



Challenges Faced by Parents of Visually Impaired Adolescents

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Abstract:

The loss of vision because of any reason gets significant change way of life and propensities for the visually impaired individual. 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 was conducted to study the Challenges Faced by Parents of Visually Impaired Adolescents. Convenient random sampling method was used for collection of data. The sample of 150 parents (12-14 and 15-17 yr. of blind children) were selected from five blind schools of five districts of Rajasthan state. From each blind school 30 parents were selected. A self-made questionnaire was used to measure the challenges of parents in different areas. The major findings showed that parents of visually impaired having age of 12 to 14 years have less level of challenges faced in comparison to parents of visually impaired having age of 15 to 17 years. Both Parents were faced different types of challenges in their daily life to rare their child.

Keywords: Adolescent, visually impaired, challenges faced by parents.

I. Introduction

Parents have a significant influence on their children's lives. They are the pillars of love, support, and direction. Whether or not their child can see. The family is very important in the development of a visually impaired child. The parents have the most influence on their visually impaired child's development from birth to maturity. Parents are among the most influential people in their children's life. Mother and father are examples of parents, as are other carers who function as parents. From birth, children rely on their parents to give them with the care they require to be happy and healthy, as well as to grow and develop properly.

At the point when guardians initially find the incapacity of their type the main imagined that jumps out at them is to search for a treatment that

will fix their kid at any expense. This pressure is more on those families who are from low salary gathering. Guardians of youngsters with inabilities face extraordinary pity, dread, stress and more from friends and family and even relatives, in regards to their little holy messengers with eyes of resentment, concern and even mistrust they are truly crippled at the time. Managing and adapting to the issues that accompany youngsters with extraordinary necessities or a particular incapacity and for the individuals who care for them every day assuredly develop after some time; regularly leaving a parent with a blend of feelings they need to cover up and can't impart to anybody.

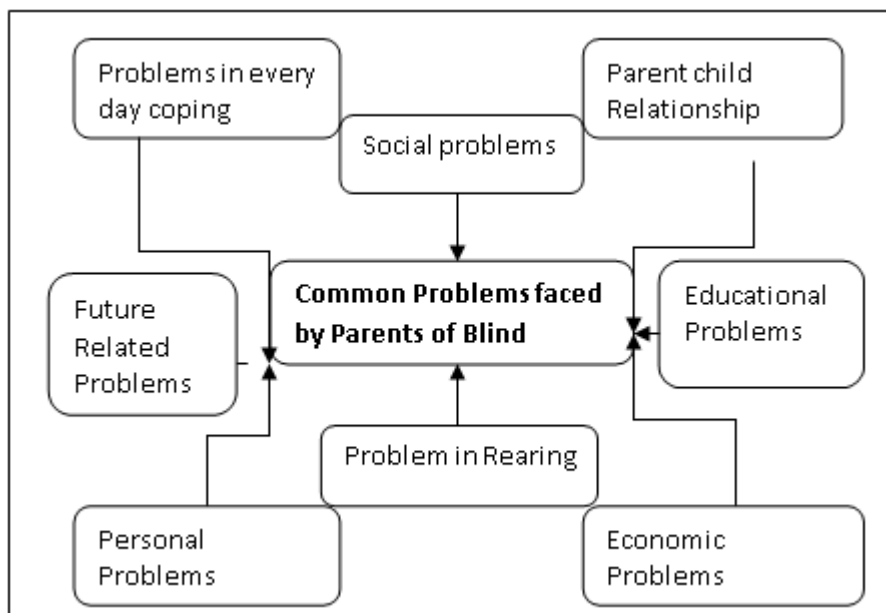
Families can end up disconnected from their help circles (family and companions) when managing a kid that has uncommon necessities or handicaps. Numerous individuals don't have the foggiest idea how to help or even adapt to the acknowledgment that a youngster could have such issues, and thusly they don't have the foggiest idea the proper behavior around the kid, yet the guardians too. Contingent upon the seriousness of the handicap, a few families need to invest all their energy to think of adapting systems for both their kid and themselves, alongside different loved ones to make the incapacity simpler to manage. Numerous families quit mingling when they find they have a tyke with unique needs, out of dread for how that tyke and they will be gotten by people in general and everyone around them that issue to them, how their kid will be adored while they figure out how to manage the current issues. A few families pull away, make new companions and find new families in the uncommon needs network who can all the more likely comprehend the hardships they are confronting, the battles they are experiencing, the blame, misfortune, outrage, torment and fears that accompany bringing up such a tyke, to help them in not feeling so alone, vacant and ignored by the individuals who should support and adore them.

