

Parental Involvement among Visually Handicapped Children in Lucknow City

Kiran Yadav¹, Sunita Mishra²

¹M.sc Scholar, Department of Human Development and Family Studies
School for Home Science, Babasaheb Bhimrao Ambedkar University Lucknow-226025, India

²Professor and Dean, Department of Human Development and Family Studies
School for Home Science, Babasaheb Bhimrao Ambedkar University Lucknow-226025, India

Abstract: *Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. Children who are visually impaired must rely upon their remaining senses for gaining knowledge of the world around them. Lack of sight has a major influence on gaining actual knowledge of objection world, which can then be had by touch experience only. Parent have much to learn about how perceptions of activities and involvement can shape parent involvement level. Parents' wants betterment for children but differences in perception can lead to lack of understanding school activities and home activities implementation of effective parental involvement. The study was conducted in Lucknow city by selecting the total 60 parents the data was coded, tabulated and analyzed using frequency, percentage, mean, standard deviation, ANOVE to find differences parent's involvement among visually handicapped children. Study Period was 2014 – 2015. From the findings of the study it can be concluded that the non significant was found parent involvement among visually handicapped children in Lucknow city.*

Keywords: Visual handicapped, Children, Parental involvement

1. Introduction

1.1 Visually Impaired children and Parental Involvement

It is most desirable to encourage parents to participate actively in their child intervention program. Several purposes are served by involving parents in these programs. The parent child relationship can be greatly strong. Parents are benefited by the exchange of the information with professionals and others who have undergone similar experiences. Finally, parents may benefit the program itself by becoming its strong advocates in the community. Parents have taken many active roles in numerous intervention programs throughout the country. They have worked as administrators and participants in advisory councils and as parent group leaders. Parents have disseminated information and advocated the cause of such programs through public relations and legislative activities. They have served as volunteers in programs and models for other parents. In many instances, parents have given much time and support by counseling parents whose children have similar time. Parents have recruited additional children in need of programs. They have served as the primary teachers of their own children, developing curriculum and original teaching devices. They have learned the skills of data gathering, recording, assessing and evaluating. Indeed they have become paraprofessionals in every sense of the word. Many parents have gone back to school for further training and have reentered the field as professionals. Their personal experience and expertise have made their contributions most valuable. Frequently, professionals become disappointed with parent participation because they are not yet ready to listen to others' problems. They feel their needs are being met by teachers and they do not realize the benefits that sharing may afford. Scheduling, vacations, illness, and general reluctance to attend any meetings add to the absenteeism at structured gatherings, Furthermore, it is

inappropriate to involve grieving parents in such group until they have had sufficient time to adjust to their new situation. The initial introduction of parents to the intervention program is critical. The program must not be made to seem overwhelming. Parents must be convinced that the program can meet their needs and the needs of the children. When they perceive their first efforts as successful, parents become much more helpful and open to the work of the program. It is also wise to stress the abilities rather than the problem of the child. Thus a successful program of parent involvement should recognize the need to provide counseling and supportive services and other community services. It should also provide ongoing training programs for parents. In order to succeed in their programming phase, educators must be able to truly perceive the needs of children and their families. They must set reasonable and attainable goals that can be achieved through practical planning. Finally the program must be realistically scheduled allowing for practical investment of time, emotional involvement, and temperament. A certain reluctance to fill in endless forms and data sheets is to be expected. On the other hand, more and more parents are refusing to be intimidated by professionals and want to participate in all decisions affecting their child. They expect to read all reports and attain copies of their child files. They want realistic suggestions for managing the child as their problems are ongoing and few past solutions exist. Parents resent "final" diagnosis and labeling, although they may find no diagnosis equally frustrating. They need to be continually helped to look for the good in their child and their situations. Parent involvement is extremely important to maintain a productive educational program for blind children. All professionals working with handicapped persons are advised to establish a good parent professional partnership for the welfare of the children. The parents should be involved in every stage of the program such as planning individualized educational programs for their children, teaching their children in homes,

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and evaluating progress of their children. (Tanzila Saba and Amjad Rehman, 2011).

Objective

- To study about the attitude and behavior of parents towards visually handicapped.
- To study towards interaction of family members in visually handicapped children.
- To study the parental involvement towards adjustment of visually handicapped children.

