

Parent-Child Relationship: Perception of Differently Abled Children



Sociology

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ABSTRACT

This study was undertaken with a view to understand the parent-children relationship perceived by differently abled children. The universe of the present study includes all the 191 Government primary schools in 15 blocks of Tiruchirappalli District at Tamilnadu. From this sampling frame, the researcher selected 4 schools from each block using stratified disproportionate random sampling method. 689 children with special needs are studying in the selected school. The sample taken for analysis consisted of 300 differently abled children. Five differently abled children were selected from each school through stratified disproportionate random sampling method. The present reveals that encouragement by fathers is better than by mothers. Naturally mothers are better in the aspect of protection and fathers are more interested in both punishment and reward. The researcher suggest the fact that the parent-child relationship can be maintained by various ways as appreciating the child, taking him to new places and casual conversation between parents and children.

INTRODUCTION

Parents are usually the first people a child learns to trust. Parents and families are the most important people in children's lives. The many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. They help children develop their personalities, creativities, and behaviors. The parent-child relationship consists of a combination of behaviors, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development. The parent-child relationship has influenced by the various factors such as family structure, social and community support, relationship, emotional system, temperament, parenting, experiences, intellectual capacity education (formal and informal cultural context) and experience. Research indicates that the factors that influence the physiological development of children". The quality of both the family environment and the parent-child relationship was found to have a significant effect on the neurological development of young children with disabilities. Parents are encouraged to develop thinking skills, problem-solving skills and language skills in their children. Practical suggestions and techniques are provided to assist parents in using meaningful conversation and interaction to facilitate the development of these skills Healy, (1998). A number of studies have demonstrated that psychological characteristics in children tend to be related to certain general kinds of parents' relationship with their offspring. Psychologists of Fields Research Institute, for example, have established a relationship between ratings of parent's behaviour and their children's behaviour in elementary school. Children from home rated as 'democratic' were more active, socially outgoing, intellectually curious, creative and constructive; children from 'indulgent' homes were by contrast more physically apprehensive and less skilled in both large and small activities (Baldwin and Kolhorn, 1999; Davis and Maheady, 1998).

When the fathers experience has been examined the father-child relationship and its influence on personal development. Fathers have been found to have a positive influence on their children's emotional development. In addition, a satisfying relationship can also impact positively on the father's personal well-being and contentment. The study provides strategies for facilitating the inclusion of fathers in early intervention service delivery. These include specific techniques and methods for involving fathers in both play and verbal interactions with these children with differently abled. Children at increased risk for poor psychosocial adjustment were those with communication or learning impairments. Children with self-care or mobility problems did not necessarily experience psychosocial distress. Maternal distress predicted poor psychosocial functioning of the child, as did family burden (Turville, 2005). There is evidence in the recent research that has shown that difference between mothers of children with special needs and mothers of

children without disabilities", in their perception of child care-taking burden and father's participation in child care-taking and burden and satisfaction with social support. All measures were self reports based on the mother's perceptions. Significant differences among the four groups were found on child care taking, difficulty of feeding, bathing and dressing and care taking time. The finding was that fathers of infants with special needs did not perform more care taking tasks, than did fathers of infants without disabilities. Mothers of infants without disabilities were significantly less satisfied than mothers of infants with special needs (Erickson and Upshur, 2008). In light of the above discussion, the researcher has attempted to study the level of parent-child relationship perceived by children with differently abled.

METHODS AND MATERIALS

The aim of the present study was to find out the parent-child relationship perceived by children with differently abled and suggest the suitable measure to solve these problems.