Numerous individuals don't see how extraordinary job seclusion plays for those once they



find they have an uncommon kid with exceptional requirements who needs something beyond affection, and the social acknowledgment guardians wish for their tyke. It is dismal that still, even today in our general public that numerous youngsters and grown-ups who endure with incapacities are socially unaccepted. You can hear the murmurs and the decisions that made in secret when the individuals who don't comprehend talk their brain. Tolerating a kid or family socially are two things a family faces in managing a crippled youngster, particularly a kid who does not destroy their inability in the open for

all to see. Indeed, even from dear loved ones, everybody has a feeling on how the family manages things and the issues they face. It is difficult. It is troublesome, and it very well may incapacitate in itself to a family who is as of now attempting to adapt and keep their heads coasting above water. Social Acceptance with the death of decisions is something all families face when managing a handicapped tyke. Indeed, even from their dearest companions, everybody has a conclusion on how the family manages the issues they face.



Line Diagram No. 1.03: Challenges faced by parents of visually impaired at a glance

Prior to autonomy, there were not a solitary arrangement and govt. conspire for blinds and visually weakened individuals in India. Yet, after 1945 in autonomous India govt. understood the conditions/circumstance of blinds and chose to consider them. After quite a while of autonomy Indian govt. chosen to manufacture an isolated office for handicapped. Furthermore, thus in 1985-86 the service of welfare was bifurcated into the "Division of Women and Child Development" and the "Branch of Welfare". After that in eleventh multiyear plan govt. expressed, "The incapacity division of service of social equity and strengthening will be reinforced by changing over it into a different office, so it can liaise successfully with the various concerned services/offices and satisfy its obligations towards the impaired." In 2012 two divisions were made under the Ministry of Social Justice and Empowerment:

- Department of Social Justice & Empowerment (Samajik Nyaya aur AdhikaritaVibhag)
 - Department of Disability Affairs (NishaktataKaryaVibhag)
- Now the department of disability affairs has been renamed as Department of Empowerment of Persons with Disabilities (ViklangjanSashaktikaranVibhag).

II. Review

Marta Luponi Bas et.al (2018) considered Visual impairment in a kid or an immature influence their folks' personal satisfaction. The examination demonstrates that having a kid with a visual impairment influences their folks' personal satisfaction. The discoveries that having a youngster with a visual impairment can influence



the guardians' personal satisfaction in a few different ways. To adapt to the youngsters' condition and its outcomes, it appears to be sensible that from a mental point of view, the structure of a psycho-instructive program can be imagined, in light of giving data, preparing in issue - fathoming and insights control, strengthening qualities, and decreasing uneasiness and worry, so as to cover the requirement for data and direction, and to improve the impression of self-productivity and the strengthening of guardians.

Lee, F.M.Y. et.al (2014) thinks about the three gatherings of guardians of visually impaired. In the wake of contrasting the requirements for administrations of three distinct gatherings of guardians, they discovered that 8 out of the 10 noteworthy necessities were regular in every one of the gatherings and, consequently, perhaps those requirements were progressively identified with the reality of being simply "guardians" instead of to the reality of being "guardians of youngsters with unique needs".

