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Orientation and Mobility Training in Special Education Curriculum for Social Adjustment Problems of Visually Impaired Children in Pakistan

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The study is aimed at investigating the impact of orientation and mobility (O&M) training as a part of the special education curriculum on the social adjustment of visually impaired children. The population consisted of visually impaired children between the ages of (5-15), studying at different special education institutes in Pakistan was the assessable population for the study. A sample of 125 male and female visually impaired children from public and private special education institutes of Islamabad, Pakistan were conveniently selected as a sample of the study. The study used two sub-dimensions of social adjustment, namely Self-Personality and Pro-social behavior, to be explored in terms of their relationship with orientation and mobility training. The results showed a significant relationship between O&M training and social adjustment of children in terms of personality well-being and social interaction while with the others. The variables were found to be correlated with each other. The results were in line with most of the previous research studies. The novelty of the study lies in selection of cultural context of Pakistan, which is a developing country and to date international standard trainings and social care is not provided to the visually impaired at large.

Keywords: movement performance, orientation and mobility training, visual function, visual impairment, social adjustments, family

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INTRODUCTION

Vision is a very important blessing in one's daily life, and its disability is a hindrance in getting essential information to lead a normal life. Vision disability hinders a person to perform the routine task of his/her day to day life. One of such problems that a blind person faces the disability to move smoothly and independently from one place to another. This is the major problem that a blind person goes through in their daily life especially in new surroundings. 'Orientation' and 'mobility (O&M) training' teaches a visually impaired person to move independently and confidently in the society by utilizing certain skills and fully making use of other senses along with the help of some equipment such as mobility practices and devices. These equipments are considered to be organized and planned teaching system which has been used for more than 50 years in helping blind people to settle comfortably and effectively in the society effectively Wolwer et al., 2005).

Children learn various life leading skills by noticing exploring and examining the surrounding using their senses, primarily the sense of sight (McAllister & Gray, 2007). However, the blind children need to acquire certain skills to help them move around easily. O&M enriches such concepts, abilities and skills that enhance a comfortable and independent movement of a blind person in the society (Jacobson, 2013).'Orientation' means the usage of senses to adjust to the environment and 'mobility' means the quality of coherent and natural movement. (Hill & Ponder, 1976).

Visual disability is a condition in which a blind person seems to be badly affected, resulting in the disability to maintain balance and organization of his whole being. Although this appears to be harmful to the affected person, the fact is that it is the attitude of a blind person towards his own disability that makes him vulnerable towards maintaining his personal and social balance. A study by Sarabandi and Kamali (2012), suggested that visual impairment affects people's quality of life and reduces their social skills. For the last ten years, the studies and researches, in the field of health and vision highlighted on the importance of social relations, which are not well-developed in a blind person. According to the research by Bergger&Porell (2008), the visual defects have a substantial impact on the ability of people in everyday practice and thus they are considered as an important cause of disability. The 'rehabilitation goal' is the need of the time (Eftekhar & Nojoumi, 2002). Bergger & Porell (2008), work has shown that visual disability is a hindrance in living a practical normal life.

For the visually impaired learners, O&M is considered as an essential part of the Expanded Core Curriculum (ECC) Hatlen, 1996). Visually impaired learners will receive a set of planned and coherent instruction to follow from their instructor in order to learn effective O&M skills (Lohmeier, Blankenship, & Hatlen, 2009). These skills have proven to be useful for them to be accessible in any social environment in an independent and effective manner (Pavey, Douglas, McLinden, & McCall, 2003). Thus, it serves the purpose of facilitating the educational, vocational, social, and recreational opportunities for the visually impaired children (McDonnall, 2011; Riley, 2000; Wolffe & Kelly, 2011).

Under the unusual physical condition, the visually impaired people have to face many challenges in acquiring and performing the normal skills. It is due to their lack of ability to comprehend visual cues, facial expressions, feedback, and the ability to determine the location of people and other clues and patterns related to sight, therefore, their social abilities fail to develop and flourish according to the norms of the society (MacCuspie, 1996). The research conducted in the past, without ineffective O&M have shown that the visually impaired or blind people have practically failed to acquire essential social tactics and thus failed to cope with challenging situations in their social life. This inability may prove to be harmful in their future life.

