



INFLUENCE OF SELF-INSTRUCTION AND INTERPERSONAL PROBLEM SOLVING TECHNIQUES ON SELF IMAGE OF STUDENTS WITH VISUAL IMPAIRMENT IN LAGOS STATE, NIGERIA

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ABSTRACT

The level of educational competence expressed by students with visual impairment influences their learning achievement as observation has shown that some students with special needs express poor classroom interaction and have difficulties in their class activities. This study therefore examined cognitive self-instruction and interpersonal problem solving techniques as enhancers of self-image of students with V.I in Lagos State. The descriptive survey research design was used while purposive sampling technique was used to pick from five integrated secondary schools selected from each of five Local Educational District in Lagos State, 299 students with visual impairment as sample for the study. Three research questions were answered. Data were analysed using descriptive statistics, Pearson Product Moment Correlation and Multiple Regression. The result showed a significant joint effect of self-instruction and interpersonal problem solving technique on self image of visually impaired students ($F_{(5,408)} = 22.66, P < 0.05$) and a significant relative effect of interpersonal problem solving technique ($x=0.335, t=5.995$) and self-instruction ($x=0.081, t=1.145$). The result showed a significant correlation between interpersonal problem solving technique ($r=0.165$); self instruction (0.355) and students image. It was thus concluded that self-instruction and interpersonal problem solving techniques enhance self image of student with visual impairment.

It is therefore recommended that, various training and intervention programmes such as self-instruction and interpersonal problem solving should be used to enhance self-image of students with special needs.

Keyword: *Visual impairment, self-image, learning, self-instruction, interpersonal problem solving technique.*

Background to the Study

The sense of sight enables an individual to have a vision, pursue the vision, actualize the vision, and for improvement evaluate the extent of achievement over the vision. That the eyes is the light of the body best explains the position of Best (2000) who stated that vision enables individuals to be aware of near and distant objects and the relationship between them. Individual with sight can see most of the furniture in a room at a glance and understand not only where each piece is located but the function of each furniture as well. Students with visual impairment are also beclouded with restriction of movement, financial and social problems, restricted recreation choices, limited job opportunities, personality integration as well as loss of confidence in themselves and their abilities which mostly are occasioned by discriminatory governmental policies (Komolafe, 2000).

Researches attest that students with visual impairment lack adequate information on vocation, education, socio personal matters and are faced with problem of acceptance by parents, siblings, peers and the larger society to the extent that parents hide their handicapped children from people because they (parents) often feel guilty, shy and ashamed about the conditions of their children (Denga, 1982; Akinade, 2012). Generally, persons with special needs are not given equal opportunities to go to school or have equal chance of being employed as their average counterparts.

Perhaps the major problem experienced by persons with visual impairment is the poor perception of self-image they have especially the way they see themselves in relation to their sighted peers and the larger society which ironically influence an individual (Balogun, 1994). He



(Balogun) suggests that since human existence cannot be divulged from interaction and interdependence, perhaps the best way to study the relationship is to start with how an individual sees himself/herself (self perception) in a relationship and how the self identity develops as a result of social and physical environmental influence (Balogun, 1994). This suffices explanation that self perception is a product of social interaction, which in turn influences both the perception of the world and the individual's behaviour.

The World Health Organisation (2000) submits that those with poor self image often perceive themselves not to be good enough in whatever they do. This is the kind of statement that the people with low self image might utter. Persons with visual impairment may assume that their dreams to be anything in life cannot be reached because of their perceived self limitations.

Erroneous statement like this can pile up and lead to feelings of helplessness and further reduce self image. A person may not even want to try and attain his/her goals because of the perception that he/she has no control over the outcome of his/her actions. Consequently, any major life decision, involving career choice is hindered and sometimes hailed by individual's perception of helplessness or hopelessness (WHO, 2000).

There may be an escape route for the sighted, that is adjustment may be difficult but for the person with visual impairment, they are firmly stuck with their impairment for the rest of their lives. Olukotun (2001) buttressing this fact, submits that: *The impression that loss of vision means inability to undertake some visual functions performed by the sighted often makes the persons with visual impairment child to believe he/she cannot equal undertake some tasks done by sighted counterparts. His/her judgement values of 'self' is often faulty. The child could not accurately assess his/her capacities and limitations (p. 196).*

Indeed some person with visual impairment cannot bear to face the reality of the defects and the associated problems and the inevitable difficulty they will face in life as enunciated by Olukotun (2001) and often they will decide that life is not worth living.

According to Rogers (2000), self-esteem – good perception of oneself, is rooted to self image. The self image consists of all the ideas, perception and values that characterized 'I' or 'Me'. It includes the awareness of 'what I am and what I can do'. This self image influences the individual's perception of the world and of his/her behaviour. A person who perceives himself or herself as strong and able, acts very differently from a person who considers himself or herself weak and inefficient.

