



New Trends
in Psychology

Parental Attitude and Learning Readiness on the Education of Students with Visual Impairment in Special Schools in Ibadan, Oyo State

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Abstract: Parental attitude is the behaviour being displayed by parents to their children. It is the way parents react to things been done by their children. It is an important factor to the well being of students with visual impairment. The attitude of parents has profound effect on the social and integration of students with visual impairment. It was observed that parental attitude and learning readiness of students irrespective of their condition places significant role in their education. The purpose of the study is to investigate the relationship between the independent variables (parental attitude and learning readiness) and dependent variable (education) of students with visual impairment, examine the joint contribution of the independent variables to the dependent variable of students with visual impairment and identify the relative contribution of the independent variables and dependent variable of students with visual impairment. Descriptive research design of correlational type was used for the study. The sample of study consist of 100 students with visual impairment. Purposive sampling techniques were used to select the samples used for the study. Pearson product moment correlation was used for analysis the bresult.. The result showed there is a significant relationship between education of students with visual impairment and parental attitude. It also revealed that the joint effect of parental attitude and learning readiness on education of student with visual impairment. It also showed the relative contribution of the independent variables to the dependent variable. The study therefore recommended that, parent should endeavour to provide adequate needs for students with visual impairment in terms of education, health and so on. Government should also increase financial support for students with visual impairment.

Keywords: Parental attitude; Learning readiness; Education; Students with visual impairment

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1. Introduction

In the time past, the visually impaired were not given the opportunity to have a taste of education until 20th century when the education for the disabled including the visually impaired crept into the Nigeria educational system through the effort of the missionaries. The visually impaired were given the opportunity to have access to education like their sighted counterpart under a special classroom situation or at the regular classroom with adapted methods and instructional modifications those that were not fit for the special or regular classroom situation were later integrated into the vocational training centre so as to be able to acquire certain jobs or vocations which guarantee their self reliance later in life (Abodunrin, 2009, Abodunrin & Komolafe, 2019)). Education is a cumulative process of development. It is the development of intellectual, values, norms, ability and culture which prepares man to actions later in life. Education is perceived as tools to succeed in life, an opener to unknown which helps in enlighten, influencing and give confidence to man.

Attitude is a vital ingredient for the success or failure of children with visual impairment in their optimum development. According to Allport (1935) cited by Malim and Birch (1998) “an attitude is a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence up to the individual’s response to all objects and situations with which it is related .Attitude refers to feelings, beliefs, and behaviour predispositions directed towards people, groups, ideas or objects. It influences the behaviour of the individuals. It decides how to act or behave in a particular situation.

Parental attitude is the behaviour being displayed by the parents to their children. It is the way parents react to things been done by their children. Parental attitude is an important factor to the well-being of students with visual impairment. The attitude of parents can have a profound effect on the social and integration of students with visual impairment. It makes a great difference to these children whether the attitude and actions of parents reflect considerations for their real needs or are merely prompted by pity or monetary limitations. (<http://www.iiste.org/book/>)

The students with visual impairment who are brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world (Kef and Maja, 2004).. Therefore, the family shapes the social interaction of the child more than a formal school. Turnbull (2007) has identified four basic parental roles; parents as educational decision-makers; parents as parents; parents as teachers and parents as advocates. Since, the parent’s attitude is so important, it is

essential that home and school work closely together especially for the students with visual impairment.

Parent's involvement contributes to the overall performance of all children in schools, not just the children of those parents who are active. Four major roles played by parents contribute to children learning ability and help them to achieve academically and socially:

- Parents as teachers;
- Parents as parent;
- Parents as advocate and
- Educational decision makers (Turble, 2003).

Adeyemo, (2010) reported that the family background should be an environment in which children have the opportunity to succeed and be happy. A conducive home influence the learning and social achievement of students with visual impairment and manifests itself further in the school environment. It helps plan, execute and evaluate child's school experiences in relation to its level of maturation and readiness for future career. Equally, both parents should help to protect and foster the mental health of their child with visual impairment in order to help him or her excel academically and socially. Some factors which are attributes present in the family contribute greatly to the academic and social life of students with visual impairment. Among these are the parental educational background, income, exposure, parental relationship with each other, strength of the family population, religion, self-differentiation and occupation among others. The interplay of this factor in the family determines to a greater extent the readiness of the child to learn. Hence, the family background being an umbrella in the initiation of the child into the world should provide favourable conditions which will improve their academic achievement of the child irrespective the challenges encountered in their academic pursuit and social life.