Teaching of blind children is much more important in Pakistan because the education system, the society, social approach, communal behavior and socioeconomic conditions of families do not provide any support for such disability (Ahmed, Khan, & Nasem, 2011). The education system can be helpful to the healthy student rather than of a disable one. The present curriculum and course of studies practiced in Pakistan education system, which does not provide any concern to the disability, it is the whole of student experiences, which can only be understood by healthy and normal students and also followed by their educational system.

In Pakistan, 11.6 million individuals are visually impaired or externally incapacitated. Of this number, 2.3 million are thoroughly visually impaired. One hundred and thirty thousand individuals go blind from cataract every year. The cataract is the most widely recognized reason for preventable visual deficiency – around 70%. Cataract is an eye disease which causes for visual impairment. In cataract, the eye lens becomes opaque and vision becomes cloudiness of lens, which prevents the passage of rays of light onto eye retina (Yelamarthi, et al. 2010). Life expectancy has enhanced in developing nations like Pakistan, through various programs, donations and help of non-government sector (Islamabad Society for Prevention of Blindness).

In Pakistan, Government and Non-governmental bodies are playing their effective role through different institutes and training programs for enabling visually impaired children to come into power with the rest. In the same context, still an updated system, on the patterns of developed countries does not prevail in the country. Though efforts have been made towards an overall system to support disabled people, there is a deficit in terms of in-depth research, conducted specifically on the social adjustment problems of visually impaired people (Shazadi, 1992; Jadoon et al., 2006). In light of the limited literature and research in the context of Pakistan, it is imperative to understand the reaction and output of visually impaired children to different training, curriculum and different programs imparted in their institutes and other forums. These results would enable the policy makers to take appropriate steps for the betterment of visually impaired children in the country.

The education system for the blind is of vital importance and should not be ignored (Ahmed, Khan, & Nasem, 2011). As in social adjustment is such a continuous process through which a child, who by any means owns any disability, strives hard to adjust in his/her family through the moral and functional support of elders and siblings. Although this curriculum for blind is available in Pakistan but following the curriculum of sighted

children, it is not fully developed (Khan & Behlol, 2014). With the passage of time, as the awareness level has raised high, Pakistan is stepping ahead in this matter and the government is taking essential steps to ensure the support of visually impaired children in the adjustment in their family as well as in the society. The aim of this research is to study and evaluate the current education system regarding special education of visually impaired children and explore challenges in the family system as well the moral and functional support of the family members to them.

LITERATURE REVIEW

Orientation and mobility have been recognized by numerous researchers in the field of visual impairments. As a significant skill area for youngsters with visual impairment to gain their free independent movement (Hatlen, 1996; Hazekamp & Huebner, 1989; Huebner, Merk-Adam, Stryker, & Wolffe, 2004; Lowenfeld, 1964). In consideration to social collaboration abilities, free living aptitudes, compensatory aptitudes, amusement and relaxation abilities, profession training, the utilization of assistive innovation, visual proficiency aptitudes, also, self-determination, introduction and versatility are particularly recognized in the National Agenda for the education of children with visual impairments, including those with various other disabilities but would focus on blindness (Huebner et al.,2004) as a vital component of the extended main subject for learners with visual disabilities. All things considered, experts perceive that it ought to be given the same consideration as the subject capabilities are contained in the general training educational program (Hatlen, 1996). The improvement of introduction and portability abilities for persons with visual disabilities has been connected with a few advantages, including scholastic execution (Lowenfeld, 1964), access to occupational, expanded incorporation into the group, and access to informal organizations (DeMario & Caruso, 2001).

Children with low vision are frequently disregarded and are thought to require less exceptional and less continuous direct guidance. Which are identified with their handicap particular needs than children who are blind. And to write inside in the field of visual debilitation regularly concentrates on the needs and formative levels of children who are visually impaired. Except for exploration identified with proficiency furthermore, access to the earth, data,particularly identified with the status of children with low vision and their instructional needs are terribly underreported. Although instructional assets are identified by the association of children with visual impairment with the introduction and portability. The little research is accessible on the level of introduction and versatility aptitudes illustrated by children with visual impairment or the particular O&M preparing needs of children with low vision (Corn & Wall, 2002).

