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Parent-child relationship in families with visually impaired schooling child

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Abstract

Background: The needs of visually impaired children and the ordinary children are in general the same. Visually impaired children need to be provided more opportunities to acquire knowledge and skills. Parental care and attitudes have fundamental influences on the development of students with visual impairment. There are already findings that Parental-child relationship, societal attitudes and the way the visually impaired child adjust with his disability determine his life success largely. Even though there might have some homogeneity in the needs and problems faced by visually impaired children and the parental care and attitude towards them around the world but at the same time the principle of uniqueness of individuality must not be excluded.

Objectives: To examine the parent-child relationship in families with visually impaired schooling child. The study also attempts to assess the parent-child relationship in families with visually impaired schooling child in relation to socio-economic status & selected other factors.

Materials and Methods: The research design selected for the present study is descriptive survey method. In this study the investigator selected random sampling procedure for the selection of sample of students with visual impairment. The investigator adopted a standardized tool named the parent-child relationship scale prepared by Nalini Rao.

Results: The result reveals that the parent-child relationship in families with visually impaired schooling child is found to be in average level and the gender of the child is a significant factor influencing parent-child relationship.

Conclusion: The family plays a significant role in the development of the visually impaired child. It is the parents who exert the major influence on the development of the visually impaired child from birth to maturity. The present study also highlights the fact that the relationship between parents and visually impaired children is in average level. It can be concluded that visually impaired children perceive their parents as the most influential persons in their lives. The parent's task is to form a loving tie with their children that enable the children to approach the world positively.

Keywords: Parent-Child Relationship, Visual Impairment.

1. Introduction

Parental care and attitude has vital importance in determining the progress of children with visual impairment in their development. Attitude of parents have a profound effect on the integration of visually impaired children. It is very important whether the attitude and actions of parents are developed by sympathy or due to limitations of their child rather than the real needs and problems faced by visually impaired children. The initial adjustment of every disabled child must start from the family. Those children with a disability who are not partialized in care, love and affection from family show better adjustment outside the family. Parents need to handle an active supporting role in enriching the learning process of the child with visual impairment. Many parents due to many other concerns in daily life do not give proper importance for this fact. Acceptance of their child disability and adjusting to it positively at an earliest time will help parents overcome their negative feelings and contribute in the child's adjustment to disability greatly.

Parent-child relationships are influenced by many factors in their immediate environment apart from socio-emotional, financial factors of family. Support from relatives and community are also vital factors. Parental factors including temperament their personality has influence on the degree of relation they keep with the child. Parenting dimensions, styles and the quality of the parent-child relationship play crucial roles in psychological development in general (e.g., Herman, Dornbusch, Herron, & Herting, 1997; Lamb & Lewis, 2011; Steinberg, 2010) ^[9].

Earlier studies reveal parental personality and functioning is important in predicting parent-child relationships. Levels of parent psychopathology are related to qualities of the parent-child relationship and the child's adjustment. The interactions between depressed mothers and their infants are characterized by less positive and more negative emotions, less infant vocalization, and more passivity on the part of the infant. Parental depression has been linked to decreased warmth and nurturance and a lower quality of the parent-child relationship (e.g., Lim, Wood, & Miller, 2008) [11].

2. Materials and Methods

The research design selected for the present study is descriptive survey method. A descriptive survey is used for fact finding with adequate interpretation and it clearly states the characteristics of a particular situation or group or individuals.

Samples for the Study: The study population is comprised of visually impaired students studying in special schools of Kerala. In this study the investigator selected random sampling procedure for the selection of sample of students with visual impairment. With the sample constitute 40 visually impaired students (20 males and 20 females) studying in three special schools in Kottayam, Trissur, and Kozhikode districts respectively.

Tools and Techniques

1. General Data Sheet
2. Parent child relationship scale (PCRS)

General Data Sheet: The General Data sheet consists of questions to collect information regarding relevant General data to study the variables of the investigation, along with information regarding promotional prospects.

The parent-child relationship scale (PCRS): The investigator selected standardized tool, it is enough for measuring the parent-child relationship, developed by NaliniRao (1989). The tool was translated into Malayalam and after ascertaining validity through experts opinion and aged as tool for the present investigation. It was used to measure the parent-child interaction of visually impaired students.