Methodology

- Lucknow city was selected for conducting the study.
- The time taken for the study was one year that is July 2014 to may 2015.
- Sample Technique was Purposive random sampling.
- The sample for the study was consisted of 60 respondents. (Sixty respondents) randomly selected for the present study.
- Two institute, in were selected for the study.

- For selecting of the respondents random sampling techniques was adopted in total 60 visual handicapped children were selected between the groups of 9-14 year.
- The main tools were used in the study was self designed interview schedule. The interview schedule consists of general and specific information required for study. And data were collected through interview method.
- Independent variable was Age, Sex, Education of children/parents
- Dependent variable was Parent’s involvement towards visually handicapped children.

2. Result

Table 1: Testing of Hypothesis- Distribution of the respondent on the attitude and behavior of parents towards visually handicapped children the physical domain of children. (N=60)

Ho1: There exist no significant role among the attitude and behavior of parents towards visually handicapped children across parent’s age.

S.No	Parameters	30-35 mean±SD	36-40 mean±SD	41-45 mean±SD	46-50 mean±SD	f	P
1.	Visually impaired from birth	1.20 ±.447	1.41± .501	1.20± .422	1.30± .462	1.145	.339
2.	Child prematurely visually handicapped	1.40± .548	1.24± .435	1.25± .447	1.30±.483	.198	.898
3.	Postnatal infection	1.40± .548	1.45± .506	1.56± .512	1.40± .516	.284	.837
4.	Family severe vision loss or eye loss	1.40± .548	1.48± .509	1.56± .512	1.60 ±.516	.258	.855
5.	Child’s mother severs infection or disease	1.80± .447	1.79± .412	1.56± .512	1.50± .527	1.536	.215
6.	Child’s mother use drugs or alcohol during pregnancy	1.80± .447	1.62± .494	1.56± .512	1.90 ±.316	1.300	.283
7.	Long-term treatment	1.00± .000	1.24± .435	1.44 ±.512	1.30± .483	1.374	.260
8.	Child’s mother exposed environmental hazards	1.60± .548	1.69± .471	1.50± .516	1.80± .422	.923	.436

P<0.01, NS=Not significant

The above table no-1 Result revealed that discussed that difference between age of the parents and physical domain .Data shown that as the p value were more than 0.05 in all

parameter like child prematurely visually handicapped & postnatal infection. Thus the null hypothesis was accepted.

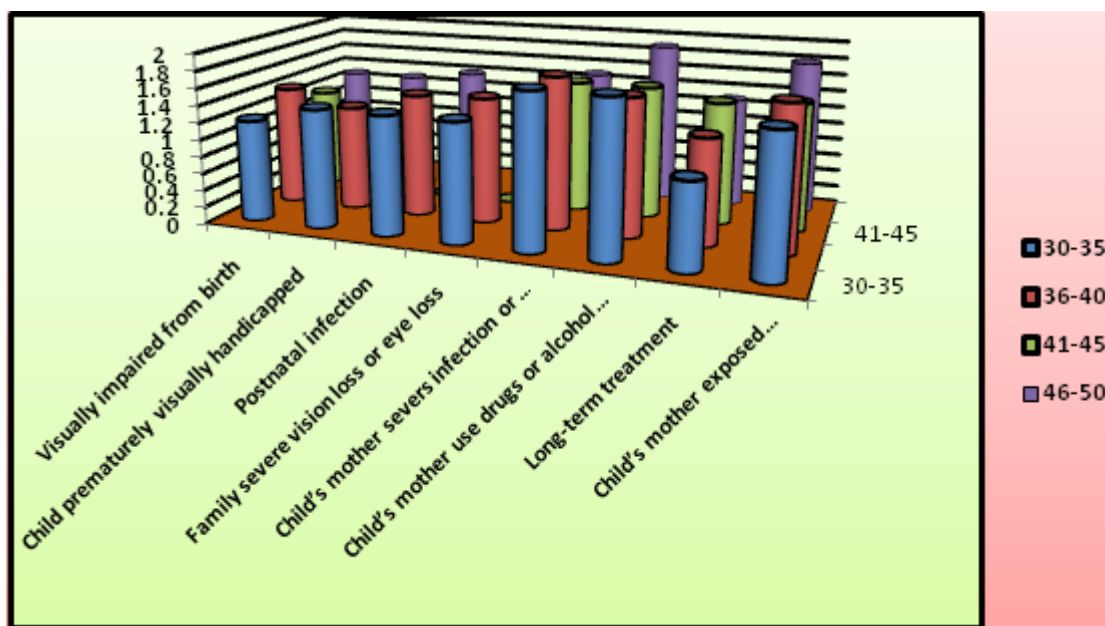


Figure 1: Distribution of the respondent according attitude and behavior of parents towards visually handicapped children across parent’s age