The Orientation and Mobility (O&M) Curriculum

The regular O&M syllabi include various techniques related to mobility skills. These techniques are guiding technique, long cane technique, traveling tactics, searching for destination and using public transport (Hill & Ponder, 1976; LaGrow, 2010; Neal et al., 2004).This training includes use of various important devices such as optical devices, familiarization aids,technical movement devices electronic travel aids, and global positioning systems (Bozeman & McCulley, 2010; Smith & Penrod, 2010; Wall

Emerson & Corn, 2006) .Children with low vision must be trained to utilize their kinesthetic sense fully, and blind children should be taught about how to get settle in the different environment making use of their other senses (Wall Emerson & Corn, 2006).

Past researchers have proven that blind children were not provided with enough practice to polish their language skills which causes a breakdown in their social communication as their vocabulary is more related to their past experiences than to the current situation (Webster & Roe, 1998). Moreover, such children have lower understanding and practice of their language capabilities. As a result, they are more prone to use physical gestures to communicate rather than using practical language, thus causing a negative correlation to their disability and school grades (Frame, 2000).

The aim of O&M training is to enable visually disable children to live and travel independently in their environments. The target of an O&M instructor is to provide a set of instructions followed by practical environment and experience to develop the skills and concepts (Fazzi & Naimy, 2010). However, the eligibility of the services is developed in the O&M curriculum of visually impaired children, a review of O&M curriculum is needed. As a result, an action of prevention of certain measures must be done as early as possible (Huebner et al., 2004; Pogrund & Fazzi, 2002). The initial training tactics of O&M skills started with the ability of independent movement in space by visually impaired children (Huebner et al., 2004; Pogrund&Fazzi, 2002). The major focus of this training is on the special concepts as well as O&M skills such as perceptual skills, environmental knowledge, sensory development, motor development, mobility skills and decisive techniques (Bozeman &McCulley, 2010; Neal et al., 2004; Wall Emerson & Corn, 2006).

Assistance of family, school, and community

The assistance and support of the family, school, and community plays a vital role in the development of O&M skills among the blind children (Fazzi & Naimy, 2010). It is the responsibility of an O&M instructor to teach the family members in school and general members of the society about the essentialities of the O&M training. To accomplish this task, an instructor must develop and implement certain training measures for the mass (Fazzi & Naimy, 2010; Griffin-Shirley et al., 2000). The major target of the in-service training need to explain the role of the O&M instructor, the aims of the program and the role of the people required to assist in this program, including teachers and their administration that can result in smooth development of the O&M training program. The community traveling lessons may include the training of the general public and mass related to the society, to facilitate the blind children.

The O&M instructional process will not accomplish its targets fully, if the family members, peers, educationist, administration and other related people are not properly involved and educated. A regular interaction with the parents and management of the school is essential to improve family support (Fazzi & Naimy, 2010). In addition, the instructors can also develop and implement such activities for family members and siblings to accomplish at home for facilitating the continuity of teaching. (Crone, Scannell, & Cordeau, 2005; Fazzi & Petersmeyer, 2001). These activities should be fun-based and educational as well to be implemented in daily living.

The helpful gestures, collaboration, and initiator, appraisal and encouragement from families are essential in this kind of behavior (Kleiner, translated by Mohammad Khani, 2007). A research conducted in Tehran by Biabangard (2005) related to the comparison of social skill among female blind, deaf and normal high school students clearly states that those normal students have significantly better social skills than blind and deaf students, whereas, blind students have better social skills than deaf students. Slaby & Gaura (2003) proved that social skills are closely associated with social adjustment. They explain that the social skills are the qualities that enable one to interact with people in the society effectively, within a social environment, clearly following the rules of society. There are various causes of low level of social skills of deaf and blind people, as compared to healthy people of society. The study does not include that the blind people being varied in their approach, so it can be concluded that blind people are not always related to variability. Force (1991) called the society as a cause of inconsistency of blind and deaf people (Biabangard, 2005).

Rosenblum (1998) explored the best friendships of blind young people, although their visual disability can be a hindrance in their smooth relation. The Youth with visual impairments reported a smaller number of best friends than their best friends themselves while 30% of the best friends of adolescents with visual impairments also had disabilities (Rosenblum, 1998). The research of Lifshitz et al. (2007), showed that adolescents with visual impairments spent less fun time with their friends than the normal people. Also, Kroksmarkand Nordell (2001) stated that youth with low vision did not have much leisure activity, which were also more passive (e.g. Watching television and doing homework). Social adjustment is the procedure of acclimation to campus or school life is an impartial stage in the developmental procedure of the individual and speaks to moving from reliance to the association (McBroon, 1997).

