationship between home-making skills and social adjustment of learners with visual impairment

*Contingency Data for Hypothesis III*

Home Management skills	Social Adjustment		Total
	Adjusted	Maladjusted	
Good	6 (3.85)	5 (7.15)	11
Poor	1 (3.15)	8 (3.85)	9
Total	7	13	20

The data in the table illustrates that 11 of the visually impaired persons have good home making skills, while 9 are poor in homemaking skills. 7 of them are adjusted and 13 are maladjusted.

*Computation of Chi-Square Calculated*

O	E	(O-E)	(O-E) <sup>2</sup>	(O - E) <sup>2</sup> /E
6	3.85	2.15	4.623	1.2
5	7.15	- 2.15	4.623	0.64
1	3.15	-2.15	4.623	1.5
8	5.85	2.15	4.623	0.8
<b>Total</b>				<b>X<sup>2</sup> = 4.14</b>

$X^2$ -cal. = 4.14

$X^2$ -crit. = 3.841 at a level of significance of 0.05 and 1 degree of freedom.

**Decision Rule**

We reject the null hypothesis ( $H_0$ ), if  $X^2$ -cal is greater than  $X^2$ crit. We retain it when the reverse is true.

**Decision**

Since  $X^2$ cal 4.14 was greater than  $X^2$ crit, 3.841, the null hypothesis is rejected and the alternative is retained.

The study's findings revealed that the acquisition of daily living skills had a significant relationship with the social adjustment of visually impaired learners.

The study's first finding revealed a significant relationship between personal grooming and social adjustment of learners with visual impairment. According to Kauffman and Rosenblum (2000), assistance should be provided to ensure that learners with visual impairment learn skills such as personal grooming, among other things, that are required for independent living and enjoying adulthood, as well as helping them adjust socially. Overdependence on others and difficulties with daily living skills will result in low self-esteem and poor social adjustment.

The study's second finding indicated a significant relationship between home management skills and social adjustment of learners with visual impairment. An individual with visual impairment can keep his environment clean and welcoming to others by mastering home management skills. This will help the visually impaired person's self-esteem and independence, allowing him to adjust socially. In this regard, the government or non-governmental organizations (NGOs) could bring parents with visually impaired children to educate them on how to care for their children at home on a regular basis.

**Educational Implications of the Findings**

Academic achievement has traditionally been overvalued at the expense of basic life skills. Personal grooming and social skills should receive immediate attention. Specific instruction in these skills can help a student achieve eventual independence. It is critical that social skills intervention begin as soon as possible. Teachers, parents, other caregivers, and peers need information on how to interpret behavioral cues and recognize the children's attempts to interact in order to support the social development of young children who are visually impaired. It is essential to provide visually impaired children with a repertoire of social skills that allows them to enter social groups and prepares them to maintain interactions.

In addition to academic progress, instructional goals for learners with visual impairment should include daily living skills. Learners who are visually impaired should access the expanded core curriculum to develop compensatory skills. The expanded core curriculum is the body of knowledge and skills required by visually impaired learners due to their special needs. In addition to the core academic curriculum found in general education, learners with visual impairment require an expanded core curriculum. The expanded core curriculum typically includes, among other things, social skills and independent living skills.



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