



REPRESENTATION OF UNDESIRABLE BEHAVIORS IN BLIND AND PARTIALLY SIGHTED STUDENTS

ZASTUPLJENOST NEPOŽELJNIH OBLIKA PONAŠANJA KOD SLIJEPIH I SLABOVIDNIH UČENIKA

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ABSTRACT

The aim of this study was to examine the prevalence of undesirable behaviors in blind and partially sighted primary school students. The sample consisted of two groups of students: blind (N = 19), partially sighted (N = 44), obtained from the population of students from first to eighth grade of regular primary schools in the Tuzla Canton and the population of blind and visually impaired boarding students also from first to eighth grade at the Center for Blind and Visually Impaired Children and Youth Nedžarići in Sarajevo and the Center "Budućnost" in Derventa. Variables are divided into 2 groups: independent variables and variables for estimating the prevalence of undesirable behaviors. The obtained results were processed by descriptive analysis and analysis of variance. By analyzing the results on the variables for estimating the prevalence of undesirable forms of behavior, we can conclude that the two examined groups differ statistically significantly in most of the examined variables. Statistically significant differences in the prevalence of undesirable behaviors were shown in younger primary school age, while statistically significant differences in the prevalence of undesirable behaviors in blind and partially sighted students were not shown in older primary school age.

Key words: Blind students, partially sighted students, undesirable behaviors.

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SAŽETAK

Cilj ovog istraživanja je bio ispitati zastupljenost nepoželjnih oblika ponašanja kod slijepih i slabovidnih učenika osnovnoškolskog uzrasta. Uzorak ispitanika sačinjavale su dvije grupe učenika: slijepi (N=19), slabovidni (N=44), dobiveni iz populacije učenika od prvog do osmog razreda redovnih osnovnih škola na području Tuzlanskog kantona i populacije slijepih i slabovidnih učenika internatskog smještaja također od prvog do osmog razreda u Centrima za slijepu i slabovidnu djecu i omladinu Nedžarići u Sarajevu i Centru „Budućnost“ u Derventi. Varijable su podijeljene u 2 grupa: nezavisne varijable i varijable za procjenu zastupljenosti nepoželjnih oblika ponašanja. Dobiveni rezultati su obrađeni deskriptivnom analizom i analizom varijanse. Analizom rezultata na varijablama za procjenu zastupljenosti nepoželjnih oblika ponašanja možemo zaključiti da se dvije ispitivane grupe statistički značajno razlikuju kod većine ispitivanih varijabli. Statistiki značajne razlike u zastupljenosti nepoželjnih oblika ponašanja su se pokazale kod mlađeg osnovnoškolskog uzrasta, dok se kod starijeg osnovnoškolskog uzrasta nisu pokazale statistički značajne razlike u zastupljenosti nepoželjnih oblika ponašanja kod slijepih i slabovidnih učenika.

Ključne riječi: slijepi učenici, slabovidni učenici, nepoželjni oblici ponašanja.

INTRODUCTION

Behavior involves complex and structural forms of an individual's reaction to stimuli and situations. It is determined by the interaction of biological factors, skills and achievements of the individual and his/her personal perception of relevant causal links between events and their consequences, and the perception of their own ability to cope (Šehović, 2000). Glasser (2000) points out that people choose their behavior and are responsible for the consequences of their behavior. Behavior is a series of actions by which we meet our needs and which over time become a habit (Sullo, 1995). Adaptive behavior is behavior defined as a way of meeting the natural and social requirements of the environment (Cattell, 1950; Babić, 2005). The adaptation of visually impaired people depends on their adaptive potential, as well as on the help and requirements of the social environment. Adverse behaviors may occur as a direct or indirect consequence of visual impairment. Namely, a visually impaired child can neither control its environment, nor adopt adequate forms of behavior by imitating others (Pinoza-Kukurin, 1989). Therefore, lack of eye contact, inability to visually monitor reactions to their nonverbal activity and its alignment with contextual requirements, peers of typical development can interpret as inadequate social behavior of a blind child (Vučinić et al., 2013). Among the causes of undesirable behaviors are factors on the side of the special educational institution. On the other hand, difficulties in establishing adequate contact with the environment and understanding the world around them can lead to the manifestation or intensification of behavioral and emotional problems (Gligorović and Buha, 2013).

