

Explore the Motifs of Attachment and Social Intelligence in Visually Impaired Adolescents

JAWAIRIA SALEEM¹, QURAT.UL.AIN², SALEHA AKRAM NIZAMI³, SADIA SALEEM⁴, FARRUKH SARFARAZ⁵

¹Senior Clinical Psychologist, Department of Behavioral Sciences, Azra Naheed Medical College, The Superior University Lahore.

²Senior Demonstrator, Department of Biochemistry, University College of Medicine and Dentistry Bughtia Chock, Defence Road, Lahore.

³Senior Demonstrator, Department of Biochemistry, Al Aleem Medical College Ferozpur Road, Lahore, Punjab

⁴Dean School of Professional Psychology, Department of Clinical Psychology, University of Management Technology, Lahore

⁵Assistant Professor, Department of Medical Education, Azra Naheed Medical College, The Superior University Lahore.

Corresponding to Dr. Qurat.ul.Ain, Email:Annasheikh8@gmail.com, Cell: 03314083719

ABSTRACT

Objective: This present study was aimed to explore the attachment patterns on the social Intelligence scale in visually and non-visually impaired adolescents.

Methodology: This is a cross-sectional study which was conducted in different private and government schools of special education and mainstream from Lahore.

Results and Conclusion: During the two years of study, total contributors were 122 in which Visually Impaired participants were 56 and Non-Visually Impaired were 66 with the maturity era of 14 to 19 years. Two scales were used; Social Intelligence Scale (SIS), and the Attachment Questionnaire for Children (AQC). In this study, results indicated that there was no significant difference found between the level of Social Intelligence on different attachment patterns between visual and non visually Impaired adolescents. There was no difference between the three types of attachment patterns on the social intelligence level of Visually Impaired and non Visually Impaired adolescents. On the other hand, Non-Visual Impaired adolescents had shown more secure attachment while Visual Impaired adolescents showed more ambivalent attachment patterns.

Key Words: Visual Impairment, Non-Visual Impairment, Social Intelligence, Attachment Patterns.

INTRODUCTION

Visual impairment is considered one of the alarming disabilities all over the world. Visual ability most important in all senses; it has a great impact on a person's societal life and financially viable life¹ "Visual impairment consists of loss of sight" refers to defected vision, after recovering its impacts negatively on educational performance. Loss of sight is the lack of ability to study the biggest association on a visualization map at a space of three meters². Visual impairment consists of little visual capacity and loss of sight while low vision is defined as if an individual has visual acuity better than 20/200 while sightlessness is explained as visual perspicacity with a reduction of 20/2009³.

Visual impairment is a disability that's why a person faces physical along with psychological difficulties. A visually impaired person faces different obscurities as they have lesser prospects than others. They faced a lack of prospects like schooling and jobs. It is stated that other people have pessimistic thoughts about the visually impaired that's why they are barred from the social environment. Another factor that they faced is a lack of jobs due to this they are unable to contribute to domestic earnings. They became dependent on others for their physical and financial needs. Social intelligence also an essential part of someone's life¹ Social intelligence is called the ability through which a person remains with others and get others collaboration⁴. Social intelligence and visual impairment had a relationship. Visually impaired adolescents faced aggressive features may be as a result of uncontrolled emotions. Parents are unable to provide essential support regarding their needs. Visually impaired adolescents need special care and support, which they can't get from their caregivers. According to different studies lack of social support and guidance, they are unable to interact with others. Poor management regarding social

skills leads to mental illnesses⁵. According to the literature of Pakistan intelligence is the most vital and vast concept. Pakistani students perceived social intelligence according to the views of others rather than a conceptual personality trait. Social intelligence in a positive way like social skills, Cooperativeness, Acceptance, and social ease while others in a negative way like socially controlling (manipulating). According to this study, it was revealed that social intelligence is not a one-dimensional concept but a multi-dimensional concept and it had both sides positive and negative in one culture⁶. Visually impaired and sighted adolescents showed the same social intelligence but visually impaired scored High desirability because of their happy mood. There was no difference between visually impaired and sighted adolescents because within age they learn new things and know adjustment styles. According to one study impairment did not affect their cognitions and social intelligence⁷.

