

Research Paper

Parental Involvement as Predictor of Psychological Well-Being among Students with Low Vision

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ABSTRACT

The purpose of this study was to explore the extent to which parental involvement predicts psychological well-being in students with low vision. The participants were 210 students with low vision (aged 13-16 years) from four blocks of Kamrup District. The study used multistage sampling and standardized questionnaires to collect data on parental involvement and psychological well-being. The results indicated that there was a significant positive relationship between parental involvement and psychological well-being among students with low vision. However, parental involvement was not found to be a significant predictor of psychological well-being. The study recommends that schools and parents work collaboratively to enhance parental involvement and support the psychological well-being of students with low vision.

Keywords: Parental Involvement, Psychological Well-Being, Students, Low vision

Positive psychology is the scientific study of positive emotions, traits, and behaviors, with the aim of understanding what contributes to human well-being and flourishing. The field emerged in the late 1990s as a reaction to the dominant focus on pathology and mental illness in psychology. Positive psychology focuses on understanding and promoting positive aspects of human experience, such as happiness, gratitude, hope, resilience, creativity, and social connections. It seeks to identify the factors that enable people to lead fulfilling and meaningful lives, and to develop interventions that can enhance well-being. Positive psychology is an approach to psychology that focuses on studying and promoting human strengths and positive emotions, rather than just addressing mental illness and negative emotions. Traditional psychology has long focused on the study of mental illness and negative emotions. Positive psychology serves as a counterbalance to this approach by focusing on positive emotions, strengths, and virtues that contribute to human flourishing. Positive psychology research topics help to understand the factors that contribute to human well-being, happiness, and resilience. This knowledge can be used to improve mental health outcomes, personal growth and development, workplace productivity, and relationships.

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Parental involvement is crucial for the overall well-being of a child. Research has consistently shown that children with involved parents tend to have better outcomes in various areas of their lives. Parental involvement can help children develop a positive sense of self. When parents are involved in their child's life, they can provide praise and encouragement, which can boost their child's self-esteem.

Parental involvement

Parental Involvement refers to the participation of parents or guardians in their child's education, upbringing, and well-being. It can encompass a wide range of activities and behaviors, such as attending parent-teacher conferences, helping with homework, volunteering at school, participating in extracurricular activities, and setting rules and expectations at home. Parental involvement is widely recognized as a critical factor in children's academic success, as well as their social and emotional development. It can help to support and reinforce learning at school, promote positive attitudes toward education, and foster strong relationships between parents, children, and educators. Children who have involved parents tend to have better emotional and mental health. They are less likely to experience anxiety, depression, and other mental health issues. Parental involvement is essential for the healthy development of a child. When parents are involved in their child's life, they can provide the support and guidance necessary for their child to succeed in various areas of their life.

A study published in the *Journal of Early Adolescence* by Kiran Yadav (2015) found that parental involvement was associated with positive academic and social outcomes for middle school students. The researchers suggested that parental involvement can help children develop better study habits, self-discipline, and social skills. Another study published in the *Journal of Educational Psychology* found that parental involvement in homework was positively related to children's academic achievement. The researchers suggested that parents who are involved in their child's homework can provide additional support and guidance that can help their child succeed in school.

Overall, these studies suggest that parental involvement can have a positive impact on the psychological well-being of children and adolescents. When parents are involved in their child's life, it can provide emotional support, increase their sense of connectedness, and help them develop positive self-esteem, leading to better mental health outcomes. A study published in the *Journal of Child and Family Studies* by Anna Beth Burniston et. al. (2023) found that parental involvement in a child's life was positively associated with their psychological well-being. The researchers suggested that when parents are involved in their child's life, it can help children feel more supported and cared for, leading to better mental health outcomes and psychological well-being.

Psychological well-being

Psychological well-being refers to the state of a person's overall mental and emotional health. It encompasses a person's ability to manage their thoughts, feelings, and behaviors in a way that promotes a sense of fulfillment, purpose, and satisfaction with life. Psychological well-being can be influenced by a variety of factors, including genetics, environment, upbringing, and personal experiences. It can be reflected in a range of indicators, such as positive emotions, life satisfaction, resilience, self-esteem, and the ability to form and maintain healthy relationships. People with high levels of psychological well-being tend to be more optimistic, adaptable, and able to cope with stress and adversity. They also tend to

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have better physical health outcomes and may be more successful in achieving their personal and professional goals.