Stereotypical behaviors in blind children can reduce their personal effectiveness and opportunities for social integration (Salleh and Zainal, 2010).

In visually impaired children, behavioral problems can also be the result of fundamental insecurity and constant fear of rejection (Grbović, 2011). The high incidence of anxiety in visually impaired children can be attributed to environmental conditions and the risks they are exposed to due to the psychosocial effects of visual impairment (Bakla et al., 2011). Undesirable forms of behavior in the form of timidity, anxiety, reticence, aggression, hyperactivity, depression and reduced initiative and communication are often manifested in children with impaired vision (Poljan, 2007; Nenadić, 2007). The most common behavioral problems in visually impaired children are reticence, hyperactivity, irritability and aggression (Sharma et al., 2002). All forms of behavior, which the social environment perceives as conspicuous, unacceptable or as those that prevent or hinder the adoption of new habits and skills, and thus hinder their socialization, are understood as undesirable behavior (Teodorović, Frey, 1986). Eškirović (2002) points out that it is necessary to get to know in as much detail as possible all the biopsychosocial and educational problems that blind and visually impaired children face, and to point out the ways of reducing and eliminating them.

RESEARCH METHODS

Sample of respondents

The sample of respondents consisted of two groups of students: blind and partially sighted students. The sample of respondents included 63 students, of which 19 were blind students, of which 11 were male and 8 were female. There were 44 partially sighted students, of which 24 were males and 20 females. The sample was obtained from the population of blind and visually impaired children attending regular schools in the Tuzla Canton from the first to the eighth grade, and populations of blind and visually impaired children from first to eighth grade, who attend education and rehabilitation at the "Center for Blind and Visually Impaired Children and Youth" Nedžarići in Sarajevo and the "Institute for the Blind and Visually Impaired Budućnost" in Derventa. The selection criteria were: children with visual impairment, without intellectual disabilities, both genders, aged 6 to 15.

Sample variables

For the collection of general data, the Anamnestic Journal was used, then the data from the document of findings and opinion, which is an integral part of the student file, were used. The standardized scale of adaptive behavior AAMD part II (Igrić, Fulgosi-Masnjak, 1991) was used to examine the prevalence of undesirable forms of behavior.

Method of research conduction

Prior to the study, support was provided by the institutions where the study was conducted and the parents of the children who were included in the study. Ethical considerations were taken into account during the scientific research during the process of data collection and analysis of results. The scale is based on the recording of observed behaviors, so that data was collected from teachers and educators who are most in contact with the respondent.

Data processing methods

SPSS 17.0 for Windows software package was used for data processing. Several types of statistical tests were used in the procedure. In addition to calculating descriptive-statistical parameters, measures of central tendency and variability, the test on the difference between the arithmetic means of two or more basic sets and the analysis of variance were used as parametric tests.