Judy, J. (2013) distributed a paper on "Are you the guardians of a Blind tyke". This paper concentrated on kids who just have visual difficulties. A significant number of guardians would manage youngsters who have handicaps like visual impairment. Innovation has had an enormous effect for kids who are hard of hearing and daze, and is having any kind of effect for different incapacities too. Regardless of whether a kid is simply visually hindered or has different incapacities, there is promising end to present circumstances.

DeCarlo, D.K. et.al 2012) detailed that raised the way that while evaluating the physical side effects that originate from doing school assignments (visual exhaustion, cerebral pains or constrained positions because of the actually short work separations and to the amplification) are not considered; this emerges objections and dismissal, thus, this conditions are unsafe to the youngster's and expands the guardians' worries.

Lakshmi, N. et.al (2012) found that, paying little respect to the kids' or the guardians' sex, the nervousness levels were altogether higher in guardians' whose youngsters were visually debilitated than in guardians whose kids were not visually hindered. In guardians' encounters indications of nervousness were additionally distinguished due to the absence of data, or giving the tyke a chance to build up some freedom. Stress is additionally an exceedingly in guardians of a visually impaired youngsters.

Fathizadeh, N.et.al (2012) contemplated Experiences of visually impaired kids' parental

figures. The consequences of this investigation demonstrated that after diagnosing the kid's visual deficiency, the guardians experience the ill effects of mental pressure. They deny the issue, however then they start to tag along and acknowledge the visually impaired type.

III. Methodology

Sample: The researcher used the "convenient random sampling" technique for collection of data. The sample of 150 parents randomly selected from five blind schools of various five districts of Rajasthan state. From each blind school 30 parents were selected.

Locale: The study was conducted in various districts of Rajasthan state, which consisted of Ajmer, Bhilwara, Jaipur, Jodhpur and Udaipur.

Design of study: This study was a descriptive study utilizing survey methods to attain its intentions. Convenient random sampling technique was used for this study.

Variable:

Independent variables: The major independent variables under investigation were as follows:

- Age group
(12-14) years
(15-17) years

Dependent variables:

- Challenges of Parents of Visually Impaired

Description of the major research Tools: A self-made questionnaires was developed to measure the challenges of parents of visually impaired.

Description of the self-developed schedule and challenges of Parents of visually impaired

This schedule was developed to collect the following facts about the subjects:

- a) Demographic characteristics- Parents name, Children's name, No. of children.
- b) Age, Qualification of parents.
- c) Family income.

The present tool measures the challenges among parents of visually impaired. Initially it consisted of 50 questions, which were sent to seven subject experts for their expert's comments. These subject experts were from different areas like-psychologists, sociologists and educationalist. After receiving feedback from experts 30 relevant questions were selected. The questionnaire measuring different aspects of challenges faced by parents of visually impaired adolescent like Parent child relationship, skills of parents, social, future



related, Rearing and some questions were about effects on their personal life.

Statistical Analysis: Mean, Standard Deviation and T-test were used for the Statistical Analysis.

Objective: To compare the challenges faced by parents of visually impaired of 12-14 years' age and the challenges faced by parents of visually impaired of 15-17 years' age.

Major Hypothesis: There is no significant difference between challenges faced by parents of

visually impaired of 12-14 years' age and challenges faced by parents of visually impaired of 15-17-year age.

IV. Result & Discussions:

The table shows comparison of challenges faced by parents between visually impaired of 12-14 years of age and 15-17 years of age.