The later will either retreat into a world of passivity, self pity, shyness, shame, guilt and sometimes with depression (which affects their relationship with others in the society). It may be difficult to emerge from this state. The persons with visual impairment may even initially panic and try to take their own lives. At the time when you visit them with an offer of rehabilitation, the persons with visual impairment might have made up their mind that rehabilitation may work for other people while in their own case, since nothing can be done to restore their sight, nothing can ease their situation. For better and improved social adjustment, coping with self assertiveness and building of high self esteem are imperatives to deliberately arrange those skills that can ensure an improved self image perception.

Okoli (2003) posits that there are many skills that can be arranged at cognitive behavioural levels through behaviour management which according to Learner (2006) is an application of the concepts of operant conditioning in behavioural psychology to manage students' behaviour. Common among the behaviour management methods that are used to decrease or eliminate undesired behaviours are cognitive self instructions and interpersonal problem solving approaches.

Cognitive self instructional approach to learning which was developed by Melchenbaum (2000) requires individuals to talk to themselves, give themselves instruction on what they should be doing and reward themselves verbally for accomplishment (Barkley, 1990), with the implication



that individuals learn to motivate themselves through self talk, self reinforcement and self monitoring.

Cognitive self instruction has often been used with adults to such settings as weight loss programmes, students with learning disabilities can use the procedures for all kinds of learning, school work and homework (Lerner, 2006). The goal of cognitive self instruction is to change not only the person's awareness of the behaviour, but also the thinking associated with it (Hallahan and Kauffman, 2004).

Sheridan and Springfield (2000), describes interpersonal problem solving as personal and social skills used in keeping and maintaining friendships. It must be noted that, learning to get along with others is a challenge for everyone. Lack of appropriate interpersonal and social skills is one of the most frequently cited social problems of the persons with visual impairment (Green, 2001). Successful experiences in interpersonal relationship build the feelings of self worth, self confidence, self concept and ultimately, positive self image. According to Goodship (2000), good interpersonal problem solving entails looking for opportunities for relationship, strengthening existing relationships, modeling the meeting of new people, and knowing fully the community in which one lives. Nwokule (1998) used interpersonal problem solving technique and self instruction to improve the self image of persons with psychological distress. Rubin and Rose-Krasnor (1992) used interpersonal problem solving on children without disabilities. Arslan, Arslan and Ari (2012) investigated interpersonal problem solving on the adolescents without disabilities. Not much is known to the researcher of the use of interpersonal problem solving technique and cognitive self instruction as intervention programmes to improve the self image of persons with visual impairment.

Previous studies largely focused on other areas of disabilities and persons without disabilities to the neglect of persons with visual impairment. Therefore, this study used self-instruction and interpersonal problem solving technique to improve the self image of persons with visual impairment in Lagos State, Nigeria.

Dodds (1993) opines that many adjustments are needed on the cognitive and emotional levels of the individual with visual impairment and concludes that acquiring independent skills will help the persons with visual impairment to adjust readily to their new status at a behavioural level.

Statement of the Problem

Person with visual impairment, in addition to being stigmatized and treated with disdain by the society, are faced with negative attitudes, discriminatory governmental policies and many negative social dispositions including discrimination, limited job opportunities and recreational choices. The unfortunate treatments the students with visual impairment face daily have been known to affect the way others perceive and relate with them, increase their emotional inability, and give them the feeling of guilt, shame and the tendency to make them feel withdrawn from the society. Consequently, the persons with visual impairment could have low self concept, perceiving himself/herself as failure, never do-well or non-achiever. Thus, this may become a very big impediment to good peer relations or interpersonal relation, thereby slowing down their wholesome development in general and that of positive self image.

Teachers have hitherto been saddled with too much of pedagogy at the expense of psychotherapy (Pindiprolu, 2000). Apart from this, the school teachers lack the essential tools for handling psychotherapeutic problems in schools (Goodship 2000). It becomes, therefore, very imperative for clinically minded psychologists to involve scientifically tested behavioural and cognitive strategies to modify deficiency in behaviour as may be associated with visual impairment.

Wholesome development of this population is as germane as the need to help them become happy and develop positive self image to enhance interpersonal encounters and effective



learning. The thrust of this study therefore was to explore the impact of self instruction and interpersonal problem solving on the students with visual impairment

Research Questions

- 1) Is there any significant correlation between interpersonal problem solving technique; self instruction technique and students' self image and learning outcome?
- 2) Is there any significant relative effect of interpersonal problem solving and self-instruction techniques?
- 3) Is there any significant joint effect of self instruction and interpersonal problem solving techniques on self image and learning of students with visual impairment?

Methodology

The descriptive survey research design was used. Five secondary schools were selected from each of five Local Educational Districts in Lagos. Using cluster sampling technique, ten (10) students with visual impairment were picked from each school to form the 250 students with visual impairment used as samples for the study.

A 10 item Guttman Scale used to access self-image was developed by Rosenberg in 1965. Individuals were asked to rate the degree to which the statement are self descriptive on a 4 point scale (i.e. 0 = Strongly Agree, 1 = Agree, 2 = Disagree, 3 = Strongly Disagree for items 3, 5, 8, 9, 10 and 3 = Strongly agreed, 2 = Agreed, 1 = Disagreed, 0 = Strongly Disagreed for item: 1, 2, 4, 6, 7).