Learning readiness is how a person seek out knowledge and participate in behavioral change. It is the physical, motor, socio-emotional, behavioral, linguistic and cognitive skills indicating preparedness to receive formal educational instruction, Copple, C., Deich, S., Brush, L., Hoffertg, S., Anderson, S., Schiffman, et al., (1993). Learning readiness is one of the important factors one needs to consider before teaching-learning process can take place for the visually impaired students. If visually impaired students are not mentally, physically and emotionally stable,

learning cannot take place.

Language is one of the factors one needs to consider before teaching students with visual impairment. Has he/she acquired language skills, because before students with visual impairment can read braille effectively he/she must have acquired language skills, this is why language is important irrespective of any individual condition.

Age is also one of the factors for learning readiness for the students with visual impairment. He/she must be matured before learning braille, because braille cannot be taught to the visually impaired students of age 1. Tactual / tactile sensitivity is also important because before students with visual impairment can be exposed to braille reading he/she must be able to explore information with his/her hand. Family factor is also one of the important factors one needs to consider before teaching visually impaired students. If he/she comes from a good family where parents have adequate knowledge about his/her disability, they will give him adequate support and care and this will definitely help him/her to cope with school work because he/she does not have any family problem/issue unlike a visually impaired student who is not accepted by his parents, this will definitely affect his readiness to learn at school because he is not emotionally stable.

Students perception of their environment, play an indispensable role in their academic achievement and general wellbeing. Students who view their environment as friendly and reinforcing will demonstrate achievement-oriented behaviour, students who expect that they will succeed within environment will put in more effort, for example having the notion that he or she will succeed may indicates that students do not feel their learning environment friendly or that they have developed a belief that their efforts do not affect outcome (Rathron, 1996). In order to be successful within a system or organisation, students irrespective of their condition must possess certain pre-requisite skills. First, student must understand the system, second, he or she must fit into the system, and finally, he or she must master the system.

This paper therefore take a look into parental attitude and learning readiness on the education of students with visual impairment in special schools in Ibadan Oyo State.

1.1. Purpose of the Study

1. Investigate the relationship between the independent variables (parental attitude and learning readiness) and dependent variable (education) of students with visual impairment.
2. Examine the joint contribution of the independent variables (parental attitude and learning readiness) to the dependent variable (education) of students with visual impairment.
3. Identify the relative contribution of the independent variables (parental attitude and learning readiness) and dependent variable (education) of students with visual impairment.

2. Research Questions

The following research questions guide the study.

1. What is the relationship between the independent variables (parental attitude and learning readiness) and dependent variable (education) of students with visual impairment?
2. What is the joint contribution of the independent variables (parental attitude and learning readiness) to the dependent variable (education) of students with visual impairment?
3. What is the relative contribution of the independent variables (parental attitude and learning readiness) and dependent variable (education) of students with visual impairment in special schools?

2.1. Scope of the Study

The study covers parental attitude and learning readiness on the education of students with visual impairment in special schools in Ibadan, Oyo state. The geographical scope includes special schools in Ibadan, Oyo state.

3. Methodology

A descriptive research design of correlational type was used in this study. The design is considered appropriate because the researcher does not manipulate the variable of interest but measure them as they exist and determine to which extent the independent variables (parental attitude and learning readiness) to the dependent variable (education) of students with visual impairment in special schools in Ibadan, Oyo State. The population for this study comprises of students with visual impairment in Ibadan, Oyo State Metropolis.

The sample of the study consists of 100 students with visual impairment (Age 6 and above) in the selected schools. Purposive technique was used to select 100 students with visual impairment from age range of 6 years and above. This is done because of the unique attribute of the respondents and for equal evidence of representation. This study gathered information through the use of questionnaire. The data collected was analysed using descriptive statistics of frequency counts and mean for the demographic information of respondents (section one) while Pearson product moment correlation is used for analysis section two, three and four.

4. Results

Table 1. Frequency Distribution of Respondents by Degree of Visual Loss

Degree of visual loss	Frequency	Percentage
Low vision	55	55.0
Totally blind	45	45.0
Total	100	100.0

Table 1 show that 55.0% of the students had low vision, and 45.0% students are totally blind

Table 2. Frequency Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	54	54.0
Female	46	46.0
Total	100	100.0

Table 2 shows that 54.0% of the students are male and their female counterparts are 46.0%

Table 3. Frequency Distribution of Respondents by Age

Age	Frequency	Percentage
6-10 years	18	18.0
11-15 years	33	33.0
15 years and above	49	49.0
Total	100	100.0

Table 3 shows that 18.0% of the student are between 6-10 years of age, 33.0% are between 11-15 years, and 49.0% are 15 and above years of age respectively.

