



Parenting Style of Visually Challenged Person's Parents

Prajakta Tanksale

Associate Professor, MSS Institute of Social Work,
West High Court Road, Bajaj Nagar,
Nagpur 10.
Email : satwikjoshi@gmail.com

Abstract:

While upbringing, protecting, nurturing and nourishing the child, parents need to perform various activities. They need to fulfil the demands, duties and responsibilities of the role. There are social, religious and cultural expectations from their roles as parents. Expectations from parents' roles are shaped by society, region, economic conditions, political systems etc. The expectations are with reference to love, care, protection of the child from danger, including emotional dangers etc. Expectations are with regards to providing education, encouragement, appreciation, opportunities for development. Values and morals are expected to develop. Parents are expected to discipline the child and fulfil the needs of the child.

Expectations are countless. Expectations out of parental role are discussed by Aristotal – Plato. John Lockey (17th Century) has given practical guide to fathers about rising sun by establishing authority over the child. Marry Wollstone Craft (18th Century) wrote about the care. Modern day theories of parenting have roots in friends' description of family and expectations from mothers and fathers. Loke and others expect the parents to help the child to develop national thinking. Human and Romantics expect to preserve innocence and purity of child. Person's writings have different expectations from mothers and fathers. Diana Baumrind (1971) concentrates on the dimension of parental control. She expects balance of control and warmth from both the parents. Maccoby and colleagues expect demandingness and responsiveness (to the child's attempt to get attention) from parents, by using social learning approach. Parents are expected to learn, maintain and develop different child management skills.

Discipline, monitoring, problem solving and positive reinforcement are the variables which are expected from the parents and they also decide effectively of parenting as per Gorld Patterson. Components and emotional support, which is the expectation from the parents, is focused by Freud, Hunry Harlow., Bowlby etc. parental treatment is also an area where expectations are focused. Thus the parents are expected to do different things as per the age, uniqueness and demands of the child, appropriately in appropriate proportion and most importantly such a normal way of parenting a balanced way will enable the child to lead normal life in the society. Parents of physically, mentally and socially challenged children are also the same as above with some additions.

On the background of the expectation from the parents, what parents actually do, what are their practices while parenting, do they fulfil the expectations from them as parents. A study of parental style of the parents of visually challenged children was undertaken. Sampling was non probability purposive sampling. 12 indicators of expectations from the parental role were selected carefully in view of special needs and situation of parenting differently abled child. Actual performances indicated by the parents with

Please cite this Article as : Prajakta Tanksale , Parenting Style of Visually Challenged Person's Parents : Review Of Research (Aug; 2012)



reference to these indicators were used to decide the parenting style. The main indicators selected were love, care, discipline, attention, giving encouragement, providing opportunities to develop or participate or become self sufficient and independent integrate with normals etc.

FINDINGS OF THE STUDY:

By the way of using the responses to the indicators, expectations and performances of the parents of visually challenged children, parenting scale was prepared. It was found that only 33.94% of the parents perform parental role in a normal way i.e. balanced way. Remaining about 64% were either overdoing or under doing the parental role. Thus, here it is evident that they are not fulfilling the expectations from their roles appropriately. They are either unable or unwilling or both, to perform their role normally. Their actual performance with reference to the various dimensions of parental role is not balanced or normal. For example, though about 81% did visit the doctors for the treatment of the eye sight of the child, 75% were simultaneously depending on the unscientific ways for treatment. Thus they were wasting their energy, money and hopes. About 33%, by not giving any vocational training and about 35% by relying only on traditional vocational training were found to be under playing their roles.

About 7% of the parents had a feeling that education/schooling is not important for their blind child. In case of allowing the child to move outside home independently, about 73% did not allow them frequently to do so. About 70% made no efforts to help the child to level social contacts.

All these are apparently under doing and over doing also, while parenting the child. 31% did not spend time with their children, though it is important and needed due to many reasons. About 50% of the parents are never bothered to provide information about the outside world to the child, which is necessary for their social integration. 50% of the parents never tried consciously to keep their children positively engaged. Only 46% appreciate the efforts of the child. About 50% of the parents were mostly or always fulfilling the demands of their children. 50% were encouraging blind participation in common dining, TV watching, chatting etc.

50% and 75% of the parents never used to give any work to the child at home and outside home respectively as they think, it is risky. About 45% were found to be giving too much or very little or no attention to the aspects like – where does the child go, to whom the child meets, any changes in the behaviour of the child etc.

Surprisingly only 17% had provided the child with goggles which mostly is needed for normalizing social relations of the child. Only 25% of the parents were giving importance to the children's choice while selecting clothes for them.

Only 27% of the parents were treating their child positively and about 29% were having positive attitude towards their child. Above said parenting style of either over playing or under playing the role of course, has its own background, reasons – causes etc. But when the expectations are over filled or are neglected or left out. They are bound to affect normal upbringing of the child.

