

Opinions of visually impaired school students about social communication processes

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Abstract

The aim of this study is to determine the problems and expectations of visually impaired adult school students in the field of social communication. Within the scope of this general purpose, it was carried out with 30 visually impaired adults in the fall term of 2021-2022. It was carried out with school students studying at the school and working at the same time. The research was designed in accordance with the qualitative research design for tailless analysis of data. In the December research sample, there are 30 school students determined from the universe by the purposeful sampling method. Data were collected with social communication interview questions prepared by the researcher. Decontamination analysis was performed for detailed analysis of the redial data. The result of this research is that visually impaired adults see disability as a limitation. It is defined as restriction in social relationships, restriction from doing things, restriction from individual

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activities. It has been concluded that disabled individuals stay away from communication in their professional lives, are excluded because they prevent the distribution of work, and this situation has negative consequences.

Keywords: visually impaired, adult, school students, social area, cultural values, problems

1. Introduction

The concept of disability is included in the literature as a concept with social, individual and social consequences (Baynton, 2013; Bogart, 2014; Muru-gami, 2009). Especially after the industrial revolution, the concept of disability began to be used more often in social life. With the industrial revolution, there has been an increase in disability rates caused by occupational accidents other than congenital disabilities (Abberley, 1987; Barnes and Mercer, 2010). People with disabilities have been included in the scope of social policies as a disadvantaged group (Beaudry, 2016, February). As a result of industrial and technological developments, mobility of social life and social developments, the demands of people with disabilities who have closed their homes to integrate into society have become visible to other layers of society (Çakmak, 2008; Amiralian, Pinto, Ghirardi, Lichtig, Masini and Pasqualin, 2000; Cologon, 2016).

According to the World Health Organization, an estimated 1.3 billion people in the world experience visual disability. Among the vision problems, 188.5 million individuals experience mild visual impairment at a long distance, while 217 million individuals experience moderate-to-high visual impairment at a long distance. At a close distance, this number becomes 826 million, while 36 million individuals experience blindness (Ball, Lieberman, Haibach-Beach, Perreault, & Tirone, 2021; Vehmas, 2004).

The factors that cause the visual disability condition occur largely after childbirth, while they also occur before and during childbirth. The state of visual disability, diseases such as smallpox, scarlet fever, diabetes that the mother had both when she was pregnant and after the child came into the world, malnutrition, genetic factors, etc. while it can occur for various reasons, it can also occur due to reasons such as incorrect medications used by the mother while pregnant, lack of vitamin A and B in the child (Arslan, Şahin, Gülnar, & Şahbudak, 2014; Demir, & Sen, 2009; Gürgür, & Şafak, 2017; Çevik, Çakmak, Çelik, & Okyay, 2021).

The World Health Organization (2018) emphasizes the importance of the state of visual disability and states that visual disability affects not only individuals, but also society. Individuals with visual disability are exposed to social inequality and face obstacles in the field of education. The World Health Organization is working to find solutions to the negative lives of individuals with visual disability in the global arena (İsbir, 2018).

All individuals live, school, study, social and they have basic rights such as participation in cultural life. Social, economic and social problems of people with disabilities ensuring participation in life and an independent life providing various opportunities for them to maintain it is necessary. Individuals with disabilities living their lives like ordinary people to someone else it is necessary to be able to maintain and participate in social social life without the need arrangements should be made (Akçalı, 2015; Özsan, & Hasret, 2017). It is worthy of human dignity for the blind the most realistic way to secure a life and bring it to society is to work thanks to the usage rights (Şişman, Yazıcı, Kocabaş, 2011)

Scientific Researchers, Visually Impaired Story Education Designed for Social Interaction stresses that this is a deterrent (Jindal-Snape, 2005). Celeste, & Kobal Groom (2010) especially early learning to read social event of the year under threat they decided. Your vision impairment in your blind eye

unilateral rise of the atmosphere, the direction of communication causes processing. so see people with disabilities with their body language accurately evaluates stocks and usually behind the eyes lively, retarded and biting responders. child social make friends and make friends well designed (Jindal-Snape, 2005; Laventure, Lesner and Zabelski, 2006).