5. Answering of Research Question

Research question one:

What is the relationship between the independent variables (Parental attitude and Learning readiness) and dependent variable (Education of students with visual impairment in special school in Ibadan, Oyo State).

Table 4. Zero Order Correlation Showing the Relationship between Parental Attitude, Learning Readiness and Education of Students with Visual Impairment in Special School in Ibadan

Education of student	Education of student	of Parental attitude	Learning readiness
1	1	1	1
Parental attitude	.381* (.000)	1	
Learning readiness	.468* (.000)	.497* (.000)	1
Mean (\bar{x})	24.9700	22.6600	20.9700
S.D	4.62635	4.10277	3.91695

* Sig. at 0.05 level

Table 4 shows that there is a significant relationship between education of students with visual impairment and parental attitude ($r=.381$, $p(.000)<.05$), Learning readiness ($r=.468$, $p(.000)<.05$) respectively. Hence, parental attitude and learning readiness influence the education of students with visual impairment in special school in Ibadan, Oyo State.

Research questions two:

What is the joint contribution of the independent variable (Parental attitude and Learning readiness) to the dependent variable (Education of student with visual impairment) in special school in Ibadan?

Table 5. Summary of Regression Analysis Showing the Joint Effect of Parental Attitude and Learning Readiness on Education of Student with Visual Impairment

R	R Square		Adjusted R Square	Std. Error of the Estimate		
.498	.248		.233	4.05198		
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	526.311	2	263.155	16.028	.001	Sig.
Residual	1592.599	97	16.419			
Total	2118.910	99				

Table 5 shows the joint effect of parental attitude and learning readiness on education of student with visual impairment. The table also shows a coefficient of multiple correlation $R = .498$ and a multiple R^2 of .248. This means that 24.8% of the variance was accounted for by the two predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 16.028 (significant at 0.05 levels). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research questions three:

What is the relative contribution of the independent variable (Parental attitude and Learning readiness) to the dependent variable (Education of students with visual impairment)?

Table 6. Summary of Regression Analysis Showing the Relative Contribution of Parental Attitude and Learning Readiness on Education of Student with Visual Impairment

Model	Unstandardized Coefficient		Standardized Coefficient	t	Sig. p
	B	Std. Error	Beta Contribution		
(Constant)	10.767	2.593		4.153	.000
Parental attitude	.222	.114	.197	1.941	.055
Learning readiness	.437	.120	.370	3.650	.000

Table 6 shows that the relative contribution of the independent variables to the dependent variable, expressed as beta weights, viz: Parental attitude ($\beta = .197$, $p=.05$), and Learning readiness ($\beta= .370$, $p<.05$). Hence, parental attitude and learning readiness were significant i.e. could independently and significantly predict education of student with visual impairment in the study.

Table 7. Measures of Parental Attitude towards the Education of Students with Visual Impairment

s/n	Parent attitude	SD	D	A	SA	\bar{x}	S.D
1	My parents treat me equally with my siblings	4 4.0%	1 1.0%	57 57.0%	38 38.0%	3.29	0.686
2	My parents always assist me with my homework	18 18.0%	9 9.0%	63 63.0%	10 10.0%	2.65	0.892
3	My parents do not give me food every time	34 34.0%	37 37.0%	15 15.0%	14 14.0%	2.09	1.026
4	My parents do not pay for my exam fees	54 54.0%	16 16.0%	21 21.0%	9 9.0%	1.85	1.048
5	My parents are not financial buoyant that is why they cannot afford to buy mobility cane for me	34 34.0%	17 17.0%	32 32.0%	17 17.0%	2.32	1.118
6	My parents do come for my open day at school	25 25.0%	23 23.0%	44 44.0%	8 8.0%	2.35	0.947
7	My parents always care for me	30 30.0%	17 17.0%	45 45.0%	8 8.0%	2.31	0.992
8	My parents take me late to school every day	41 41.0%	30 30.0%	20 20.0%	9 9.0%	1.97	0.989
9	My parents do not believe I will make it in life	35 35.0%	33 33.0%	23 23.0%	9 9.0%	2.06	0.973
10	My parents do lock me in at home, while they go for social functions	47 47.0%	30 30.0%	22 22.0%	1 1.0%	1.77	0.827

Weighted Mean = 2.27

Table 6 showed the measures of parental attitude in relations to education of student with visual impairment in Ibadan, Oyo State. "My parents treat me equally with my siblings" (\bar{x} =3.29) was ranked highest by the mean score rating as the main parental attitude towards children with visual impairment, and was followed in succession by "My parents always assist me with my homework" (\bar{x} =2.65), "My parents do come for my open day at school" (\bar{x} =2.35), "My parents are not financial buoyant that is why they cannot afford to buy mobility cane for me" (\bar{x} =2.32), "My parents always care for me" (\bar{x} =2.31), "My parents do not give me food every time" (\bar{x} =2.09), "My parents do not believe I will make it in life" (\bar{x} =2.06), "My parents take me late to school every day" (\bar{x} =1.97), "My parents do not pay for my exam fees" (\bar{x} =1.85), and lastly by "My parents do lock me in at home, while they go for social functions" (\bar{x} =1.77) respectively.