A study published in the Journal of Family Issues by Regina Rochelle Ratliff (2019) found that parental involvement in a child's life was associated with lower levels of depression and anxiety among adolescents. The researchers suggested that parental involvement can provide a sense of security and support that can help children cope with stress and adversity. Other research studies also supported that parental warmth and support was associated with higher levels of psychological well-being among adolescents. The researchers suggested that when parents provide emotional support and warmth to their children, it can help them develop positive self-esteem and a sense of well-being.

Therefore, based on review of related studies, the researcher has attempted to study parental involvement as predictor of psychological well-being.

METHODOLOGY

Research Questions

1. Does Psychological Well- Being differ with Gender and Vision status?
2. Can Psychological Well- Being be predicted from Parental Involvement?

Objectives

1. To find out the relationship between Parental Involvement and Psychological Well-Being along with its components based on gender and vision status.

Hypotheses

- H01=There will be no significant difference in Parental Involvement of boys and girls.
- H02=There will be no significant difference in Psychological Well-Being of boys and girls.
- H03=There will be no significant difference in the components of Psychological Well- Being of boys and girls.
- H04=There will be no significant difference in Parental Involvement of normal and low vision students.
- H05=There will be no significant difference in Psychological Well-being of normal and low vision students.
- H06=There will be no significant difference in the components of Psychological Well-being of normal and low vision students.
- H07=There will be no significant correlation between Parental Involvement and Psychological Well- Being of boys and girls.
- H08=There will be no significant correlation between Parental Involvement and the components of Psychological Well- Being of boys and girls.
- H09=There will be no significant correlation between Parental Involvement and Psychological Well- Being of Normal and Low vision students.
- H010=There will be no significant correlation between Parental Involvement and the components of Psychological Well- Being of Normal and Low vision students.

Sample

This study utilized a multi-stage sampling method to select 210 students attending school. The researcher randomly selected 4 blocks from Kamrup, with 2 from the South zone and 2

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from the North zone, in the first stage. Then, 16 government schools were chosen in the next stage using purposive sampling, considering the availability of low vision students from those 4 blocks. The 210 participants were divided into two groups based on their vision status, with 150 having normal vision and 60 having low vision. Furthermore, the two groups were further divided by gender, with 75 male and 75 female students having normal vision, and 30 male and 30 female students having low vision.

Tools used

The investigator used Perceived Parental Involvement Questionnaire by Victor Anthony Raj and S. Sasikala (2018) and Psychological Well-Being Scale by Carol Ryff (1984).

Procedure

At the outset, the researcher and her supervisor worked together to translate the tools from English to simple Assamese language. The researcher then visited schools to obtain permission for data collection and assured the principals or headmasters that feedback on their students' overall well-being would be provided to the school authority after the questionnaires filled out by their students were interpreted. Contact information of the authorities was collected to facilitate this feedback process. The data was collected from the participants in groups while adhering to ethical principles. The responses for each questionnaire were manually scored and statistical analysis was applied to test the various hypotheses.

Analysis of the Data

The data was analyzed statistically using SPSS package 21 and it was found that the data as non-parametric. So, the following statistical techniques were used:

1. Mann Whitney U test to assess the difference in Parental Involvement and Psychological well-being based on gender and vision status.
2. Spearman Correlation to determine the co-variation between Parental Involvement and Psychological well-being based on gender and vision status.
3. Regression Analysis to predict Psychological well-being from Parental Involvement.

RESULT AND DISCUSSION

The present study aimed to predict psychological well-being from parental involvement among low-vision students. It was conducted on 210 school going students of Kamrup district. The data obtained was analyzed using SPSS- 21 for various statistical treatments like Mann-Whitney U-test, Spearman's correlation, and Regression analysis which is presented and interpreted in the following sections.

Table-1: Mean Rank and Mann Whitney U test of parental involvement based on gender.