The internal consistency of Guttman scale was determined by the patterned relationship that each item has with other item in the scale and has reported in terms of its reproducibility (Rosenberg, 1965). A Guttman scale reproducibility of .92 was obtained.

Data were analyzed using descriptive statistics, Pearson Product Moment Correlation and Multiple Regressions.

Data Analysis

Research Question One

Is there any significant correlation between interpersonal problem solving technique; self instruction technique and students' self image and learning outcome?

Table 1: Descriptive Statistic and Correlation among the variables.

	1	2	3
Interpersonal problem solving technique	1.000		
Self-instruction	0.252*	1.000	
Self-image	0.165**	0.355**	1.000
Mean	69.90	19.92	33.82
Standard deviation	9.74	2.37	4.57

Table 1 showed that the correlation coefficient between interpersonal problem solving technique and learning outcome of students with visual impairment was $r = .165$ and $p < .05$. Also, the correlation between self-instruction technique and learning outcome of students with visual impairment was $r = .355$ and $P < .05$. with $P < .05$ in both cases, it implied that there is significant relationship between self instruction and interpersonal problem solving technique on self image as translated in learning outcome of students with visual impairment.



Research Question Two: Is there any significant relative effect of interpersonal problem solving and self-instruction techniques?

Table 2: Estimate of relative contribution of independent variables on learning outcome of students with visual impairment.

Model	Unstandardized coefficients		Standard coefficient		Sig.
	B	Std. Error	Beta	T	
Regression	19.736	2.456		8.035	.000
Residual	.156	.108	.081	1.451	.148
Total	.157	.026	.335	5.996	.000

From the table 2 above, interpersonal problem solving technique made the higher contribution to learning outcome of students with visual impairment ($x=.081$, $t=1.451$, $p>.05$) while self image trailed behind.

Research Question 3: Is there any significant joint effect of self instruction and interpersonal problem solving techniques on self image and learning of students with visual impairment?

Table 3: Summary of regression showing effect of independent variables on learning outcomes of students with visual impairment.

Model	R	R. Square	Adjusted R Square	Std error of the estimate
1	.364	.132	.127	4.26727

Table 3 revealed a is positive multiple correlation ($x = 0.364$) among the two independent variables (self-instruction and interpersonal problem solving techniques) on the dependent variable (students' learning outcome). This implies that the factors (self-instruction and interpersonal problem solving techniques) are relevant towards the determination of the dependent measure (students' learning outcome). The adjusted R-Square value of 0.127 revealed that the two independent variables accounted for 12.7% of the total variance in the dependent measure (students' learning outcome). The remaining 87.3% could be due to errors and factors that were not considered in this study.

Table 4: Multiple regression showing effect of independent variables on learning outcome of students with visual impairment

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	825.38	2	412.69	22.66	.000
Residual	5408.26	297	18.21		
Total	6233.64	299			

Table 4 showed that the R-value .364 tested significant ($F(2,297)$). Hence, self-instruction and interpersonal problem solving techniques have significant predictable joint effect on learning outcome of students with visual impairment.

The result of research questions 3 revealed that self-instruction technique and interpersonal problem solving technique have significant predictable joint effect on learning outcome of students with visual impairment. This implies that self-instruction technique and the interpersonal problem solving technique to teach the students with visual impairment jointly contributed to learning outcome of students with visual impairment. This finding was in line with that of Okoli (2003) who found that there are many skills that can be arranged at cognitive behavioural levels through behaviour management which according to Lerner (2006) is an application of the concepts of operant conditioning in behavioural psychology to manage students'



behaviour. The finding also corroborates that of Barkley (1990) that the tendency of individuals to talk to themselves, give themselves instruction on what they should be going and reward themselves verbally for accomplishment has the implication that individuals learn to motivate themselves through self talk, self reinforcement and self monitoring. Also Dods (2006) contended that some paradigms including personal and logical factors are antecedents of learners' self-efficacy which may be direct or indirect facilitator.

The result of research question 2 revealed that there is a significant relative contribution of independent variables on learning outcome of students with visual impairment. The result also indicated that interpersonal problem solving technique made higher contribution to learning outcome of students with visual impairment. This finding was valid considering the challenges faced by students with visual impairment in the process of learning and the edge interpersonal problem solving technique has in effective impartation of knowledge to the person with visual impairment (Dods, 2006).

The result of research question 3 revealed there is a significant relationship between self-instruction technique and interpersonal problem solving technique on learning outcome of students with visual impairment.

Conclusion

Based on the outcome of this study, it was concluded that the two independent variables could be used to predict and increase self image of students with visual impairment.

Recommendations

Based on the findings from this study, the following recommendations were made:

Self-image of students with visual impairment must be considered as an integral part of their educational development. Hence, appropriate interventions such as self instruction and interpersonal problem solving techniques should be incorporated into education programmes of students with visual impairment in order to enhance their self-image. Furthermore, anxiety of students with visual impairment should be reduced through the use of self-instruction and interpersonal problem solving techniques which are considered appropriate training and intervention programmes within education programmes for students with visual impairment. Other learning induced programmes, complemented by student-centred teaching method should be adopted in the educational programme for students with visual impairment.

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