It is important to note here that, unfulfilled expectations from parental role and inability to perform parental role in a vital way i.e. adopting normal style of parenting is not necessarily limited only to the parents of challenged children but same phenomenon can be observed and studied among the parents of otherwise normal children. Area for further research is clear here. The situation emerging out of this research study brings forward the need of planning for and working with the parents so that they are enabled to fulfil the expectations from their parental role in a balanced and normal way so that desirable results are achieved.

Areas where parenting style of the parents studied were found to be normal and done in desirable manner were:

- (1) Educating through touch.
- (2) Providing special teaching to the blind children with reference to eating habits, safety, manners, neatness, cleanliness, washing clothes etc. Majority of the parents were found to be performing their role normally in this area.
- (3) Moral education.
- (4) Punishment and means of punishment.
- (5) Learnt to heart talk with the child.

Thus as per the indicators given by Patterson here disciplining skill, monitoring skill, problem solving skill were present in their parenting style but reinforcement skill was lacking. Both the parents were found to be engaged in decision making hence theirs' was “instrumental parenting style”. Both the parents were sharing

the responsibility of parenting. Hence theirs' was "expressive parental style". Here, as mothers were also having instrumental and fathers were also having expressive qualities both shared warmth and control hence it was not stereo type style.

CONCLUSION:

Research study shows that parents take care of various expectations from them but while fulfilling the expectations over or under playing of role is evident. This hampers the very purpose of parenting. Parental education to help the parents to adopt normal parental style and balance, while fulfilling the expectations can be a strategy for all parents.

Thus though the parents were found to be adopting instrumental style, expressive style though they were having skills while parenting and though in some areas their parenting was found to be effective and not stereo type by large it was not normal parenting. Similarly when their parenting style was studied in relation with 11 variables and attributes, it was found that the gender of the child, residential area of the parents and their expectations about earning by the child in future, were factors associated with their parental style. Hence gender bias while parenting also exists here. Locality/area/region where parents reside has its impact on the parental style. Over or under expectations from the child influences their parental style.

BIBLIOGRAPHY

- Bauman M.K. Adjustment to Blindness (Pennsylvania: State Council for the blind)
- Chandra K. Handbook of Psychology for the Disabled and Handicapped (New Delhi, Anmol Publications Pvt Ltd) 1994.
- Champanekar Manohar Palkanshi Hitgup (Mumbai: Rohan Prakashan) 1975.
- Divekar Kanyani (Ed) Shishir Palvi (Jaydeep Prakashan) 1994.
- Dutt .S. Understanding Children (Delhi: Anmol Prakashan) 1994.
- Godbole Mangala - Majhi Palakneeti (Pune: Rohan Prakashan) 1993.
- Jones C.G. Parents deserve to know better (Bombay: Yourself Books) 1988.
- Loring J.E. Burn G (Ed) Integration of Handicapped child in society (London: Runtledge and Kegan Paul Pen) 1975.
- Lukogg I.F. and Nutritive White-man Attitudes and Blindness: Components Colerates and effects. (Grant NRD. 346: Vocational Rehabilitation Administration, Dept of Health Education and Welfare) 1963.
- Lukogg I.F. and Whiteman M. The social sources of Adjustment to Blindness (New York: American Foundation for Blind) 1970.
- Chandra K. Handbook of Psychology for the Disabled and Handicapped (Anmol Publications Pvt Ltd: Delhi) 1994.
- Champanekar Manohar Palkanshi Hitguj (Mumbai: Rohan Prakashan) 78.
- Desai A.N. – Helping the Handicapped problem and prospects. (Ashish Publishing Homes: Delhi) 90.
- Dutt .S. Understanding Children (Anmol Publications Pvt Ltd: Delhi) 1998.
- Golderson .R. (Ed) Disability and Rehabilitation Hand Book (New York: Mc Graw Hill Book Company) 1978.
- Laxmi Devi (Ed) Social Attitude Towards Children (Anmol Publications Pvt Ltd: Delhi) 98.
- Lukoff. I.F. and others, Attitudes towards Blind persons (New York: American Foundation for the Blind) 1972.
- Maitra K., Parenting the Gifted (Discovery Publishing: Delhi) 1946.
- Mishra B. Integrating the Handicapped (Anmol Publications Pvt Ltd: Delhi) 1997.
- Sommer V.S. The influence of parental attitudes and social environment on the personality of Adolescent Blind (New York: American Foundation for the Blind) 1944.
- W – Hadpande Balvikas (Pimplapure and Co. Publishers) 1975.
- Wadia A. (Ed), Understanding the Handicapped Child (Bombay: Popular Prakashan) 1970.