Joining the college gives an awesome chance to self-advancement, support in recreation exercises and direction toward occupation after graduation. This procedure incorporates a few segments: making companions, consideration in school life and long range informal communications and networking. These segments or components are extremely requesting and oblige speculation of time and vitality. Gerdes & Mallinckrodt (1994) propose that social change of understudies may be as critical as scholastic variables in foreseeing determining. Numerous abilities that are fundamental for social association are given visual prompts. Loss of sight impacts the capacity to perceive individuals or social circumstances (French, 1999). The absence of visual input makes it difficult to perceive activities and feelings of the other and at some point intervention or understanding is obliged (Rosenblum, 1997). The visual need may bring about a shortfall being developed of social attitudes and social dismissal (George & Duquette, 2006).

According to the Visual functioning model by Corn (1983), that the model of visual functioning is characterized visual impairment debilitation from an educational - rehabilitative point of view, which alludes particularly to the useful capacity to perform visual undertakings that are presupposed amid learning. Corn (1983) proposed a three-dimensional hypothetical model by which a man's low vision working is not just dictated

by the level of the disability additionally by different variables as identity, environment and so forth. The visual functioning model is an instrument for looking at and assessing the working level of a man with a vision of 6/6. It gives data on the diverse elements that impact the working level. Additionally, it is conceivable to construct a rehabilitative attitude by utilizing the model since it permits discovering options with a specific end goal to augment the singular's working. The measurements are: 1. Visual capacities - Physiological parts of vision. 2. Put away and accessible singularity - Past encounters and accessible capacities the individual users respond to new posts or for innovative attempts. 3. Ecological signals - The visual attributions of articles (for persons who have vision remaining). Utilizing the model can give an efficient approach to find segments which can adjust for the visual weakness. By dealing with one of the segments of one measurement of the model, experts can evoke better execution on different measurements as well, for instance: working with the person on mental foundations can bring about better working and upgrade the whole visual working (Tinto, 1975).

The world is producing a high prevalence of visual blindness and differentiating between a quality of social life of blind children in various cultures and traditions, this research study is very important in figuring out the relationship between the social adjustment of visually impaired children. The study is focusing on two parts of social adjustment, one being the personality and the other is Pro-social behavior. This study holds its uniqueness in the context of Pakistan, as limited work has been done on these dimensions. With O&M training on the social adjustment of visually impaired children in detail can have a positive impact on their independenet movement. In the light of previous researches, the quality of life is dependent on many factors, including independence and movement of visually impaired children, and has a significant impact on social skills (Leyser&Heinze, 2001).

Theoretical Framework:

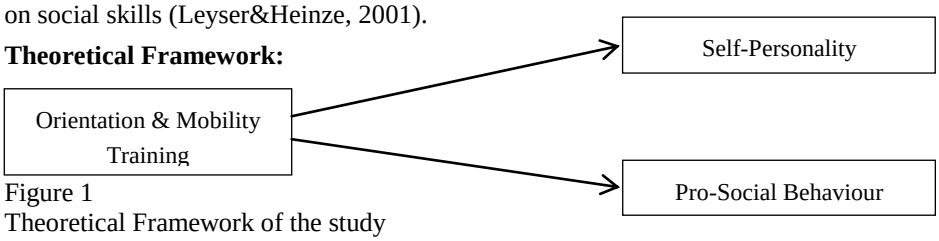


Figure 1
Theoretical Framework of the study

Research Hypotheses:

H1: Orientation and mobility training in special education curriculum has a positive impact on social adjustment problems of visually impaired children.

H1A: Orientation and mobility training in special education curriculum has a positive impact on the Self-Personality of visually impaired children.

H1B: Orientation and mobility training in special education curriculum has a positive impact on the Pro-Social Behavior of visually impaired children with their families.

Research Problem:

The problem under investigation for the current research paper was to study the impact and relationship of Orientation and Mobility Training as a part of the curriculum in

special education institutes on social adjustment problems of visually impaired children between ages of (5-15) in Pakistan's context.