	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Parental involvement	Boys	105	113.84	11953	4637	10202	0.047
	Girls	105	97.16	10202			

The table 1 displays the Mean Rank and Mann-Whitney U value for boys and girls in relation to parental involvement. The results indicate that parental involvement is higher in boys (Mean Rank=113.84) than in girls (Mean Rank=97.16) ($p=0.047$), therefore the first hypothesis is not accepted. This finding is consistent with a study conducted by Richa Varshney, Dr. Uma Joshi, Dr. Anju Mehta, and Simrat Kaur in 2015 and 2022, where they

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found that parental involvement is higher in boys due to greater parental support for boys (80%) than girls (66%) at the school level. Additionally, they were of the opinion that some parents restrict their daughters from participating in outdoor activities with friends. However, parental involvement is almost equal at the home level and in parent-teacher associations. This difference may be because India has a patriarchal society, which means that men hold more power and authority than women. This mindset has been reinforced over generations, and it has led to the belief that sons are more valuable because they will carry on the family name and lineage. If we take into consideration the religious background some religious beliefs in India place greater emphasis on male heirs. For example, in Hinduism, a son is believed to be necessary to perform certain religious rites and rituals that are required after the parents' death. Additionally in some communities, the birth of a girl is seen as a disappointment or a curse. This negative perception of girls may contribute to the preference for male children and consequently the parents involvement with their male child may also be higher as compared to the female child.

Table-2: Man Rank and Mann Whitney U test of Psychological Well-Being (PWB) based on gender.

Variable	Gender	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Asymp. Sig. (2-tailed)
PWB	Boys	105	99.05	10400	4835	10400	0.124
	Girls	105	111.95	11755			

The table 2 indicates that there is no significant difference in the Mean Rank of Psychological Well-being between boys (99.05) and girls (111.95), which leads to accepting the second hypothesis. This finding is consistent with a study conducted by Brett Roothman, Doret K. Kirsten, and Marie P. Wissing in 2003, where they also found no gender-based difference in psychological well-being. India has a rich cultural heritage, with traditions and beliefs that have evolved over thousands of years. These cultural factors can provide a sense of meaning and purpose, which can contribute to psychological well-being. Indian societies tend to have strong social networks and community support, which can provide a sense of security and comfort. This can be particularly important in a country like India, where family and community ties are highly valued which may lead to no difference in psychological well-being based on gender.

Table 3: Mean Rank and Mann Whitney of components of PWB based on gender.

PWB components	Gender	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Asymp. Sig. (2-tailed)
Autonomy	Boys	105	110.72	11626.00	4964.00	10529.00	0.212
	Girls	105	100.28	10529.00			
Env Mastery	Boys	105	103.84	10903.50	5338.50	10903.50	0.692
	Girls	105	107.16	11251.50			
Personal growth	Boys	105	95.19	9995.00	4430.00	9995.00	0.014
	Girls	105	115.81	12160.00			
PosRel with others	Boys	105	108.00	11340.00	5250.00	10815.00	0.550
	Girls	105	103.00	10815.00			
Purpose in life	Boys	105	103.10	10825.00	5260.00	10825.00	0.565
	Girls	105	107.90	11330.00			
Self-Acceptance	Boys	105	99.01	10396.50	4831.50	10396.50	0.121
	Girls	105	111.99	11758.50			

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The table 3 indicates that Personal Growth among girls is significantly higher than boys ($P=0.014$). There are some researches that suggest that girls may have higher levels of personal growth than boys. For example, a study by Nava Levit Binnun and Orit Taubman-Ben-Ari (2016) found that adolescent girls reported higher levels of personal growth than boys. Similarly, a study by Hannah Scott and colleagues (2015) found that female university students reported higher levels of personal growth than male students. One possible explanation is that women may be more likely than men to engage in activities that promote personal growth and development, such as seeking out challenging experiences, reflecting on their experiences, and pursuing opportunities for learning and self-improvement. Another possible explanation is that women may face unique challenges and obstacles that require them to develop resilience and coping skills, which can contribute to personal growth. For example, women may experience gender-based discrimination or societal pressure to conform to traditional gender roles, which can lead to a greater sense of self-awareness and personal growth.

It further shows that there exists no significant difference in the Mean Rank in the rest of the components i.e. Autonomy (Male 110.72, Female 110.28), Environmental Mastery (Male 103.84, Female 107.16), Positive Relation with others (Male 108, Female 103), Purpose in life (Male 103.1, Female 111) and Self-Acceptance (Male 99.01, Female 111.91). A study by Jitendra Kumar Sharma and colleagues (2021) found no significant difference in psychological well-being between male and female medical students. It is possible that the medical school environment, with its emphasis on academic achievement and professional development, may promote a culture of Self-enrichment and self-awareness among all students, regardless of gender. This could lead to similar levels of psychological well-being among male and female students. Therefore, the third hypothesis is partially accepted.

Table 4- Mean Rank and Mann Whitney U test for Parental Involvement based on vision status.