Comparison of challenges faced by parents of visually impaired

	Age Group	N	Mean	Std. Deviation	Mean Diff	't'	p value
Area1	12 to 14 years	75	20.96	2.658	0.707	1.446	0.150
	15 to 17 years	75	20.25	3.292			
Area2	12 to 14 years	75	12.71	1.422	1.147	3.170	0.002
	15 to 17 years	75	11.56	2.791			
Area3	12 to 14 years	75	19.92	3.582	2.253	2.753	0.007
	15 to 17 years	75	22.17	6.117			
Area4	12 to 14 years	75	10.47	3.523	4.227	6.220	0.000
	15 to 17 years	75	14.69	4.713			
Area5	12 to 14 years	75	21.44	4.461	4.093	4.099	0.000
	15 to 17 years	75	25.53	7.410			
Area6	12 to 14 years	75	20.57	3.010	0.560	0.933	0.353
	15 to 17 years	75	20.01	4.241			
Total	12 to 14 years	75	106.07	14.399	8.160	2.441	0.016
	15 to 17 years	75	114.23	25.114			

The above table indicates that mean scores of area1 (parents child relationship) dimension of challenges faced by parents of visually impaired of age 12 to 14 years is found to be 20.96 while mean scores of area1 dimension of challenges faced by parents of visually impaired of age 15 to 17 years is found to be 20.25. The mean difference was found to be 0.707 and the 't' score was found to be 1.446

which is insignificant at 0.05 level. It infers that there is no significant difference between area1 dimension of challenges faced by parents of visually impaired of age 12 to 14 years and parents of visually impaired of age 15 to 17 years. Furthermore, the mean score indicates that the parents of visually impaired of age 12 to 14 years faces similar challenges related with area1 in



comparison to the parents of visually impaired of age 15 to 17 years.

The above table indicates that mean scores of area2 (skills of parents) dimension of challenges faced by parents of visually impaired of age 12 to 14 years is found to be 12.71 while mean scores of area2 dimension of challenges faced by parents of visually impaired of age 15 to 17 years is found to be 11.56. The mean difference was found to be 1.147 and the 't' score was found to be 3.170 which is significant at 0.01 level. It infers that there is significant difference between area2 dimension of challenges faced by parents of visually impaired of age 12 to 14 years and parents of visually impaired of age 15 to 17 years. Furthermore, the mean score indicates that the parents of visually impaired of age 12 to 14 years faces more challenges related with area2 in comparison to the parents of visually impaired of age 15 to 17 years.

The above table indicates that mean scores of area3 (social challenges) dimension of challenges faced by parents of visually impaired of age 12 to 14 years is found to be 19.92 while mean scores of area3 dimension of challenges faced by parents of visually impaired of age 15 to 17 years is found to be 22.17. The mean difference was found to be 2.253 and the 't' score was found to be 2.753 which is significant at 0.01 level. It infers that there is significant difference between area3 dimension of challenges faced by parents of visually impaired of age 12 to 14 years and parents of visually impaired of age 15 to 17 years. Furthermore, the mean score indicates that the parents of visually impaired of age 12 to 14 years face lesser problems related with area3 in comparison to the parents of visually impaired of age 15 to 17 years.

The above table indicates that mean scores of area4 (future related challenges) dimension of challenges faced by parents of visually impaired of age 12 to 14 years is found to be 10.47 while mean scores of area4 dimension of challenges faced by parents of visually impaired of age 15 to 17 years is found to be 14.79. The mean difference was found to be 4.227 and the 't' score was found to be 6.220 which is significant at 0.01 level. It infers that there is significant difference between area4 dimension of challenges faced by parents of visually impaired of age 12 to 14 years and parents of visually impaired of age 15 to 17 years. Furthermore, the mean score indicates that the parents of visually impaired of age 12 to 14 years faces lesser challenges related with area4 in comparison to the parents of visually impaired of age 15 to 17 years.

The above table indicates that mean scores of area5 (everyday challenges) dimension of

challenges faced by parents of visually impaired of age 12 to 14 years is found to be 21.44 while mean scores of area5 dimension of challenges faced by parents of visually impaired of age 15 to 17 years is found to be 25.53. The mean difference was found to be 4.093 and the 't' score was found to be 4.099 which is significant at 0.01 level. It infers that there is significant difference between area5 dimension of challenges faced by parents of visually impaired of age 12 to 14 years and parents of visually impaired of age 15 to 17 years. Furthermore, the mean score indicates that the parents of visually impaired of age 12 to 14 years faces lesser challenges related with area5 in comparison to the parents of visually impaired of age 15 to 17 years.