Table 8. Measures of Learning Readiness among Students with Visual Impairment

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	When I am hungry, I cannot learn anything	60 60.0%	3 3.0%	19 19.0%	18 18.0%	1.95	1.234
2	I take my school work seriously	4 4.0%	1 1.0%	34 34.0%	61 61.0%	3.52	0.717
3	I always pay attention to what my teacher teaches me	5 5.0%	1 1.0%	89 89.0%	5 5.0%	2.94	0.509
4	I like reading my books	18 18.0%	39 39.0%	36 36.0%	7 7.0%	2.32	0.851
5	I hate doing assignment	69 69.0%	19 19.0%	8 8.0%	4 4.0%	1.47	0.810
6	I do not easily get what my teacher is teaching me	52 52.0%	18 18.0%	25 25.0%	5 5.0%	1.83	0.975
7	I always come late to school	47 47.0%	27 27.0%	19 19.0%	7 7.0%	1.86	0.964
8	I do not like how my teacher teaches me	55 55.0%	26 26.0%	10 10.0%	9 9.0%	1.73	0.973
9	I hate going to school	58 58.0%	21 21.0%	15 15.0%	6 6.0%	1.69	0.940
10	I easily forget things	54 54.0%	27 27.0%	18 18.0%	1 1.0%	1.66	0.807

Weighted Mean = 2.10

Table 8 showed the measures of learning readiness in relations to education of student with visual impairment in Ibadan, Oyo State. "I take my school work seriously" (\bar{x} =3.52) was ranked highest by the mean score as the major factor that influence learning readiness among students with visual impairment, and was followed in succession by "I always pay attention to what my teacher teaches me" (\bar{x} =2.94), "I like reading my books" (\bar{x} =2.32), "When I am hungry, I cannot learn anything" (\bar{x} =1.95), "I always come late to school" (\bar{x} =1.86), "I do not easily get what my teacher is teaching me" (\bar{x} =1.83), "I do not like how my teacher teaches me" (\bar{x} =1.73), "I hate going to school" (\bar{x} =1.69), "I easily forget things" (\bar{x} =1.66), and lastly by "I hate doing assignment" (\bar{x} =1.47) respectively.

Table 9. Measures of Education of Students with Visual Impairment

s/n	Items	SD	D	A	SA	\bar{x}	S.D
1	I love studying a lot	42	1	42	15	2.30	1.168
		42.0%	1.0%	42.0%	15.0%		
2	My education is slow	13	4	22	61	3.31	1.042
		13.0%	4.0%	22.0%	61.0%		
3	I can Braille very well	8	8	59	25	3.01	0.810
		8.0%	8.0%	59.0%	25.0%		
4	Education has brought positive changes in me	23	28	33	16	2.42	1.017
		23.0%	28.0%	33.0%	16.0%		
5	My disability has a negative influence on my education	47	15	29	9	2.00	1.064
		47.0%	15.0%	29.0%	9.0%		
6	I did not like group discussions with my classmate	39	19	37	5	2.08	0.981
		39.0%	19.0%	37.0%	5.0%		
7	I was able to bridge the gap that exist between my education and visual impairment	21	21	55	3	2.40	0.853
		21.0%	21.0%	55.0%	3.0%		
8	I was able to cope with all school activities	20	16	62	2	2.46	0.834
		20.0%	16.0%	62.0%	2.0%		
9	Mobility and orientation training is essential for me	20	18	48	14	2.56	0.967
		20.0%	18.0%	48.0%	14.0%		
10	My school programme is too stressful for me	25	15	52	8	2.43	0.956
		25.0%	15.0%	52.0%	8.0%		

Weighted Mean = 2.50

Table 9 shows the measure of education of students with visual impairment in the study.

6. Discussion of Findings

This research work examines parental attitude and learning readiness on the education of students with visual impairment in special schools in Ibadan, Oyo State.