	Group	N	Mean Rank	Sum of Ranks	Mann-Whitney U	Z	Asymp. Sig. (2-tailed)
Parental involvement	Normal Vision	150	108.34	16251	4074	-1.071	0.284
	Low Vision	60	98.4	5904			

Table 4 shows that there is a non-significant difference in the Mean Rank of Parental Involvement among normal (108.34) and low vision students (98.4). Hence the fourth hypothesis is accepted. This finding was supported by a study published in the Journal of Autism and Developmental Disorders by M. Oliver (2019) where it was found that parental involvement was associated with better social and communication skills for children with low-vision. The study also found that parental involvement was associated with better academic achievement for children with low-vision. Although parental engagement is more prevalent in boys with low vision than girls, the variance between the two genders is not considered statistically significant. When parents have a child with low vision, parents may become more attentive and protective towards them, regardless of the child's gender. This is because parents may perceive their child's low vision as a vulnerability and may want to ensure that their child is safe and well cared for. As a result, they may give equal attention and care to both their male and female children, irrespective of their vision status. It is also worth noting that children with low vision may require additional support and accommodations to succeed in school and other activities. Parents may need to advocate for their child's needs and work closely with educators and other professionals to ensure that

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their child receives the necessary services and accommodations. In doing so, they may become more involved in their child's education and development, leading to a more equal and inclusive approach towards both male and female children. The results obtained in this study, however, indicates parity in parents' involvement with their children irrespective of vision status, which is a heartening fact as it illustrates that parents are involved in the same measure with their children with low vision as the children with normal vision thereby normalizing the situation for the low vision children.

Table 5- Mean Rank and Mann Whitney of PWB based on vision status.

Variable	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Asymp. Sig. (2-tailed)
PWB	Normal Vision	150	108.00	16200.5	4124.5	-	0.944
	Low Vision	60	99.24	5954.5			

Further, table 5 shows that there exists no significant difference in the Mean Rank of Psychological Well-Being among normal (108) and low vision (99.24) students. Therefore, the fifth hypothesis is accepted. While living with a disability can be challenging, some individuals may also find positive aspects to their disability, such as increased empathy, a sense of purpose, or a greater appreciation for life. This might be a reason for no difference in psychological well-being based on vision status. This finding was supported by a study by Preeti Khetrpal and colleagues (2019) who found no significant difference in psychological well-being between visually impaired and sighted students in India. Additionally, other factors such as the severity and onset of the visual impairment, as well as individual coping mechanisms, may also play a role in determining the psychological well-being of visually impaired individuals. Further, when the equivalent level of psychological well-being among the children, irrespective of their vision status is considered against the no difference in parental involvement by vision status, it becomes apparent that perhaps when parents do not treat children with impaired vision differently from those with normal vision it is perhaps likely that the psychological well-being of the visually challenged children will be no different from those children who are challenged similarly.

Table 6- Mean Rank and Mann Whitney for components of PWB based on vision status.

PWB components	Group	N	Mean Rank	Sum of Ranks	Mann Whitney U	Z	Asymp. Sig. (2-tailed)
Autonomy	Normal Vision	150	103.08	15461.5	4136.5	-	0.916
	Low Vision	60	111.56	6693.5			
Env Mastery	Normal Vision	150	109.93	16489.5	3835.5	-	1.676
	Low Vision	60	94.43	5665.5			
Personal growth	Normal Vision	150	105.06	15759.5	4434.5	-	0.165
	Low Vision	60	106.59	6395.5			
PosRel with others	Normal Vision	150	107.97	16195	4130	-	0.932
	Low Vision	60	99.33	5960			
Purpose in life	Normal Vision	150	107.1	16064.5	4260.5	-	0.603
	Low Vision	60	101.51	6090.5			
Self-Acceptance	Normal Vision	150	108.39	16259	4066	-	1.094
	Low Vision	60	98.27	5896			

Table 6 shows that there is no significant difference among the Psychological Well - Being components namely Autonomy (Normal 103.08, Low 111.56), Environmental Mastery

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(Normal 109.93, Low 94.43), Personal Growth (Normal 105.06, Low 106.59), Positive Relation with others (Normal 107.97, Low 99.33), Purpose in life (Normal 107.1, Low 101.51) and Self-Acceptance (Normal 108.39, Low 98.27) based on vision status . Hence, the sixth hypothesis is accepted. This was supported by a study by Manfred M. Fichter and colleagues (2004) which found no significant difference in self-esteem, anxiety, and depression between visually impaired and sighted individuals in Germany and there was no difference in self-esteem, life satisfaction, and social support between visually impaired and sighted students. It may indicate that visual impairment does not necessarily lead to poorer mental health outcomes and this perhaps is indicated by the results reporting no difference in the components of Psychological Well-Being among the children differentiated by vision status. This finding appears to suggest that low vision students are just as capable of experiencing same level of psychological well-being as their normally sighted peers. Therefore, it is crucial to provide low vision students with the necessary support, consideration and arrangements to ensure that they can fully participate in academic and social activities and have equal opportunities for success.