Table 2:- Testing of Hypothesis- Distribution of the respondent on the interaction of family member in visually handicapped children the social domain of children (N=60)

Ho2: There is no access to the interaction of family member in visually handicapped children across parent's age

S.No	Parameters	30-35	36-40	41-45	46-50	f	P
1.	Adapted curriculum students special needs	1.40±.548	1.14±.351	1.13 ±.342	1.80± .422	8.717**	.000
2.	Teaching methodology teacher's comfortable students special needs	1.40±.548	1.14±.351	1.50 ±.516	1.00± .000	4.500	.007

P<.000*, highly significant

The above table no-2 Result revealed that discussed that parent's age among the interaction of family member in visually handicapped children across the social domain of children. Difference between age of the parents and social domain. Data shown that as the p value were more than 0.05

in all parameter like adopted curriculum students special needs (.000). The result revealed f test was found significant between parent's age and social domain. Which mean null hypothesis was rejected.

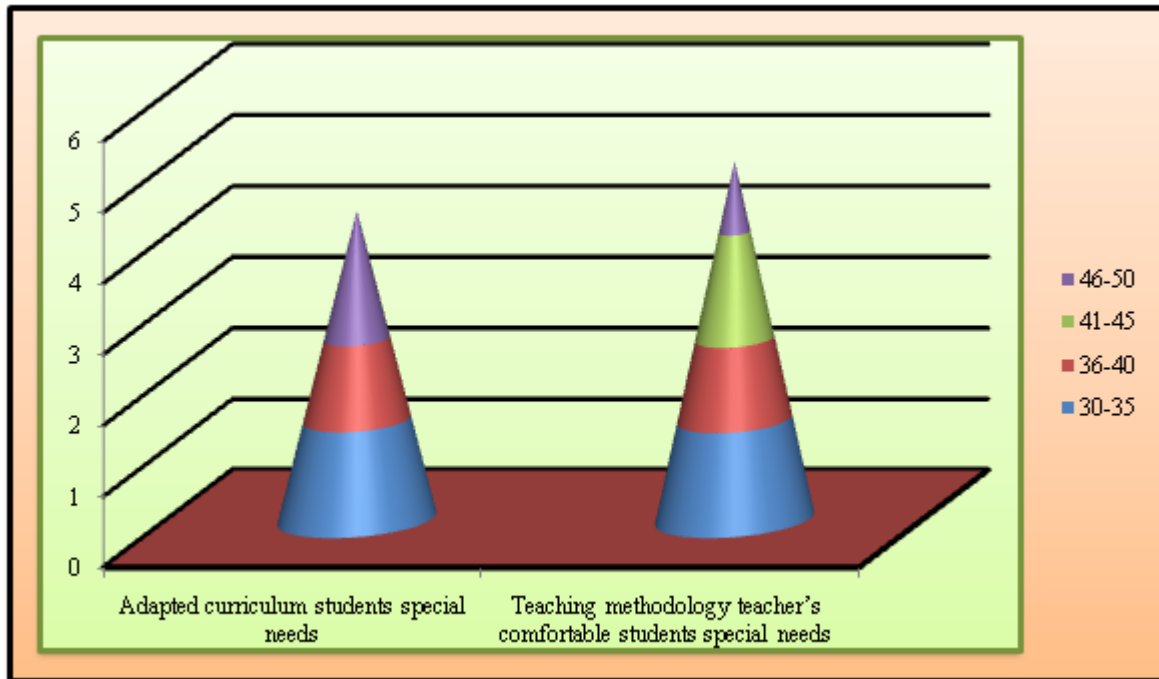


Figure 2: Distribution of the respondent according interaction of family member in visually handicapped children the social domain of parent's age.

Table 3: Testing of Hypothesis - Distribution of the respondent on the attitudes of parents towards adjustment among visually handicapped children financial domain.