From a sociological point of view, the most fundamental difficulty in developing a universal definition of youth is to take into account social and cultural factors, in other words the lifestyle or cultural values of the society, while developing a definition. The beginning and ending ages of adolescence or the characteristics that should be considered as school students may differ from society to society and from culture to culture. Considering the interaction of biological, psychological and social levels during adolescence, the place and importance of sociologically low-level genes in the social plane is remarkable (Burcu, 2002; Baydağ, 2013; Yetim, 2014).

1.1. Purpose of the research

The aim of this research is to determine the problems and expectations of visually impaired university students and students working as a prerequisite in the field of social communication. For this purpose, it is expected to carry out studies that will solve the problem of visually impaired individuals and increase their communication with the social environment. Within the scope of this general purpose, it was carried out with 30 visually impaired adults in the fall term of 2021-2022. The re-investigation was designed in accordance with the qualitative research design for tailless analysis of data.

1. What is your perspective on disability?
2. What are your expectations from your professional life?
3. Have you had any problems with communication during the school placement?

2. Method

The aim of this study is to determine the problems and expectations of visually impaired adult school students people in the field of social communication. Within the scope of this general purpose, it was carried out with 30 visually impaired school students in the fall semester of 2021-2022. The phenomenon-nological design is a qualitative research design that aims to identify and highlight the perceptions and thoughts of individuals according to their own perspectives (Arşar, 2020; Karaş, Çetingök, İşler, Arşar, & Kaşer, 2020).

2.1. Study group of the research

It consists of departments that are considered at the university in order to achieve the research purpose. As the study group planning of the research, sampling types are utilized at the maximum level. Ensuring that the scope of the approach towards the problem in the application of this method is assumed from a small sample (Yıldırım and Şimşek, 2018). Department of school study to study in engineering on a voluntary basis by the research study team.

Personal information of the participants participating in the research is given in Table 1.

Table 1: Demographic Information

Variable	Grup	F
Gender	Female	18
	Male	12

2.2. Collection of research data and analysis of data

In this study, there are 30 school students individuals affiliated with the institution for the visually impaired. Permission documents were obtained from the relevant institutions and relevant places. The data were prepared by the researchers by taking expert opinions. Semi-structured interview forms were prepared for the research data. The research questions were finalized by taking expert opinions. The experts consulted for their opinions consist of a special education specialist and 3 faculty members who have completed their doctorate in the field of occupational health and safety. In order to measure the clarity of the questions, a pilot study was conducted before the study was implemented. As a result of the interviews, the form was given its final shape and 3 questions were included as research questions. The answers given at the end of the interview were approved by the students participating in the research. The research findings were explained in detail with the content analysis method.

3. Findings

3.1. Perspective on disability

Table 2: Perspective on disability

Theme	f
Lack	18
Difficulty	8
exclusion	3
Extra effort	1

In this study, it was aimed to determine the perspectives of visually impaired adults about disability first. Visually impaired adults mostly defined disability as a deficiency. Again, visually impaired individuals defined disability as difficulty. 3 individuals defined it as exclusion. One individual defined it as extra effort.

Adults with disabilities, according to Opinions of some:

“Obstacle means failing to do something, on the face of it. It is a physical or mental deficiency.”

“Obstacle means difficulty. It is a difficult process that you will go through while doing a very simple job.

“Disability means being excluded from social status both by your own life and by those around you. You experience a process of acceptance both by yourself and by your environment”

3.2. Professional expectations

Table 3. Expectations of visually impaired adults in social professional life

Theme	f
Equality	25
physical structure arrangement	5
Training our colleagues	3

They were unexpected questions from the lives of the visually impaired throughout their lives. Looking from this question, it is one of them. Their professions have indicated to do this task. They stated that they could not perform their profession due to their disability. For the disabled, the

principal stated that they did not give all of the tasks to them, that they did not do the work example correctly, and that this situation was negative from what they exhibited.

“To realize my profession, I choose the department and graduate. Our manager is a very good person, he has always been interested in my car. But he thinks my job is light. Other friends are more intense engine. This is the prize award which I am not given a lot of missions. This is my discomfort and I am negatively affected.”

"I'm an accountant. But to make friends is to organize documents in an institution. I am not satisfied with this. My job is accounting, but I can't do my own business. I think I should be hired just because he is being employed for training. This is a very honor for me. In this case, I separate it from the social circle.”

“I think the most important thing is to arrange the works for the disabled. The primary school is not eligible. All works were perfunctory and implemented.”