METHOD

This paper introduces the outline of a randomized controlled trial that will assess the impacts and plausibility of an institutionalized O&M-preparing in the utilization of the recognizable curriculum by the more seasoned grown-up with low vision in Islamabad, Pakistan. Qualified O&M masters must lead O&M evaluations for all understudies with visual impedances, incorporating those with extra inabilities. O&M appraisal ought to be led to beginning a recognizable proof of a visual impedance or without earlier O&M evaluation (Fazzi & Naimy, 2010; Wall Emerson & Corn, 2006).

This research study was focused on visually impaired children studying in special education schools. The study was done in the cultural context of Pakistan, where significant research on this subject is not around. Researchers have the options either to conduct a qualitative research or quantitative research, depending on the nature of the study. The research study undertaken was quantitative in nature as the results and final findings were based on data collected from respondents through questionnaires. The data collection was based on the response of 125 children irrespective of gender in special education schools in Islamabad and Rawalpindi. The known approximate population with disability of visually impaired students would be selected as target population with sample size between (190-210). The sample was chosen on the basis of Statistical Table devised by Krejcie & Morgan, (1970).

To measure the perception and feedback of visually impaired children, a questionnaire with two sub-scales and consisting of 51 items-scales was developed, through the standardized procedure. In the first part, the instrument measured the impact on "Orientation & Mobility Training" imparted in special education institutes had 11 items-scales. The questionnaire was adapted from Teaching Age-Appropriate Purposeful Skills (TAPS). The questionnaire was used as a survey instrument by the U.S. Department of Education, Institute of Education Services, National Center for Special Education Research, National Longitudinal Transition Study-2 (NLTS2), student's school program survey, 2002. In the second part, it measured the impact of O&M training on the social adjustment of visually impaired children. The second part had two sub-parts, one for Self-Personality having 20 items-scales, adapted from the self-reporting questionnaire constructed for World Health Organization (WHO) Study on Strategies for extending mental health care in 1980. The same research instrument was used in a research study "Psychological and social adjustment to blindness: Understanding from two groups of blind people in Ilorin, Nigeria" (Tunde-Ayinmode et. al, 2011). The second was for Pro-Social Behavior with 20 items-scales as well. The item-scales for Pro-Social behavior was adapted from Sociometric and Friendship Questionnaire (SFQ), used in the research study "Investigation of the Construct Validity of the Teenage Inventory of Social Skills of O&M: A ConvergentMultivariate Approach" (Inderbitzen, Heidi, Garbin & Calvin, 1992). The descriptive analysis is defined with a table with description of scales such as age, gender, level of education, time spent in institute, time of institute, OMC, SPC, and PSC.

The instrument was developed by 5-point Likert Scale. The respondents were asked to rate the statement on a 5 point scale, distributed as Strongly Disagree (1) Disagree (2) Not Sure (3) Agree (4) and Strongly Agree (5). The highest score on the rating scale indicated positive impact of O&M Training and Social adjustment, whereas a lower score on the rating scale indicated flaws in the pattern of O&M training in institutes and also reflected a poor social adjustment, due to lack of O&M training as part of curriculum in special education institutes.

Population & Sample

Population for the current research study included the public and private special education institutes catering visually impaired children, all across Pakistan. Due to the limitation of time and resources, data collection for the current research was limited to Islamabad city based institutions of visual impairment only in Pakistan, to get much more authentic results.

The population of Pakistan is 185,132,926 till 1st of July in 2014 (Worldometers, 2015). The 7.7% of the whole population is visually impaired or totally blind children (ISPB, 2010). A Sample of 125 Male and Female young visually impaired students was selected conveniently for the purposes of data collection using an instrument (questionnaire) for the current study. The sample consisted of 91 Male and 34 female students, between (5-15) Years of age. The sample size belonged to the different socioeconomic background, with different educational level ranging from nursery to secondary level. Sample was selected conveniently, convenience sampling is a type of sampling where the first available primary data source will be used for the research without additional requirements. In other words, this sampling method involves getting participants wherever you can find them and typically wherever is convenient. In convenience sampling no inclusion criteria identified prior to the selection of subjects. All subjects are invited to participate (Saunders & Thornhill, 2012).

Data Collection

The data collection was carried out in two parts. The first part of the questionnaire was filled by the students. In some cases, where the responding students were not able to respond properly, but their activities were well known to their teachers, the data was taken from their respective teachers and school management. This situation was much more applicable in the case of children under the age of 6 years. The respondents were contacted in their respective classrooms, where they were provided all due information regarding the purpose of the study. The respondents were explained, all questions in their native language as well to obtain the most realistic response against each item-scale.