In the adolescent's period along with social intelligence, attachment patterns also play a vital role as it affects social skills. Attachment theory first time presented by Bowlby⁸. He stated in his theory that attachment had an important role in psychology, therapist is a source of attachment for an individual. According to literature, it was concluded that those individuals who had secure attachment are confident and explore their environment they are more confident and trustworthy⁹. Secure attachment patterns effect at individual's life as they easily decode facial expressions, while ambivalent were did not encoding his facial expression¹⁰. It was stated that those who faced secure attachment must be satisfied with social interaction, while those who faced avoidant attachment must have been problematic social skills.

It is concluded that visual impairment or disability had a deep impact on the developing era of adolescents

because at this age individuals faced new challenges. If in five senses there is any defect, there must be an impact on adolescent's development. A discrepancy in this period may lead to difficulties in attachment patterns and social intelligence.

Rationale and scientific significance: In Pakistan visually impaired individuals mostly faced negligence. They also faced educational and job-related problems so, they did not have enough resources to manage their household activities or adaptive functioning. These problems lead towards problematic social intelligence that's why they avoid interacting with others and also unable to manage their relationships effectively. So, social intelligence and attachment patterns are essential to study in Pakistan

METHODOLOGY

Research Design: A cross-sectional research was conducted from 2018 to 2020. This study used to assess the social intelligence and attachment patterns in visually impaired and non-visually impaired adolescents.

Setting: Study was conducted in private and government schools of specialized and standard curriculum located in Lahore.

Sampling Strategy: A random sampling technique was used for collecting the sample. this study comprises 122 students aged 14 to 19 years.

Ethical Consideration: The departmental committee approved the project and was permitted to conduct this research. After taking permission from the department, permission was taken from institutional authorities regarding the need of the study. All participants of selected schools had an equal chance to quit or join research according to their interests. After selecting participants informed consent was taken from each elected participant and confidentiality was underwrite. According to the research, and Inclusion and exclusion criterion was developed.

Inclusion Criteria: All students with congenital visual impairment aged 14 to 19 were included in the study

Exclusion Criteria: No student were included who had acquired visual impairment.

METHOD AND EQUIPMENT

In the first stage, demographic Performa was used for collecting personal information regarding the study. After that two scales were used first social intelligence Scale (SIS)⁶ was used to assess social intelligence between Visual Impaired and non Visually Impaired adolescents. This scale consists of six factors. The second scale was the Attachment Questionnaire for Children (AQC) it was used to measure peer relationships, not the parent-child

relationship. In this scale, three passages were used in which thoughts and acuity about different attachments were included Children are given three descriptions of feelings and perceptions about relationships with others.

Two groups were selected one was an experimental group in which Visual Impaired adolescents were selected and another group was non Visual Impaired adolescents. When the scale was administered at actual patricians of Visual Impaired adolescents, verbal instructions were given and questions were also verbally asked from participants at the individual level. Attachment Questionnaire for Children was administered verbally and all three passages were repeated two times so, that they choose one of them. Scales were user friendly and 25 min was taken by each individual. In mainstream self-administered questionnaire was distributed to subjects during class sessions. Verbally instructions were given to the class and this scale was the same which was given to Visual Impaired adolescents, it also contains three passages. The participants were told that the purpose for conducting the study was to investigate the interaction with others. The questionnaire took 20-25 minutes for the participants to complete.

Statistical Analysis: Mean and standard deviation (SD) was calculated by means of SPSS 23. Frequency and percentages were calculated form the data which was obtained from Attachment Questionnaire for Children.