RESULTS AND DISCUSSION

Table 1 shows the results of the test on the existence of a difference in the prevalence of undesirable forms of behavior between blind and partially sighted students from first to third grade. According to the obtained test results, we conclude that there are statistically significant differences between blind and partially sighted students in antisocial behavior where $p < 0.05$ and propensity to hyperactive behavior where p is also < 0.05 . Table 1 shows that the average value of non-social behavior is 41.00, with an average deviation of 29.70 in blind students where we see that those values are higher than in partially sighted students, where the average value was 22.69 with an average deviation of 7.25. In the area "prone to hyperactive behavior", the blind also have a higher average value of 65.00 with an average deviation of 21.21, as opposed to the partially sighted who had slightly lower average values of 51.54, with an average deviation of 5.55. From the obtained results we can conclude that both forms of undesirable behaviors occur more often in blind than in partially sighted children of this age. Similar results were obtained by Pinoza-Kukurin (1989), who conducted research on undesirable behaviors in 16 blind and partially sighted students, from first to sixth grade of primary school at the Vinko Bek Center for Education in Zagreb. In this group of respondents, hyperactivity and resistance to authority were found to be the most pronounced forms of undesirable behavior. Also, Kaffemaniene (2000) conducted a study on 50 children with visual impairment aged 5 to 7, and came to results that show: mild emotional difficulties and mild behavioral deviations in 34% of children, a combination of mild emotional and moderate symptoms of behavioral problems in 26% of children, a combination of severe emotional and behavioral problems in 34% of children.

Table 1. Prevalence of undesirable behaviors in blind and partially sighted students from 1st to 3rd grade

FORMS OF UNDESIRABLE BEHAVIOR	GROUP OF RESPONDENTS	M	SD	F	df1	df2	p																																																																																																																																										
Propensity for violent behavior and destruction	Blind	30,00	0,00	0,14	1	13	0,710																																																																																																																																										
	Partially sighted	30,77	2,77					Antisocial behavior	Blind	41,00	29,70	4,99	1	13	0,044	Partially sighted	22,69	7,25	Resistance to authority	Blind	35,00	35,36	3,13	1	13	0,100	Partially sighted	13,62	13,04	Irresponsible behavior	Blind	55,00	7,07	2,83	1	13	0,116	Partially sighted	50,77	2,77	Reticent behavior	Blind	20,00	0,00	0,35	1	13	0,561	Partially sighted	30,38	0,00	Stereotypical behavior and mannerisms	Blind	50,00	14,14	0,11	1	13	0,741	Partially sighted	46,92	11,82	Inappropriate habits in contact with others	Blind	40,00	0,00	0,14	1	0	0,710	Partially sighted	40,77	2,77	Unacceptable speaking habits	Blind	50,00	0,00	0,31	1	13	0,584	Partially sighted	53,08	7,51	Unacceptable and unusual habits	Blind	40,00	0,00					Partially sighted	40,00	0,00	Behavior directed against oneself	Blind	70,00	0,00					Partially sighted	70,00	0,00	Predisposition to hyperactive behavior	Blind	65,00	21,21	4,98	1	13	0,044	Partially sighted	51,54	5,55	Unacceptable sexual behavior	Blind	80,00	0,00					Partially sighted	80,00	0,00	Mental disorders	Blind	10,00	0,00	1,44	1	13	0,250	Partially sighted	24,62	16,64	Use of drugs	Blind	60,00	0,00		
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Table 2 shows the results of the test on the existence of a difference in the prevalence of undesirable forms of behavior between blind and partially sighted students from fourth to fifth grade.

According to the test results, since $p > 0.05$ is the level of significance, we conclude that there is no statistically significant difference in centile ranks between blind and partially sighted students of this age in any form of undesirable behavior. In undesirable forms such as irresponsible behavior, reticent behavior, behavior directed against oneself, unacceptable sexual behavior and drug use, the p-value was not calculated since the centile values are the same in both groups of students, i.e. the centile ranks are constant. Table 2 shows that for the variable antisocial behavior in this age group, the blind have a lower average value of 20.00, with an average deviation of 0.00 in the blind in the age group from fourth to fifth grade, while the partially sighted have a higher average value of 42.00, with an average deviation of 30.33. In the area of hyperactive behavior, the blind of older school age have a lower average value of 40.00, with an average deviation of 0.00, and the partially sighted have a higher average value of 57.00, with an average deviation of 23.35 in relation to lower grade students.