The above table no-3 Result revealed that discussed that parent's age among the attitudes of parents towards adjustment among visually handicapped children financial domain of children. Difference between age of the parent's and financial domain .Data shown that as the p value were more than 0.05 in all parameter like financial facilities (.958) & financial categories (.559). Thus null hypothesis was accepted.

Ho3: There no relationship between attitudes of parents towards adjustment among visually handicapped children across parent's age (N=60)

S.	Parameter	31-35	36-40	41-45	46-50	T	P
1.	Financial categories	1.60±	2.00±	1.75±	1.90±	.695	.559
2.	Money spend your	1.20±	1.28±	1.25	1.50	.782	.509
3.	Financial facilities	1.40±	1.28	1.31±	1.30	.103	.958
4.	Financial funds	1.20±	1.28±	1.31	1.00±	1.308	.281
5.	Finance visual	1.80	1.31±	1.31±	1.40±	3.056	.036

P<0.01, NS =Not Significant

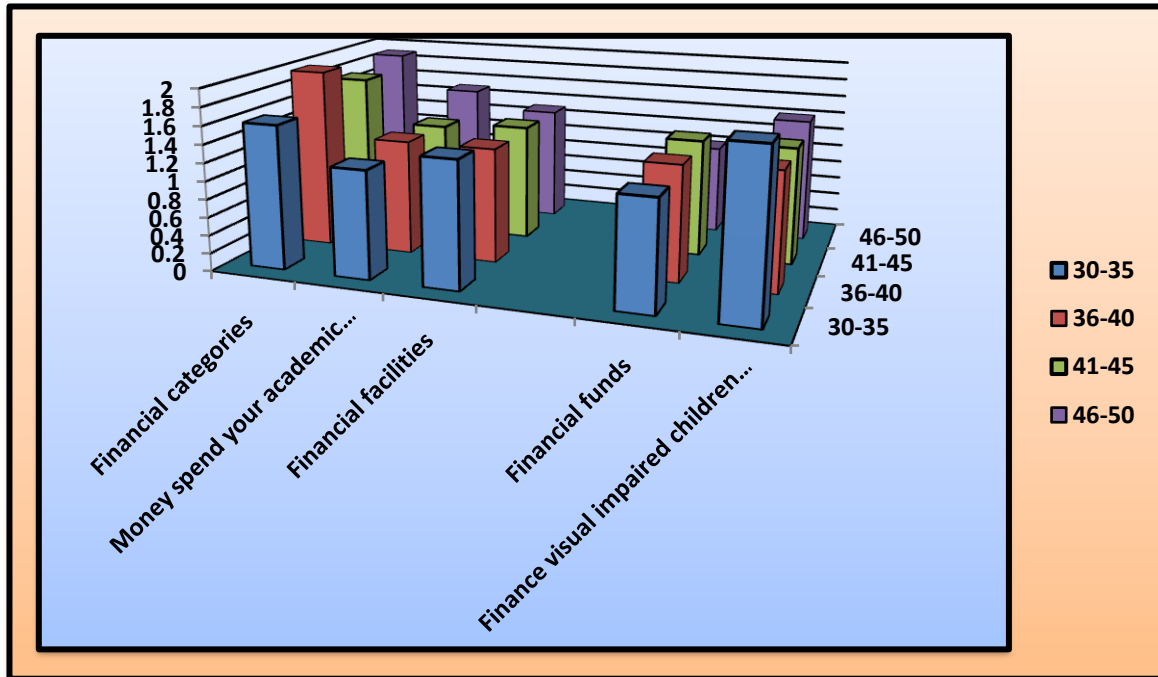


Figure 3: Distribution of the respondent according attitudes of parents towards adjustment among visually handicapped children across parents age

3. Conclusion

Majority difference between age of the parents and physical domain .Data shown that as the p value were more than 0.05 in all parameter like child prematurely visually handicapped & postnatal infection. Majority of parent's age among the interaction of family member in visually handicapped children across the social domain of children. Difference between age of the parents and social domain. Data shown that as the p value were more than 0.05 in all parameter like adopted curriculum students special needs (.000). The result revealed f test was found significant between parent's age and social domain. Majority of parent's age among the attitudes of parents towards adjustment among visually handicapped children financial domain of children. Difference between age of the parent's and financial domain .Data shown that as the p value were more than 0.05 in all parameter like financial facilities (.958) & financial categories (.559) .

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