3.3. Problems with communication during work placement

Table 4: Communication problems in job placement

Theme	f
Communication disconnection	12
Choosing the wrong profession	8
Inability to express oneself	6
Making trouble	5

It has been found that there is a communication gap, wrong profession choice, inability to express oneself and causing problems for visually impaired individuals regarding the problems they face in this process when they communicate with their social circles they live in during job placement processes.

Adults with disabilities, according to Opinions of some:

“The problem I had the most was communication disconnection. Both our office colleagues, my partner and his assistant transferred the job to me in different ways. When I wanted to see someone, I couldn't find them.”

"Disability is ignoring the obstacle. The fact that we are visually impaired does not give us the right to speak out of pity or to speak in a humiliating way. I didn't get the right information from anyone related to my duties when I was settling in to work. Even during working hours, you come to me at the earliest at 9 o'clock, you go at 3 o'clock, you don't have to stay in the form of housing. The reason for this situation is due to my disability.”

“When I start working, I need a little orienteering training. A lot of beginners need this. When you enter a job due to my disability, you don't see how you will do it, you won't be able to do these things without seeing, how you will take control when there is a problem, they told me problems in the form of a negative situation. And I told them that I had received the training for this and that I could do it. But they just shook their heads with attitudes that didn't listen to me.”

4. Conclusion, Discussion and Suggestions

The most basic result of this research is to determine the problems of visually impaired individuals in their social circles in their professional lives in general. As a result of the research, it can be said that the problems experienced by visually impaired adults are serious problems. As a result of this research, institutions and organizations that employ people with disabilities can correct the negativity in the process of working, and their relationships with other people they communicate with in their social circles can be corrected.

When the result of the first finding is considered, it is aimed to determine the perspectives of visually impaired adults on disability. As a result of this research, it can be concluded that the answers they give are actually that they do not have confidence in themselves, that they always see their obstacles as a deficiency. Visually impaired adults mostly described disability as a deficiency. Again, visually impaired individuals have identified disability as a difficulty. 3 people described it as exclusion. One person described it as an extra effort. Visually impaired individuals can be given trainings in the form of communication in order to change their perceptions with disability. Their problems can be put to rest.

The expectations of visually impaired people in the process of their professional lives were asked. Their responses to this finding are quite surprising. Looking at this question, their profession indicated that they fulfill this task. They stated that they could not perform their professions because they were disabled. It can be said that there are disabled people who do not work in the department they study. The manager stated that they could not assign all the tasks for disabled people to themselves, that they did not do the work sample correctly, and that this was a negative situation because they exhibited it. This situation is quite sad. In the private sector, on the other hand, the visually impaired employees on the " work.

Reseracher cannot be successful in his life", " the work he will do in one company is limited and another they cannot be transferred to enterprises", " reduce their operating profitability and costs in the long term negative biases such as " increase the employment of visually impaired people it limits their capabilities (Polat, Bacak, & Kiroğlu, 2020) in addition, employers they work with disabilities in view of certain social and legal obligations, but They seem to be looking for the " most powerful disabled person." outside with 40 obstacle rate% people who do not have shortcomings or differences in their appearance are more likely to preference makes it difficult to employ people with disability ratios (Özaydin, & İri, 2020).

They were asked whether they had communication problems during the job placement process. When the result of this finding is considered, it shows consistency with the results obtained from our previous finding. It has been determined that communication deficit, wrong profession choice, inability to express oneself and problems arise in visually impaired individuals in relation to the problems they face in this process while communicating with their social circles they live in job placement processes. These results are quite suggestive. People with disabilities want to work in their own professions, but cannot do so. Communication processes with people with disabilities are very important. It can be said that solving the problems experienced in this process causes the problems that may occur in the future to be prevented. Disabled in job applications teams are disadvantaged teams in their own right. He cannot" do business " with them because of their limitations it is examined by eye. This, in turn, leads to their exclusion from employment. Unemployed, who cannot become productive, who cannot reach the ability to live without dependence on others the power of people with disabilities in society is also insufficient and weak, equality in social relations it forces them not to have their chance (Çarkçı, 2011; Uzun, & Sarikahya, 2021). This situation is also it leads to the separation of the disabled person from social life and social isolation. Needs a disabled person

who cannot afford enough cannot devote time to social relationships, as well as to himself he cannot feel as part of society and becomes lonely (Arıkan, 2010; Polat, Bacak, & Kiroğlu, 2020).

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