From the findings it was reviewed that; Parental attitude and learning readiness influence the education of students with visual impairment in special schools in Ibadan, Oyo State. This result was in line with the view of United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2005) the level of education of parents is an attribute which helps in understanding parent's views and perception on visual impairment. It is a well-known fact that one's level of education

has an impact on both perceptions and behaviors. Data on parent's level of education could therefore be valuable in shading light on how parents understand visual impairment and how they relate with stakeholders their concern on quality education for their children. Lewis (1985) asserted that much of children's learning is stimulated by what happens at home and in school. There is need for developing and sustaining links between home and school. Participation in school events and support provided at home and around the school related tasks supervision of homework completion and asking learners what is going on at school. In some cultures parents consider that they are truly performing their roles if they fulfill their parental obligations for instance meeting the basic need of their child in a loving home environment (Schwartz, 2005). They also view school as professionals as having the training necessary to educate their children and as best equip to make school related decisions. Therefore where parents view each party as having dramatically different and completely independent roles to play in the life of the child they truly do not understand why they are being asked to make educational decisions or why school personnel are involving themselves in matters of the home. According to Warries (1984) parental education affect enrollment of students with visual impairment in schools because educated parents with high incomes are able to provide their children conducive environment. They also understand the value of education and its benefits to the child. Parents who are ignorant may not realize that visually impaired child has the same needs as all other children and those they need to enroll children in preschool. Some parents hide their children away from neighbors. On the other hand the educated parents may not be confident on the ways of raising up a visually impaired child in areas like early intervention on orientation and mobility (Stone, 1995). According to Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., Norman, M.K., and Mayer, R.E. (2010, p.3) learning is a process, not a product, learning is a change in knowledge, beliefs, behaviors or attitudes, and learning is not something done to students, but something that students themselves do.

The joint contribution of the independent variables (parental attitude and learning readiness) to the dependent variable (education) was significant and that other variables not included in this model may have accounted for the remaining variance. This is in line with the view of Gonzalez Pienda, et al. (2002) who indicated that "Without parents support, it is hard for teachers to devise academic experience in helping students learn meaningful content in home settings. The learning processes occur explicitly or consciously often in an informal way. Parents teach and train

children early in their entire lives, the fundamental skills, attitudes and values necessary for day-to-day living (UNESCO, 1992). The unwritten knowledge being conveyed by parents to their children is specific and to a certain degree specialized that is it would enable the children to cope up successfully with the requirements of the immediate confines of homes and the community. Parent's attitude towards the adult and siblings in the family contribute significantly to various components of the personality of the child particularly in improving his/her academic performance. The pivotal role of parents is to devise academic experiences in helping students learn meaningful content". Attitude still continues as it has been recognized by the teachers and parents who are essential for the complete development of the personality and career of their children. In contrary, the negative attitudes of parents coupled with the society's attitudes put children with visual impairment at risk of exclusion (Hannan, C. and Egan, 2005). Copple, Deich, Brush, and Hofferth, (1993) suggests that for young learners to benefit from educational interventions at school, they must be constantly and always ready and at their fullest potential to learn. Factors that can and may pose as threats to successful learning outcomes include poor health, malnutrition, and emotional instability or distress as well as other physical, social, economic and environmental ills such as prenatal exposure to drugs and other toxic substance; child abuse and neglect; unsafe communities; and family instability and dysfunction.

Parental attitude and learning readiness were significant i.e. could independently and significantly predict education of student with visual impairment in the study. This is line with the view of Lowenfeld (1964) cited by Garwood (1983) pointed out that the attitude of parents as more critical to a blind child's development than the particular child rearing techniques they employed.

7. Conclusion

This study shows that parents who have positive attitude towards students with visual impairment helps them to adjust better to school environment. Also, this also helps students with visual impairment to learn better in school and to have positive self-concept, high self-esteem, positive self-acceptance and good self actualization.

This study also show that parents' level of education have a great impact on the education of students with visual impairment. Parents who are educated have better understanding of what visual impairment is about which helps in enrolling their

children in appropriate special schools and providing them with quality education. For parents with low level of education they have little or no knowledge of what visual impairment is about which makes keep these children at home and for those who take them to school they show no concern to their education. Enlightenment programme should be organised for these type of parents to change their orientation towards students with visual impairment.

Also, this study shows that some students with visual impairment lack learning readiness which makes them show nonchalant attitude towards their education such as lateness to school, refusal to do assignment and so on. It also looked at factors that may affect learning readiness of students with visual impairment in schools such as intellectual factor, learning factor, emotional factor, and so on. It also looked at the factors that can improve learning readiness among students with visual impairment which will help them learn effectively and efficiently.

8. Recommendations

The study therefore recommends that:

- Enlightenment programme should be organised for the public so as to have better understanding of what disability is about.
- Parents should endeavour to provide adequate needs for students with visual impairment in terms of education, health and so on
- Government should increase financial support for students with visual impairment.

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