



Parent-child relationship and self-concept of adolescent students with visually impaired

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Abstract

Education for all is an international commitment to ensure that every child receives basic education of good quality. Ignorance towards disability is more disabling than impairment. The research paper dealt with one of the most fundamental issues associated the parent-child relationship and self-concept of adolescent students with visually impaired in the area of Amravati division of Maharashtra. The objectives of this study were to find the correlation between parent-child relationship (father form) and self-concept of adolescent students with visually impaired; to find the correlation between parent-child relationship (mother form) and self-concept of adolescent students with visually impaired and to know the views of teachers towards the academic performance of adolescent students with visually impaired. The study reveals that, if there is a healthy parent-child relationship then the level of self-concept in the adolescent students will be high.

Keywords: parent-child relationships and self-concept

Introduction

Education is the act of learning things around us. It helps us to easily understand and deal with any problem and makes balance throughout the whole life in every aspect. It is evident that education is a thoughtful process by which the inner powers of the individuals are developed. Education is very broad in the true sense and it is not confined to school experiences, but in a narrow sense education is the well planned process. It is the responsibility of parents to develop inbuilt abilities, potential or skills of their children by applying different modes of education. Educated people always try to understand each and every thing on its own rather than blindly following anyone else. This results in spreading awareness everywhere. An educated person does not only reject the misconceptions himself, but also explains the real logic behind any happening others. Thus education clears out the darkness with the intense light of knowledge.

Parent-child Relationship:

Mother and father play different roles in the development of a child. The parent-child relationship consists of a combination of behaviors, feelings, and expectations that are unique to a particular parent and to a particular child. The relationship involves the full extent of a child's development.

For children, the school has always been the most important means of transferring the wealth of tradition from one generation to the next. The first society that children become a part of civic community is the family. This is the natural community that God gave us so that children could be educated, first and foremost, by their parents. By taking their responsibilities as educators seriously, parents not only contribute to the welfare of their children, but also to the common good of society at large. Therefore, it is the duty of parents to teach children where they may choose various modes of education for their children.

The role of parents as primary educators, however, does not diminish as a growing child learns more independently. The parents remain the lens through which the child continues to view what he learns, especially as he ponders the meaning and significance of the education he receives at school. In most cases a child will perceive education as valuable worthless largely depending on his parents' view of education and the corresponding way they govern their home.

True education involves a training of mind, a building up of the ability to focus and concentrate at times, and to calmly ponder and contemplate at other time. Parents are the ones who will necessarily convey a fundamental view of reality to their children. If parents have a noble and optimistic view of life then their children will recognize the reality of evil in the world for what it is the result of the unfaithfulness and cruelty of men who have turned from their true purpose.

Self-concept

The self-concept is an individual's perception of self through experience with the environment, interaction with significant others and attributions of his/her own behaviours. One's self-concept is a collection of beliefs about oneself that includes elements such as academic performance, gender roles and sexuality, and racial identity. Harvey, D. & Greenway, P. (1982) [2] defined self-concept as "the perception one has of oneself with regards to different facets of that perception (i.e. cognitive and emotional) that vary in importance during the person's life (the evolutionary and temporal facet), influenced by social interaction which, in turn, is conditioned by the fact that the person belongs to certain social groups (the importance of the social structure)."

According to Burns (1982) [1], a number of basic factors can be emphasized that contribute towards the formation of a person's self-concept i.e. body image, language, the acquisition of a sexual identity and the role of gender. The

interpretation of information received from the surrounding environment, how others see me and educational practice.

As the child enters adolescence, biological cognitive and emotional changes transform the parent-child relationship. The child's urges for independence may challenge parent's authority. Many parents find early adolescence a difficult period. Adolescence fare best and their parents are happiest when parents can be both encouraging and accepting of the child's need for more psychological independence. Research indicates that fathers' involvement is important not only when a child is in primary school but also when they are in secondary school and regardless of the child's gender. There is evidence that the attitude and aspiration of parents predict children's educational achievement. Therefore, parent-child relationship is often considered to be the most enduring and significant relationship in one's life.

Reviews of Related Literature

A limited number of research studies are available on different aspects of parent-child relationship. Some of the relevant research studies conducted by different research scholars and agencies on this topic in India and Abroad as mentioned below:

Choko, Aphiah Kekeletso (2009) ^[3] conducted study on 'the influence of the parent-child relationship on the self-concept of the Southern Sotho learners'. The results of the empirical investigation indicated that the parent-child relationship does have influence on the self-concept of the southern so the child, although certain conditions to other research findings emerged. Sharma Neeru, Arora Samridhi, Bharti Shaveta (2012) ^[4] conducted a study on 'relationship of physically challenged institutionalized children with parents'. The study was undertaken with the purpose to assess the views of physically challenged children about their relationships with their parents using purposive sampling technique. Results of the study revealed that i) children perceive their parents as protecting and loving and have positive and healthy relationships with them; and ii) physically challenged children perceive their parents as the most influential persons in their lives and they have positive and healthy relationships with their parents. Children too have faced their disability with great courage and have worked hard at their institution. Wang, Zheng (2013) ^[6] conducted a study on 'How parent-child relationship affects adolescents' compulsive buying behavior through the mediator of self-esteem'. This research investigated the relationship among three major concepts, i.e. parent-child relationship, self-esteem, and adolescents' compulsive buying behavior. The findings indicated that both parent-child relationship and self-esteem affect significantly the extent of adolescents' compulsive buying behaviors. Gender, availability of pocket money and involvement in part-time jobs were also found to predict children's compulsive buying behavior in a sample of Canadian adolescents. Shubha Vyas (2017) ^[5] conducted study on 'Relationship of socio economic status with frustration, self-concept, study habits and academic achievement of adolescents'. The objective of the study was to study the relationship of socio economic status with frustration, self-concept, study habits and academic achievement of adolescent students. The negligible correlation was found between frustration and socio economic status