The second part of the questionnaire was filled up mostly by parents along with the students. Parents were commissioned as the best judge to observe the social adjustment of their children within the family and social circles. The data collection for this part of the questionnaire, was partly done at school and partly done at homes, based on parents availability. The confidentiality of the data and personal details were assured to all respondents.

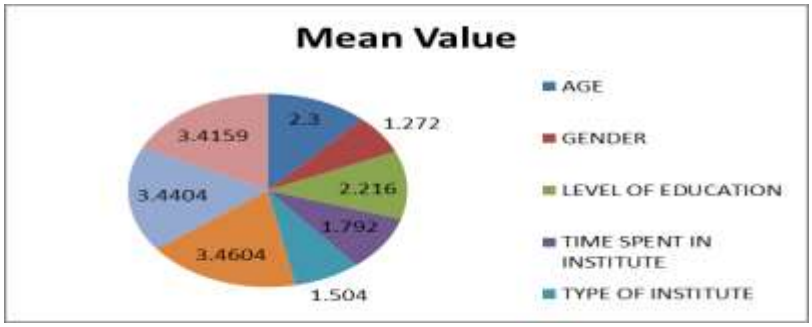
FINDINGS

Reliability Scale Analysis

The reliability analysis test was run for the instrument (Research Questionnaire). The independent variable Orientation & Mobility Training (O&M) had a reliability scale of **.757**. The first dependent variable had a Cronbach Alpha value of **.863** and the second dependent variable (Pro-Social Behavior) had a Cronbach Alpha value of **.852**. The values of the reliability scale were very positive and values strongly suggested positive reliability of the instrument (Questionnaire).

Descriptive Statistics

Description of Scales	N	Minimum	Maximum	Mean	Std. Deviation
AGE	125	1.00	4.00	2.30	.933
GENDER	125	1.00	2.00	1.2720	.44678
LEVEL OF EDUCATION	125	1.00	4.00	2.2160	.92094
TIME SPENT IN INSTITUTE	125	1.00	4.00	1.7920	.79612
TYPE OF INSTITUTE	125	1.00	2.00	1.5040	.64288
OMC	125	1.00	5.00	3.4604	.62064
SPC	125	1.00	5.00	3.4404	.58725
PSC	123	1.00	5.00	3.4159	.58794
Valid N (listwise)	123				

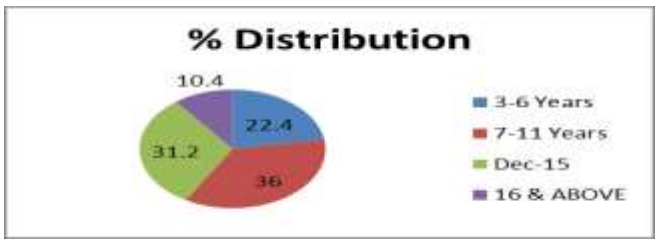


The descriptive statistics indicate that most of the children were between the age of 7-11 as the mean of 2.30 indicates the results accordingly. Male students were more in number than the female counterpart in the current research study. Most of the children were in the 2nd category of level of education, which was between grade (3-5), indicating that most parents tend to send their children at an age of 7+. The statistic revealed that due to unknown reasons, not explored in this the time period of majority of the students was not much or the trend to study at one institute was not on the high side. The statistic revealed that most of the students were from public sector special education schools, indicating either the scarcity of private setups or the non-affordability of parents in private special education institutes. The general results of the responses to the variables seemed to be near to agreement in the light of the mean values calculated for the collected data.

Frequency Tabulation

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-6	28	13.5	22.4	22.4
	7-11	45	21.6	36.0	58.4
	12-15	39	18.8	31.2	89.6
	16 & ABOVE	13	6.3	10.4	100.0
	Total	125	60.1	100.0	
Missing	Sampling	83	39.9		
Total		208	100.0		



In the light of the statistics for the collected data, 22.4 % of the students were between the ages of 3-6 and 36% students were between the age group of 7-11. This indicates that the majority of parents tend to get their children admitted in early ages so, the subject (visually impaired children) can adopt to the environment and start learning at early ages.