Table 2. Prevalence of undesirable behaviors in blind and partially sighted students from fourth to fifth grade

FORMS OF UNDESIRABLE BEHAVIOR	GROUP OF RESPONDENTS	M	SD	F	df1	df2	p
Propensity for violent behavior and destruction	Blind	30,00	0,00	2,66	1	8	0,141
	Partially sighted	42,00	16,43				
Antisocial behavior	Blind	20,00	0,00	2,63	1	8	0,143
	Partially sighted	42,00	30,33				
Resistance to authority	Blind	20,00	0,00	1,00	1	8	0,347
	Partially sighted	29,00	20,12				
Irresponsible behavior	Blind	40,00	0,00				
	Partially sighted	40,00	0,00				
Reticent behavior	Blind	30,00	0,00				
	Partially sighted	30,00	0,00				
Stereotypical behavior and mannerisms	Blind	62,00	17,89	0,12	1	8	0,733
	Partially sighted	58,00	17,89				
Inappropriate habits in contact with others	Blind	50,00	0,00	1,00	1	0	0,347
	Partially sighted	56,00	13,42				
Unacceptable speaking habits	Blind	50,00	0,00	2,57	1	8	0,147
	Partially sighted	64,00	19,49				

	sighted						
Unacceptable and unusual habits	Blind	44,00	8,94	0,31	1	8	0,593
	Partially sighted	50,00	22,36				
Behavior directed against oneself	Blind	70,00	0,00				
	Partially sighted	70,00	0,00				
Predisposition to hyperactive behavior	Blind	40,00	0,00	2,65	1	8	0,142
	Partially sighted	57,00	23,35				
Unacceptable sexual behavior	Blind	90,00	0,00				
	Partially sighted	90,00	0,00				
Mental disorders	Blind	18,00	10,95	0,59	1	8	0,463
	Partially sighted	28,00	26,83				
Use of drugs	Blind	70,00	0,00				
	Partially sighted	70,00	0,00				

Inspecting Table 3 according to the test results, since $p > 0.05$ of level of significance, we conclude that even within this age group of students in any form of undesirable behavior there is no statistically significant difference in centile ranks between blind and partially sighted students of this age. In several undesirable forms, the p-value was not calculated since the centile values are the same in both groups of students, i.e. the centile ranks are constant. The table shows that in this age group of students for the variable antisocial behavior the average value is 25.00, with an average deviation of 11.18 for blind students, while for the partially sighted students the average value was 29.29, with an average deviation of 15, 42. For the variable propensity to hyperactive behavior, the average value was 56.00, with an average deviation of 13.42 for blind students while the average value for partially sighted students was 57.86, with an average deviation of 13.11 for partially sighted students.

Table 3. Prevalence of undesirable forms of behavior in blind and partially sighted students from sixth to seventh grade

FORMS OF UNDESIRABLE BEHAVIOR	GROUP OF RESPONDENTS	M	AS	F	df1	df2	p																																																																																																																																										
Propensity for violent behavior and destruction	Blind	40,00	0,00	0,344	1	17	0,565																																																																																																																																										
	Partially sighted	42,14	8,02					Antisocial behavior	Blind	25,00	11,18	0,320	1	17	0,579	Partially sighted	29,29	15,42	Resistance to authority	Blind	32,00	4,47	0,31	1	17	0,584	Partially sighted	34,64	10,09	Irresponsible behavior	Blind	62,00	4,47	0,04	1	17	0,830	Partially sighted	62,86	8,25	Reticent behavior	Blind	50,00	0,00	2,08	1	17	0,167	Partially sighted	57,50	0,00	Stereotypical behavior and mannerisms	Blind	72,00	13,04	1,883	1	17	0,188	Partially sighted	65,00	8,55	Inappropriate habits in contact with others	Blind	60,00	0,00			0		Partially sighted	60,00	0,00	Unacceptable speaking habits	Blind	50,00	0,00	0,66	1	17	0,428	Partially sighted	52,14	5,79	Unacceptable and unusual habits	Blind	50,00	0,00	0,34	1	17	0,565	Partially sighted	51,43	5,35	Behavior directed against oneself	Blind	40,00	0,00					Partially sighted	40,00	0,00	Predisposition to hyperactive behavior	Blind	56,00	13,42	0,073	1	17	0,790	Partially sighted	57,86	13,11	Unacceptable sexual behavior	Blind	80,00	0,00					Partially sighted	80,00	0,00	Mental disorders	Blind	28,00	13,04	0,485	1	17	0,496	Partially sighted	33,93	17,23	Use of drugs	Blind	80,00	0,00		
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	Partially sighted	80,00	0,00																																																																																																																																														