Statistical Techniques Used:

1. Computation of Frequencies and Percentages.
2. Computation of Arithmetic Mean and Standard Deviation.
3. Computation of t-value to test the significance of difference between the means of two groups of data.
4. One way analysis of Variance.

3. Results

Table 1: Categories of Number and Percentage of Father-child relationship of visually impaired Students.

Category	Range of scores	Frequency	Percent
Low	Below 274	8	20.0
Average	275-325	32	80.0
High	Above 325	0	0
Total		40	100.0

Table- 1 show that the father-child relationship of the sample of children with visual impairment studied is in Average

level. This may be due to the fact that mostly in families having a visually impaired child born will be also facing poverty. Mainly the father will be the only earning member and lack of time to spare with the child, lack of knowledge of facilities and provisions of care and education of such children all these and lack of expectancy about the visually impaired Childs achievements and the prejudice that they will not be a earning member at any time and caring of such children will be a burden to family, all such feelings and beliefs influence the father-child relationship.

Table 2: Categories of Number and Percentage of Mother-child relationship of visually impaired students.

Category	Range of scores	Frequency	Percent
Low	Below 274	6	10.0
Average	275-325	34	90.0
High	Above 325	0	0
Total		40	100.0

Table- 2 shows that the Mother-child relationship of the sample of children with visual impairment studied is in Average level. This may be due to the fact that along with most of the things experienced by fathers as mentioned in above discussion mother's face more difficulties in caring such children.

Table 3: Mean, S.D&'F'- value of parent-child relationship scores of visually impaired Students with respect to their religion.

Parent	Religion	Number	Mean	Std. Deviation	'F'- value	Level of Significance
Father	Hindu	23	306.65	28.76331	1.554	N.S
	Christian	12	291.00	26.78534		
	Muslim	5	310.4	17.54423		
	Total	40	302.42	27.55869		
Mother	Hindu	23	315.74	27.47266	2.703	N.S
	Christian	12	296.33	20.99062		
	Muslim	5	316.00	8.71780		
	Total	40	309.95	25.28499		

Table-3 shows that the obtained F-ratios is not significant at 0.05 levels. Hence it can be concluded that religion is not a significant factor that decides the parent-child relationship. This result reveals that, irrespective of the difference in religion, parent-child relationship is similar.

Table 4: Mean and standard deviation and 't'-value of scores of parent-child relationship of visually impaired students with respect to their locality.

Locality	N	Mean	Std. Deviation	t	Level of Significance
Rural	18	616.72	54.24325	.474	N.S
Urban	22	608.82	51.08036		

Table-4 shows that the t-value obtained (.474) are not significant at 0.05 level of significance. Therefore, it can be understood that the locality where the visually impaired child resides is not a significant factor that affects the level of parent-child relationship of visually impaired children. Mean values show that children who reside in rural locality have significantly more parent-child relationship than that of children resides at urban locality.

Table 5: Mean, S.D& 'F'- value of parent-child relationship scores of visually impaired students With respect to their monthly *income of family*.

Income	N	Mean	Std. Deviation	'F'-value	Level of Significance
Below 3000	16	621.19	44.63813	1.863	N.S
3000-7000	8	581.38	59.84966		
Above 7000	16	619.06	52.16828		

Table- 5 indicates the arithmetic mean and standard deviation scores of parent-child relationship of visually impaired children with respect to their monthly income of family. The highest mean value obtained is by those visually impaired children who come from families having income below 3000. Students coming from families having monthly income above 7000 and income between 3001 to 7000 have mean values in the descending order.

The F-ratio obtained (1.863) is less than that of the table value at 0.05 level of significance. Hence, it can be understood that the income of the family is not a significant factor that influences the parent-child relationship of visually impaired children.

Table 6: Mean and standard deviation and 't'-value of parent-child relationship scores of visually impaired students with respect to their *father's occupation*.