RESULT

In the current research, the total sample was (N=122) with the age 14-19 with more non-Visually Impaired (n=66) then Visually Impaired (n=56) adolescents. In the total illustration, more Visual Impaired boys (48%) than girls (44%) while in Non-Visual Impaired also consisted of more boys (52%) than girls (56%). Two scales were used to find out the difference between groups the first scale was the Social Intelligence Scale that consisted of four factors (Social Facilitation, Pro-Social, Social Desirability, and social Etiquettes) while the other scale was also used to find out attachment pattern between Visual Impaired and Non-Visual Impaired adolescents with the help of Attachment Questionnaire for Children (AQC). On the comparison of two scale (p>.05) there was no significant difference was found among the three groups of attachment patterns on the factors of Social Intelligence. Meanwhile, Non-Visual Impaired adolescents showed more secure (n=41) attachment than Visual Impaired adolescents (n=34). On the other side Visual Impaired adolescents shown more ambivalent attachment patterns (n=15) then Non-Visual Impaired adolescents (n=8).

Table 1 Attachment Patterns on different factors of Social Intelligence.

Attachment Patterns								
Factors	Secure (n=75)		Avoidant (n=24)		Ambivalent (n=23)		F	P<
	M	SD	M	SD	M	SD		
Social Facilitation	58.92	1.18	60.50	11.87	59.96	6.73	.26	.76(ns)
Pro-Social	17.36	4.52	16.88	3.07	16.87	3.03	.21	.80(ns)
Social Desirability	15.05	6.57	13.54	5.18	14.74	4.69	.57	.56(ns)
Social Etiquette	24.57	4.08	25.79	3.18	25.00	3.81	.91	.40(ns)

Note: M=Mean, SD= standard deviation, f= ANOVA value, p= significance level, between groups df= 2; within group df= 119, groups total df= 121, *p>.05

Table 2 Frequency and Percentages for the factors of Attachment Questionnaire for Children (AQC)

Attachment Patterns	Visual Impaired	Non- Visual Impaired	Total
	f(%)	f(%)	f(%)
Secure	34(45)	41(55)	75(61)
Avoidant	7(29)	17(71)	24(20)
Ambivalent	15(65)	8(35)	23(19)

Note: f=frequency

DISCUSSION

According to the results, it was revealed that there was no effect of attachment patterns on the social Intelligence of visually impaired adolescents. Which supported by previous literature, there was no effect of attachment styles at visually impaired adolescents because they only value themselves. According to international findings indicate that both parent and social circle had clear effects on social intelligence besides of disabilities¹¹. These attachment patterns did not affect their social intelligence¹². In the results, it was shown that girls were more socially facilitate than boys while no difference was found in other levels of social intelligence. Literature supports these findings as there was no difference between levels of social intelligence because both were handled the environment in the same way but girls showed more social facilitation than boys because they seek more help from others¹³. Non-visually impaired adolescents show more secure attachment than visually impaired adolescents. Adolescents with any disabilities had significantly showed lower score in identity formation, identity formation had very clear effect on attachment patterns¹⁴. According to results social intelligence and attachment patterns are somehow associated as a child's attachment to his support system frequently verify his quality relationship. Strong social relationships are mainly main component to survive¹⁵.

CONCLUSION

Adolescence is a crucial era of a person's life in which he faced diverse psycho-social issues. If he faced any impairment, human beings suffered a lot of problems, they dependent on their caregivers that why they have more secure attachment patterns. they also had same level of social Intelligence like sighted individuals.

Limitations

- The current study focus on only visually impaired adolescents. It should not generalized on other disabilities.
- Data was collected from adolescents era that's why it shouldn't be generalized on other groups

Suggestions

- this study was conducted on congenital visual impaired adolescents. Further it should be conducted on also acquired visual impaired adolescents.
- Counseling strategies must be developed for families of disabled persons. So that they shouldn't face any negligence from their caregivers.

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