The above table indicates that mean scores of area6 (challenges in personal relationship) dimension of challenges faced by parents of visually impaired of age 12 to 14 years is found to be 20.57 while mean scores of area6 dimension of challenges faced by parents of visually impaired of age 15 to 17 years is found to be 20.01. The mean difference was found to be 0.560 and the 't' score was found to be 0.933 which is insignificant at 0.05 level. It infers that there is no significant difference between area6 dimension of challenges faced by parents of visually impaired of age 12 to 14 years and parents of visually impaired of age 15 to 17 years. Furthermore, the mean score indicates that the parents of visually impaired of age 12 to 14 years faces similar challenges related with area6 in comparison to the parents of visually impaired of age 15 to 17 years.

The above table indicates that mean scores of total challenges faced by parents of visually impaired of age 12 to 14 years is found to be 106.07 while mean scores of total challenges faced by parents of visually impaired of age 15 to 17 years is found to be 114.23. The mean difference was found to be 8.160 and the 't' score was found to be 2.441 which is significant at 0.05 level. It infers that there is significant difference between total challenges faced by parents of visually impaired of age 12 to 14 years and parents of visually impaired of age 15 to 17 years. Furthermore, the mean score indicates that the parents of visually impaired of age 12 to 14 years face lesser total problems in comparison to the parents of visually impaired of age 15 to 17 years.

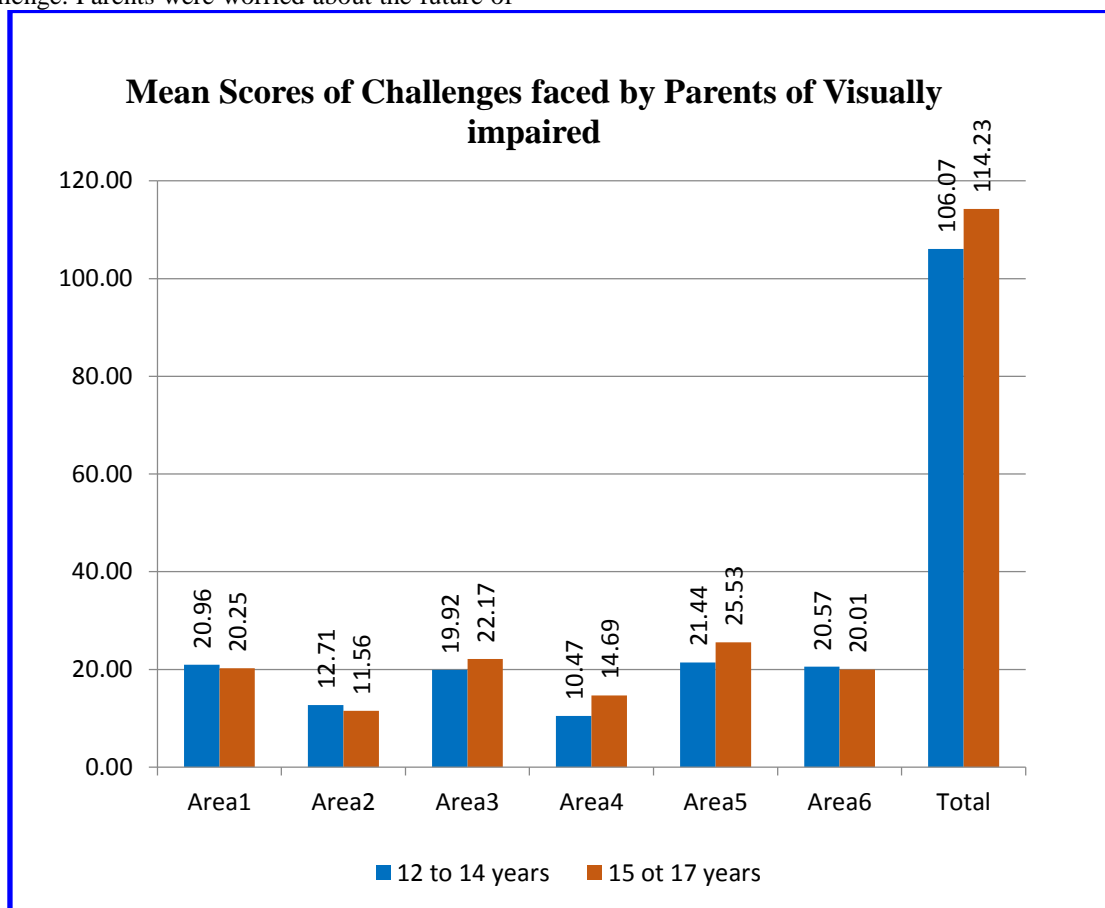
The above findings of the presents research also support a similar study done by Lakshmi et.al (2009) reported that there was a significant difference in the attitude of the parents towards their visually impaired children in the area