Occupation of father	N	Mean	Std. Deviation	t	Level of Significance
Daily Wages	22	617.95	41.62128	.746	N.S
Professionals	18	605.56	63.02681		

Table-6 gives a clear picture that the obtained t-value (.746) is not significant at 0.05 level. Therefore, it can be concluded that occupation of father is not a significant factor that influence parent-child relationship of visually impaired children.

Table 7: Mean, S.D&'F'- value of parent-child relationship scores of visually impaired students with respect to their *mother's occupation*.

Occupation of Mother	N	Mean	Std. Deviation	'F'-value	Level of Significance
Daily Wages	10	597.50	59.68110	.553	N.S
Professionals	8	620.50	52.76904		
House wife	22	616.18	49.19508		

Table-7 shows that the F-ratio obtained (.553) is not significant at 0.05 level of significance. Hence, it can be understood that there is no significant difference between the three categories of occupation of the mother and its influences on the parent-child relationship of visually impaired children.

Table 8: Mean and standard deviation and 't'-value of parent-child relationship scores of visually Impaired students with respect to their *age*.

Age	N	Mean	Std. Deviation	t	Level of Significance
11-14	17	637.76	39.03929	2.896	N.S
15-18	23	593.61	53.08119		

Table- 8 indicates that the obtained t-value (2.896) for the two groups are not significant at 0.05 levels. Therefore, it can

be concluded that age is not a significant factor that influence parent-child relationship of visually impaired children. Age group 11-14 has more parent-child relationship than 15-18 groups of children.

Table 9: Mean and standard deviation and 't'-value of parent-child relationship Scores of visually impaired students with respect to their *gender*

Gender	N	Mean	Std. Deviation	t	Level of Significance
Male	20	577.25	45.39635	-5.783	S
Female	20	647.50	29.84610		

Table- 9 shows that the t-value obtained (-5.783) is greater than that of the table value at 0.01 level of significance. Therefore, it can be understood that the gender of the visually impaired child is a significant factor that affects the level of parent-child relationship of visually impaired children. Mean values show that female children have significantly more parent-child relationship than that of male children. Hence the null hypothesis is rejected.

Table 10: Mean, S.D &'F'- value of parent-child relationship scores of visually impaired students with respect to their number of *siblings in the family*.

Number of Siblings	N	Mean	Std. Deviation	'F'-value	Level of Significance
1	24	618.75	52.37926	.364	N.S
2	14	604.64	54.93158		
3	1	5.7800	0		
Above 3	1	6.0200	0		

Table-10 reveals that the F-ratio obtained (.364) the value is not significant at 0.05 level of significance. Hence, it can be understood that there is no significant difference between the four categories of siblings in their influence on parent-child relationship

4. Discussion

Few research studies have documented similar levels of involvement for parents of students with

Disabilities and parents of students without disabilities (Gerstein, 2006; McKinney &Hocutt, 1982; Yanok & Derubertis, 1989) ^[8, 13, 17].

The father-child relationship of the sample of children with visual impairment studied is in Average level. This may be due to the fact that mostly in families having a visually impaired child born will be also facing poverty. Mainly the father will be the only earning member and lack of time to spare with the child, lack of knowledge of facilities and provisions of care and education of such children all these and lack of expectancy about the visually impaired Childs achievements and the prejudice that they will not be a earning member at any time and caring of such children will be a burden to family, all such feelings and beliefs influence the father-child relationship.

The Mother-child relationship of the sample of children with visual impairment studied is in Average level. This may be due to the fact that along with most of the things experienced by fathers as mentioned in above discussion mother's face more difficulties in caring such children. They will not get enough time to care the visually child if there are small other sibling and for the care of their husband. This can create

problems in family. Mother will lose opportunity to leisure time activities these all things influence their relationship with child. Some studies reported that mothers of children with disabilities provided fewer positive responses and more negative responses, and showed lower levels of positive affect and sensitivity to infant cues as well as higher levels of control (Coffey, 2006; Rogers, 1988) ^[5, 16]. In our investigation also the results indicate only average level of Mother-child relationship this need to be considered seriously while constructing remedial and intervention plans. The gender is a significant factor that affect the level of parent-child relationship and the other socio-economic factors like religion, locality, monthly income & father's and mother's occupation, age and number of siblings are not a significant factors in parent-child relationship.

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