whereas positive negligible correlation was found in self-concept and socio-economic status of adolescent student. Study habit and socio economic status showed significant and positive low correlation. Academic achievement and socio-economic status were also found significantly correlated.

All the above related reviews of the studies conducted India and Abroad reflect a clear focus on the parent-child relationship. Most of the researchers undertaken their studies on parent-child relationship, but in the present study researcher studied the parent-child relationship and self-concept of adolescence students with visually impaired in the Vidarbhadivision of the Maharashtra.

Research Questions

On the basis of above related reviews the researcher has identified the following research questions for an empirical study on parent-child relationship and self-concept of adolescence students with visually impaired: a) what is academic achievement of students visually impaired? b) Is there any correlation between parent-child relationship and self-concept of adolescent students with visually impaired? c) How parent-child relationship affects adolescents' academic performances? d) Is the attitude of the parents of children influence negatively on academic performance of students in the school examination? and) What is the role of parents in shaping the bright future of their children?

Even though, massive amounts are being spent for the noble cause of education of visually impaired students, still those students are deprived, deficient and deviated from the mainstream of educational and social race. Hence an attempt was being made to study the problem: 'Parent-child relationship and self-concept of adolescent students with visually impaired.'

Significance of the Study

The present research is associated with one of the most indispensable issues related to special education and disability rehabilitation. Parent-child relationship is an important mean to build the future citizen of any country and make its educational structure strong. Its outcome will be helpful for the educational planners, professionals, specially the policy makers, and the multipurpose rehabilitation workers working for educational rehabilitation of the persons with visually impaired. It helps children to take interest in curricular and extra-curricular activities as guided and motivated by their parent. This study will provide primary insight to the parents, teachers, head of the institutions, administrators and significant others for academic achievements and implications of their disability in learning. Thus, this study will have huge importance in meeting the educational needs and in improving the problems of students with disabilities especially visually impaired.

Objectives of the Study

The study was undertaken with the following objectives in view:

- a) To find the correlation between parent-child relationship (father form) and self-concept of adolescent students with visually impaired.

- b) To find the correlation between parent-child relationship (mother form) and self-concept of adolescent students with visually impaired.
- c) To know the views of teachers towards the academic performance of adolescent students with visually impaired.

Hypotheses

Keeping in view the objectives of the study, the following null hypotheses were formulated for the present study:

- H₁:** There is negative correlation between ten dimensions of the parent-child relationship (father form) and different aspects of self-concept of adolescent students with visually impaired.
- H₂:** There is negative correlation between ten dimensions the parent-child relationship (mother form) and different aspects of self-concept of adolescent students with visually impaired.

Delimitation of the Study

The present study was delimited to the adolescent students with visual impairments only; 10 dimension of parent-child relationship i.e. protective, symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving, object reward & neglecting; and six aspects self-concept of adolescent students with visual impairments i.e. physical, social, temperamental, educational, moral, intellectual of students within the age group of 13 to 19. The

present study was confined to the Amravati division in the State of Maharashtra.

Methodology of the Study

A survey research method was used for this study. The population of the present study was around 6000 students with visually impaired belonging to the special schools of Amravati division. The Amravati division is consisting of five districts namely Amravati, Akola, Buldana, Washim and Yavatmal. The stratified random sample technique was used to select 250 adolescents with visual impairments from the special schools of five districts. Fifty teachers and 100 parents of the students were interviewed for the confirmation of their educational problems and academic performances. In order to collect the data, the researcher developed an interview schedule, and used standardized tests: Parent-child relationship scale by Dr. Nalini Rao and self-concept questionnaire by Dr. Raj Kumar Saraswat. A pilot study was undertaken in order to verify the relevance of the questions.

Analysis and Interpretation of Data

Analysis is a vital process of research. The tabulated data were scientifically studied in order to determine the underlying or inherent facts. The data were scored according to the scoring pattern of the scale. Appropriate statistical technique was employed for describing and analysing the data and testing the hypotheses.