of social and emotional behavior, sibling attitude and towards the concept of integrated education.

The parents faced various challenges for their blind childlike in everyday coping, children were depending on them for their daily activities at home as well as in school. Social issues like acceptance of child's blindness, prestige issue and coping in society/community were also faced as a challenge. Parents were worried about the future of

their child like their vocation, marriage etc. parents also suffer in their personal relationships like marriage, rearing older children etc. Economic issues also affected the child's blindness due to low income of parents could not afford medical, school, hostel fee as well as good diet for their children was also beyond reach of parents. Rearing a handicap child is a challenging task for parents.



Hypotheses Testing

The hypothesis "There is no significant difference between problems faced by parents of visually impaired of 12-14 years' age and problems faced by parents of visually impaired of 15-17-year age is rejected.

V. Conclusion

The loss of vision because of any reason gets significant change way of life and propensities for the visually impaired individual. 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

conclusion gives a bird's eye view of the whole results. The major findings showed that parents of visually impaired having age of 12 to 14 years have less level of challenges faced in comparison to parents of visually impaired having age of 15 to 17 years. Both Parents were faced different types of challenges in their daily life to rare their child.

Suggestions for Parents of Blinds

Reactions towards Blind Child

- The parents should accept their child's blindness and not consider them as a punishment from the god. Early detection of blindness may sometimes be a hell to the child.



- The parents should try find out a cure to treat the blindness of the child.
- If blindness is incurable then instead of brooding on this situation the parents should try to rear the child in such a manner that they make him or her independent in life.
- Parents should understand the emotional as well as physical needs of child.
- Parents should talk using an expressive voice so that the child can easily understand your feelings.
- Parents should encourage speakers to identify themselves using their names, it will help the child to identify who is speaking to or addressing them.

Every Day Coping

- They should look for all the provisions which are available to make the child independent and productive.
- Parents should keep learning tools organized and in their own designated place.
- Parents should use bright color articles in teaching, learning and also in daily routine activities.
- Parents should keep doors, drawers, cabinets and similar objects either completely closed or open at all times.
- Parents should keep floor clean for child.
- Parents should verify that the working distance for the children is close enough to be effective.
- Parents should verify that adequate lighting is provided for visually impaired children.

Educational

- Use full, specific descriptions in their instruction at all times like, say pick up that red pencil on the desk next to the clock. Instead of saying pick up that pencil over there.
- Parents should plan outing and outdoor activities for them.
- Parents should ensure that the learning environment is physically safe for children at all times.

Above all, pamper your child, understand his/her feelings and support them that blindness is not a curse, it is just a physical disability and they have the right to live a healthy and happy life.

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