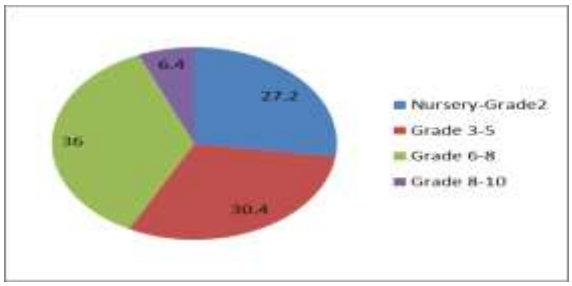
Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	43.8	72.8	72.8
	Female	34	16.3	27.2	100.0
	Total	125	60.1	100.0	
Missing	Sampling	83	39.9		
Total		208	100.0		

Children consisting of 72.8 % of male and 27.2 female were part of the research study, also reflecting a notion that female students coming to institutes with visual impairment is far less than their male counterparts.

Education Level

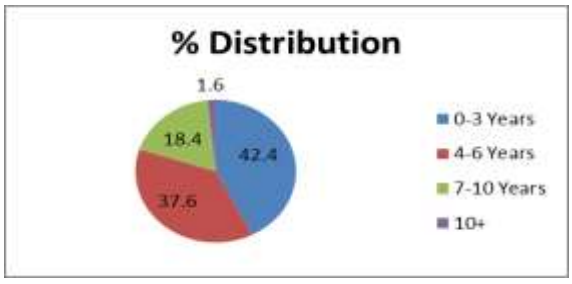
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Nursery-Grade2	34	16.3	27.2	27.2
	Grade 3-5	38	18.3	30.4	57.6
	Grade 6-8	45	21.6	36.0	93.6
	Grade 8-10	8	3.8	6.4	100.0
	Total	125	60.1	100.0	
Missing	Sampling	83	39.9		
Total		208	100.0		



30.4% children were studying at grade (3-5) and 36 % children were from grade 6-8 for the sample of the current research study.

Time Spent at Institutes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3	53	25.5	42.4	42.4
	4-6	47	22.6	37.6	80.0
	7-10	23	11.1	18.4	98.4
	10+	2	1.0	1.6	100.0
	Total	125	60.1	100.0	
Missing	Sampling	83	39.9		
Total		208	100.0		



Majority students had passed less than 3 years in most of the institutes from which the data were collected. The possible reasons were the age factor, as the study was done on children less than 16 years of age and second majority of students were students of primary level of education grades.

Type of Institute

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Public	68	32.7	54.4	54.4
	Private	54	26.0	43.2	97.6
	Total	125	60.1	100.0	
Missing	System	83	39.9		
Total		208	100.0		

54.4 % of the children were students at public sector, educational institutes, where about 43% were studying in private setups.

Correlation Analysis

Variables	V1	V2	V3	V4	V5	V6	V7	V8
Age	1							
Gender	.018	1						
Education Level	.835**	-.007	1					
Time at Institute	.528**	-.044	.480**	1				
Type of Institute	.139	-.200*	.169	.143	1			
Orientation & Mobility Training	-.051	-.016	-.061	-.164	-.017	1		
Self-Personality	-.049	.022	-.060	-.034	-.034	.564**	1	
Pro-Social	-.016	-.020	-.086	-.078	-.041	.519**	.824**	1

**. Correlation is significant at the 0.01 level (2-tailed)

*. Correlation is significant at the 0.05 level (2-tailed)

The correlation analysis indicated that Orientation & Mobility Training had a strong correlation (.519**) with Pro-social variable, clearly indicating that movement and independence had a positive relationship with the social life of children at home. The results indicated that Orientation & Mobility Training also a strong correlation with self-personality (.564**) for the visually impaired children. The results clearly indicated that self-personality (Mental & Health, well-being) and Pro-social Behavior were directly related and had a strong relationship with the independence and movement of visually impaired children. The positive and strong correlation was seen between Self-personality and Pro-social behavior as well through this study, indicating that positive well-being and healthy students tend to be more social and friendly with their families.

Regression Analysis

Table 1

Summary of Regression Analysis for Orientation & Mobility Training (N=125)

Variable	B	SE (B)	Beta	t	Sig. (*p*)
Self-Personality	.533	.070	.564	7.566	.000

Note.

$R^2 = .318$ & $p < .05$

Table 2

Summary of Regression Analysis for Orientation & Mobility Training (N=125)

Variable	B	SE (B)	Beta	t	Sig. (*p*)
Pro-Social Behavior	.499	.075	.519	6.671	.000

Note.