According to the results in Table 4, since $p > 0.05$ of levels of significance, we conclude that within this age group of students in any form of undesirable behavior there is no statistically significant difference in centile ranks between blind and partially sighted students of this age.

In several undesirable forms, the *p-value* was not calculated since the centile ranks of values in both mentioned groups of students, i.e. the centile ranks are constant.

Table 4. Prevalence of undesirable forms of behavior in blind and partially sighted students of eighth and ninth grade

FORMS OF UNDESIRABLE BEHAVIOR	GROUP OF RESPONDENTS	M	SD	F	df1	df2	p
Propensity for violent behavior and destruction	Blind	52,86	7,56	0,00	1	17	0,984
	Partially sighted	52,92	5,42				
Antisocial behavior	Blind	28,57	18,64	0,08	1	17	0,780
	Partially sighted	26,25	16,39				
Resistance to authority	Blind	25,00	13,23	0,48	1	17	0,496
	Partially sighted	31,25	21,33				
Irresponsible behavior	Blind	51,43	3,78	0,17	1	17	0,680
	Partially sighted	53,33	11,55				
Reticent behavior	Blind	39,29	17,42	0,97	1	17	0,337
	Partially sighted	47,50	0,00				
Stereotypical behavior and mannerisms	Blind	66,43	9,45	0,11	1	17	0,735
	Partially sighted	68,33	12,67				
Inappropriate habits in contact with others	Blind	60,00	0,00	0,56	1	0	0,461
	Partially sighted	60,83	2,89				
Unacceptable speaking habits	Blind	50,00	0,00	1,25	1	17	0,279
	Partially sighted	56,67	15,57				
Unacceptable and unusual habits	Blind	50,00	0,00				
	Partially sighted	50,00	0,00				
Behavior directed against oneself	Blind	80,00	0,00				
	Partially sighted	80,00	0,00				
Predisposition to hyperactive behavior	Blind	60,00	0,00	2,44	1	17	0,136
	Partially sighted	69,58	16,02				
Unacceptable sexual behavior	Blind	90,00	0,00				
	Partially sighted	90,00	0,00				
Mental disorders	Blind	15,00	6,45	0,43	1	17	0,521
	Partially sighted	18,75	14,16				
Use of drugs	Blind	70,00	0,00				
	Partially sighted	70,00	0,00				

CONCLUSIONS

Based on the conducted research and analysis and interpretation of the obtained results, we came to the following conclusions: statistically significant differences in the prevalence of undesirable behaviors were shown in younger primary school age, while statistically significant differences in the prevalence of undesirable behaviors were not shown in older primary school age, in blind and partially sighted students. The presence of hyperactive behavior has been established, usually manifestations, motor restlessness, climbing on a table or on the window during a lesson or rehabilitation class, causing physical conflict with other children, inability to rest on a spot, interfering with other children, and generally infantile behavior that is at odds with the age of the child. Antisocial behavior was also present, which is certainly contributed by the social conditions in which the family develops, it primarily refers to the influence of the family in which the first social experiences are gained and certain behaviors are adopted. Rehabilitation work with blind and partially sighted students can have a positive effect on reducing the prevalence of undesirable forms of behavior and on the educational process, social and professional integration of this population.

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