Table -7. Spearman Correlation between Parental Involvement and PWB and its components based on gender.

Parental Involvement	Gender	Psychological Well-being	Autonomy	Env Mastery	Personal growth	PosR With others	Purpose in Life	Self-Acceptance
	Boys	0.171	0.134	0.095	0.068	0.07	0.102	0.177
	Girls	0.075	-0.077	0.046	0.049	0.109	0.048	0.176

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Table 7 shows that there is a favorable association between parental participation and psychological well-being for both genders. However, this correlation is not statistically significant at either level of significance, thus partially accepting the seventh hypothesis. There may be other variables, such as socio-economic status, family structure, or cultural background, that could affect both parental involvement and psychological well-being. These variables may influence the relationship between parental involvement and psychological well-being, resulting in a partial correlation. A research conducted by Prachi Vaidya and colleagues (2018) found that Indian adolescents had better psychological well-being when there were higher levels of parental involvement.

In terms of specific components of psychological well-being, Autonomy shows a positive correlation with parental involvement among boys ($r = .134$) and a negative correlation with girls ($-.077$). A correlation coefficient (r) of $.134$ between autonomy and parental involvement among boys indicate a weak positive relationship between the two variables. This means that as parental involvement increases, autonomy tends to increase among boys. It is possible that boys who are granted greater autonomy by their parents may also have a stronger sense of responsibility and self-efficacy. This could lead them to seek out more opportunities for growth and development, which may in turn encourage their parents to be more involved in their lives to provide support and guidance.

On the other hand, a correlation coefficient of $-.077$ between autonomy and parental involvement among girls indicates a weak negative relationship between the two variables. This means that as parental involvement increases, autonomy tends to decrease among girls.

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It is possible that parents may be more protective of their daughters than their sons, which could lead to greater parental involvement and less autonomy among girls. This may be influenced by concerns about safety and vulnerability, as well as societal expectations around gender roles. It is possible that the negative relationship between autonomy and parental involvement among girls may reflect individual differences in personality and temperament. Some girls may be naturally more inclined to seek out independence and autonomy, while others may be more comfortable relying on their parents for support and guidance.

Meanwhile, the components of Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance demonstrate positive correlations with parental involvement based on gender, but the correlation is not significant. Therefore, the eighth hypothesis is also partially accepted. A study by E. S. Kim and colleagues (2013) found that parental involvement was positively associated with psychological well-being among Korean adolescents. Additionally, the study reported a positive association between parental involvement and various components of psychological well-being, such as self-esteem and resilience. Parental involvement may provide a sense of social support and help individuals feel connected to others. This can help reduce feelings of loneliness and isolation, and increase a sense of belonging. When parents are involved in their children's lives, it may provide emotional security and a sense of stability, which can help individuals feel more secure and confident. Overall, parental involvement may provide a supportive and nurturing environment that can foster healthy psychological development and contribute to overall well-being.

In the present study too positive association between the components of well-being and parental involvement is seen although the correlation values are not significant. The correlations between autonomy and parental involvement by gender, however, direct towards a novel association by gender and perhaps needs further, more in-depth, study.

Table -8 Spearman correlation between Parental Involvement and PWB and its components based on vision status.

Parental Involvement	VISION STATUS	Psychological Well-being	Autonomy	Env Mastery	Personal Growth	PosRel with Others	Purpose in Life	Self-Acceptance
	Normal	0.055	0.009	-0.012	0.029	-0.010	0.098	0.143
	Low	0.230	0.074	0.150	0.071	.313*	0.075	0.185

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

Table 8 shows that there is a positive correlation between Parental Involvement and Psychological Well -Being based on Vision status but the correlation is not significant. Therefore, the ninth hypothesis is partially accepted. Olga N. Shirokova and colleagues (2017) found that parental involvement was positively correlated with the psychological well-being of Russian adolescents. Further their studies suggest that parental involvement can have a significant impact on the psychological well-being of children and adolescents. They were of the opinion that when parents are involved in their children's lives, it can facilitate open and effective communication, which can help individuals build strong relationships and avoid misunderstandings which can help individuals develop a positive self-image and self-esteem.