$R^2 = .269$ & $p < .05$

Regression analysis were run to see the significance of relationships and the impact of Orientation & Mobility Training on the Self-personality & Pro-Social Behavior of visually impaired children towards their family. The regression analysis results showed a positive relationship in both cases with values of (p =.000 & p <.05). The results were clearly indicating a positive impact of Orientation & Mobility Training on the social adjustment part of the visually impaired children towards their families in the light of this research study.

RESULTS AND CONCLUSION

The results clearly indicated that self-personality (Mental & Health, well-being) and Pro-social Behavior were directly related and had a strong relationship with the independence and movement of visually impaired children. The positive and strong correlation was seen between Self-personality and Pro-social Behavior as well through this study, indicating that positive well-being and healthy students tend to be more social and friendly with their families.

O&M training is a very common human services administration given by organizations to provide rehabilitation and care for individuals with visual impedance. The aim of training intends to keep up freedom of go by showing outwardly impeded persons, to ambulate and arrange the surrounding environment securely and freely. It may diminish versatility confinements and contribute absolutely to societal support and personal satisfaction. In a maturing person, it is critical to decisively impact these areas to avert physical, mental and social dysfunction that can prompt handicap and systematization. Yet, confirm on the impacts of O&M preparing in more established grownups with visual impedance is rare, especially concerning the O&M-preparing in the utilization of a distinguishing curriculum which helps in orientation training and mobility of visually impaired children.

Different elements encouraging a requirement for O&M evaluation may include: (a) transitioning to another school, (b) an adjustment inhabitation, (c) a forthcoming IEP meeting, or (d) a sudden change in visual debilitation or physical status (Wall Emerson & Corn, 2006). Evaluations ought to incorporate perceptions of understudies performing regular assignments in indoor and open air situations (Bina et al., 2010). The absence of responsibility of educators of understudies with visual impairments and other programs is clear and has all the allocators of being a basic component in the avoidance of understudies with low vision from fitting administrations inside of this state.

Illustrations incorporate the (a) inadequate assessment of understudies' needs in O&M aptitudes, (b) unlucky deficiency of documentation by O&M educators of understudy advancement in O&M, (c) absence of exact information from instructional workforce with respect to the quantity of understudies with visual hindrances on their caseloads and their extra incapacities, (d) incorrectness from information work force in regards to understudy demographics for those with visual weaknesses, (e) absence of particular composed rules delineating the distinguishing proof and assessment forms for O&M, (f) disappointment of some O&M educators to give direction without particular IEP destinations for O&M, and (g) managers' unlimited trust in the expert judgments of educators

In light of the discoveries of the essential exploration and with reference to literature review, it can be rightly reasoned that Orientation and Mobility Training as a piece of educational module has a positive effect on the social conformity, conduct, and freedom of mobility and orientation of kids. To accomplish the most ideal results, observing and assessment of the preparation programs in the foundations intended for seemingly weakened kids is extremely important. Documentation of advancement of understudies

and criticism is of absolute significance too. In the same respect, the positive reaction of the relatives, with additional thoughtfulness regarding the subject is off due significance. The outcomes regarding a solid social conduct must be guaranteed through the mix of endeavors put in by all partners. Also, the recognizable proof of a widespread screening instrument to be needed by this State Department of Education could result in more noteworthy exactness in the distinguishing proof of understudies with low vision who need O&M direction. This instrument could help with the distinguishing proof of understudy need in O&M in view of the consequences of assessment, as opposed to on the unconfirmed and subjective judgments of instructors' perceptions.

Independence and autonomy are right of every child, where O & M training plays its vital role in the provision of independence to visually impaired children. In return, their active participation makes social room for them in the family and peers. Involvement of parents and vocational training on such aspects is also recommended to achieve the best results.

Future Study Directions

The current research had its limitation in terms of resources and access to facilities all across the country. The future studies should expand the horizon of research on the same parameters and also take a bigger sample size for future research. Future studies should cater the discrepancies in O & M trainings imparted at different special education set-up. Opinion view of the much wider range of respondents should be taken into account like siblings, trainers and peer fellows to validate the findings. Last but not the least, mediating effect of different institutions might be an interesting factor to be explored for better policy making and induction of standard training procedures in the curriculum all across the country.

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