Table 1: Coefficient of correlation between parent-child relationship (father form) and self-concept adolescents with visual impairments

Parent-child Relationship (father form)	Self-Concept					
	Physical	Social	Temperamental	Educational	Moral	Intellectual
Protective (PRO)	0.39	0.17	0.41	0.49	0.20	0.38
Symbolic Punishment (SP)	-0.19	-0.11	-0.40	-0.48	-0.19	-0.37
Rejecting (REJ)	-0.36	-0.16	-0.50	-0.60	-0.30	-0.49
Object Punishment (OP)	-0.50	-0.19	-0.45	-0.59	-0.27	-0.38
Demanding (DEM)	-0.14	-0.05	-0.25	-0.30	-0.06	-0.20
Indifferent (IND)	-0.30	-0.31	-0.24	-0.20	-0.29	-0.09
Symbolic Reward (SR)	0.48	0.34	0.51	0.50	0.40	0.41
Loving (LOV)	0.30	0.17	0.29	0.50	0.06	0.30
Object Reward (OR)	0.19	0.28	0.30	0.36	0.19	0.35
Neglecting (NEG)	-0.19	-0.06	-0.26	-0.35	-0.38	-0.40

From the abovetable-01, it is observed that there is positive correlation between four dimensions (i.e. PRO, SR, LOV, OR) of parent-child relationships (father form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual. Whereas there is negative correlation between six dimensions (i.e. SP, REJ, OP, DEM, IND, NEG) of parent-child relationships (father form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual of adolescence students with visually impaired. Hence null

hypothesis H₁ is rejected for four dimensions (i.e. PRO, SR, LOV, OR) of parent-child relationships (father form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual. Whereas the null hypothesis H₁ is accepted for the remaining six dimensions (i.e. SP, REJ, OP, DEM, IND, NEG) of parent-child relationships (father form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual of adolescence students with visually impaired.

Table 2: Coefficient of correlation between parent-child relationship (mother form) and self-concept of adolescents with visual impairments

Parent-child Relationship (mother form)	Self-Concept					
	Physical	Social	Temperamental	Educational	Moral	Intellectual
Protective(PRO)	0.18	0.10	0.37	0.39	0.09	0.20
Symbolic Punishment (SP)	-0.29	-0.19	-0.39	-0.59	-0.29	-0.50
Rejecting (REJ)	-0.36	-0.20	-0.54	-0.59	-0.30	-0.50
Object Punishment (OP)	-0.45	-0.19	-0.50	-0.72	-0.26	-0.36

Demanding (DEM)	-0.10	0.09	-0.22	-0.35	-0.09	-0.19
Indifferent (IND)	-0.30	-0.25	-0.33	-0.26	-0.45	-0.10
Symbolic Reward (SR)	0.50	0.30	0.39	0.39	0.30	0.36
Loving (LOV)	0.50	0.32	0.38	0.50	0.16	0.40
Object Reward (OR)	0.19	0.20	0.35	0.50	0.19	0.40
Neglecting (NEG)	-0.18	-0.09	-0.29	-0.29	-0.21	-0.21

From the above table 02, it is observed that there is positive correlation between three dimensions (i.e. SR, LOV, OR) of parent-child relationships (mother form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual. Whereas there is negative correlation between six dimensions (i.e. PRO, SP, REJ, OP, DEM, IND, NEG) of parent-child relationships (mother form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual of adolescence students with visually impaired. Hence null hypothesis H_2 is rejected for three dimensions (i.e. SR, LOV, OR) of parent-child relationships (mother form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual. Whereas the null hypothesis H_2 is accepted for the remaining seven dimensions (i.e. PRO, SP, REJ, OP, DEM, IND, NEG) of parent-child relationships (mother form) and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual of adolescence students with visually impaired.

Findings

On the basis of analysis and interpretation of the field data, the following findings have been drawn:

- There is positive correlation between four dimensions namely protective, symbolic records, loving and object reward of parent-child relationships and all aspects of self-concept namely physical, social, temperamental, educational, moral, and intellectual. It means when parents protect their children then physical, social, temperamental, educational, moral and intellectual development of self-concept of adolescent students look good.
- There is negative correlation between six dimensions namely symbolic punishment, rejecting, object punishment, demanding, indifferent, neglecting of parent-child relationships and all aspects of self-concept namely physical, social, temperamental, educational, moral, intellectual and all aspects of self-concept namely physical, social, temperamental, educational, moral, & intellectual. It means when parents give symbolic punishment to their children then physical, social, temperamental, educational, moral and intellectual development of self-concept found worse.
- It is also found that if there is a healthy parent-child relationship then the level of self-concept in the adolescent students is high.
- Almost 56% teachers viewed that the academic performance of students with visual impairment in language and mathematics are not up to the mark.
- 43% teachers precise their views that, their schools have provided educational materials like Braille Kits, Brailers, Magnifiers and Large Print for children with low vision.
- Nearly 80% teachers stated that, their schools made the

premises barrier-free and disabled friendly for students with visually impaired.

Conclusion

Parents play major roles in declining the limitations and in education of children with disabilities. Parents must not bestow any sort of punishment on their children with visual impairments, by which their social, emotional and educational development will be effected adversely. Ignorance towards disability is more disabling than impairment. The stigma and shame attached to disability prevents many people from seeking help. This often turns minor illness into major handicaps. Therefore, every parents need to look after their child in such a manner by which they will able to increase their socially adaptable skills and for encourage incidental learning.

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