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Autonomy is positively correlated with Parental Involvement, but the correlation is not significant. Environmental Mastery is negatively correlated ($r=-.012$) with Psychological Well-Being among normal vision students and positively correlated among low vision students ($r=.15$) but for both the genders the correlation is not significant. The correlation coefficients suggest that there is a weak and negative relationship between Environmental Mastery and Psychological Well-Being among normal vision students, whereas there is a moderate and positive relationship between these variables among low vision students.

It is possible that low vision students have developed better coping strategies to deal with their visual impairment, which has allowed them to feel more in control of their environment and therefore more psychologically well. On the other hand, normal vision students may not have needed to develop such coping strategies, and may feel less in control of their environment as a result. Low vision students may receive more social support from family and friends, who may be more attuned to their needs and provide greater emotional support. This social support may help low vision students feel more connected to others and less isolated, which can contribute to greater psychological well-being. Normal vision students, by contrast, may not receive as much social support, which could contribute to lower psychological well-being. Parents can act as advocates for their visually impaired children, ensuring that they receive appropriate accommodations and support in school and other settings. This can help alleviate stress and anxiety associated with navigating unfamiliar environments and can contribute to a sense of empowerment and self-efficacy. Parents can encourage their visually impaired children to develop independence and self-sufficiency. This can help promote a sense of autonomy, self-efficacy, and resilience, which can contribute to psychological well-being.

Personal Growth is positively correlated with Psychological Well-Being. Positive Relation with Others is negatively correlated with Psychological Well-being ($r=-.01$) among the normal vision group and positively and significantly correlated with Psychological Well-Being among low vision. The correlation coefficient of -0.01 between positive relation with others and psychological well-being among the normal vision group indicates a very weak and non-significant relationship between these variables. On the other hand, the positive and significant correlation between positive relation with others and psychological well-being among the low vision group indicates a strong and positive association between these variables. Positive relationships with others may be an important coping strategy for individuals with low vision, who may face greater challenges in daily life than those with normal vision. In contrast, individuals with normal vision may have a wider range of coping strategies available to them, making positive relationships with others less crucial for their psychological well-being. Visually impaired students may face social challenges such as limited social opportunities and difficulty making friends. Parental involvement can help provide opportunities for socialization, such as arranging playdates or extracurricular activities, and supporting the student in developing social skills and connections. Furthermore, parental involvement in the education and daily routines of visually impaired students can also help foster a sense of independence and autonomy. This can help these students develop stronger coping skills and be more self-reliant in navigating their disability and daily life. Purpose in Life is positively correlated with Psychological Well-Being, but this correlation is not significant. Finally Self-Acceptance is positively correlated with Psychological Well-being, but it is not significant. Therefore, the tenth hypothesis is partially accepted. A study by Reshmi K. R. and colleagues (2018) found that parental involvement positively influenced the psychological well-being of adolescents in Kerala, India.

Table -9 Regression analysis of Parental Involvement to predict Psychological Well-being

Variables	β	Std. Error	t	95% CI for β		Sig.
				Lower	Upper	
Parental involvement	0.176	0.093	1.9	-0.007	0.358	0.059
<i>Dependent Variable: PWB</i>						

Results from the table 9 shows that Parental Involvement is positively correlated with psychological well-being. Parental Involvement is necessary but not a sufficient factor for predicting psychological well-being ($p=.059$, not significant). This finding is also supported by J. Indumathy and K. Ashwini (2017). As along with support from family and signifiant others, acceptance from peer group, inclusive school environment, self-confidence, self-worth, etc. can also influence well-being level among students.

SUMMARY AND CONCLUSION

In Indian society, one possible reason is the cultural emphasis on patriarchal norms and gender roles, which traditionally place more value on male children and prioritizes their needs and aspirations over those of females. While parental involvement can have a significant impact on a student's psychological well-being, it is not the only factor that contributes to their overall well-being. Other factors like peer relationship, school environment, academic pressure, socio-economic factors, individual factors, etc. can also influence psychological well-being among students. It is also suggested that low vision students are just as capable of experiencing good mental health as their normally sighted peers. Therefore, it is crucial to provide low vision students with the necessary support and accommodative approach to ensure that they can fully participate in academic and social activities and have equal opportunities for success.

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Conflict of Interest

The author declared no conflict of interest.

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