The universe of the present study includes all the 191 Government primary schools in 15 blocks of Tiruchirappalli District at Tamilnadu. From this sampling frame, the researcher selected 4 schools from each block using stratified disproportionate random sampling method. 689 children with special needs are studying in the selected school. The sample taken for analysis consisted of 300 differently abled children. Five differently abled children were selected from each school through stratified disproportionate random sampling method. The present study was descriptive in nature. Parent-Child Relationship scale was developed by Dr. Nalini Rao. It contained 100 items categorized into eight dimensions namely Protecting, Symbolic Punishment, Rejecting, Dominance, Reward, Love and Affection, Encouragement and Democracy. The respondent scored for both father and mother separately. It is a self report five point rating scale ranging from 'always' to 'very rarely' weighted 5,4,3,2,1 on the scale points. The scale is found very useful and effective to study the problems involving social, psychological and school factors. The scale was standardized for boys and girls in the age group of 13 to 16 years. The author split - half reliability was found to be 0.84. Although the procedure of item-selection itself ensures high content and face validity, the correlation coefficient was 0.83 which shows the present scale is a valid tool to measure the parent-child relationship.

RESULTS AND DISCUSSION

Table No 1: Distribution of the respondents by various dimensions of parent-child relationship

According to table 1 protection, reward and encouragement top the list of dimensions of parent-child relationship. Love & affection is at a lower level than rejection (neglect). Encouragement by fathers is better than by mothers. Naturally mothers are better in the aspect of protection and fathers are more interested in both punishment and reward. Domination of parents is

fairly low; it is good for the children. Anyhow the overall level of parent-child relationship is fairly satisfactory (61.7 percent for fathers and 64.7 for mothers). These findings are supported by studies by Baldwin, et al., (1999), Davis and Maheady (1998) and Healy, (1998) have demonstrated that psychological characteristics in children tend to be related to certain general kinds of parental relationship with their offspring. Children from home rated as 'democratic', 'protective', 'Loving & affectionate', 'rewarding', were more active, socially outgoing, intellectually curious, creative and constructive. Children from 'indulgent' homes were by contrast more physically apprehensive and less skilled in both large and small activities. Turbiville, (2005) studied the father-child relationship and its influence on personal development. Fathers have been found to have a positive influence on their children's emotional development. In addition, a satisfying relationship can also influence the father's personal well-being and contentment. The article provides strategies for facilitating the inclusion of fathers in early intervention service delivery. These include specific techniques and methods for involving fathers in both play and verbal interactions with their children. Similar findings from the case studies of students' mothers showed a high level of protection of their children, they gave rewards to them for motivation and they had a high level of overall good relationship with their children than the fathers. They too stated that children's fathers had greater love & affection and encouraged their children.

SUGGESTIONS

There are many ways on how parents can improve and strengthen their relationship with their kids. Some ways are really simple and they can do them every day on a regular basis. Some takes some effort and time to show that they are keen in developing their relationship with their children.

- 1) Parents should let their children help them in some ways to make them feel that they are of worth and they are entrusted to do things that are significant.
- 2) Parents ought to play with their children to be able to improve their relationship.
- 3) Parents can strengthen their relationship with their children if they share and show their beliefs to their children.
- 4) Parents should make it a point to spend even just one meal

a day with their children; it allows time to enjoy one another's company through eating a scrumptious meal and sharing events in their lives.

- 5) Parents should take opportunities to praise the children when the child makes the right decision.
- 6) Parents are willing to listen to and support their children's ideas, talk with them, help them extend and enrich their play, and gain a better understanding of their feelings during block play; the distance between parents and children lessens.

The methods above are only guidelines to help strengthen parent-child relationship. It's really up to the parents to do the best they can to improve and cherish their relationship with their kids.

CONCLUSION

The present study had been an effort to find out the level of parent-child relationship experienced by children with special needs. From participants' accounts, more than two-thirds of the children have had good relationship with their parents in various dimensions such as Protection, Reward, Love & Affection, Encouragement, Democracy and Overall level of parent-child relationship. A majority of the children's mothers who participated in the case studies felt that they had a higher level of protection and motivation. Father had a higher level of love & affection and encouragement towards their child than mother. The focused group discussion with mothers of children with special needs shows that they were less satisfied with various aspects of the children's school activities and who report, they were very satisfied with their children's academic performance after joining the inclusive school. The mothers showed a high level of protection of their children, they gave rewards to them for motivation and they had a high level of overall good relationship with their children than the fathers. They too stated that children's fathers had greater love & affection and encouraged their children. They should make sure that their relationship with their child is a good one and enables them to be much closer as a family and as individuals who trust each other.

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