Construction of Humanistic Care System for Visually Impaired Children Based on Social Capital Theory

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Abstract. The rapid development of Chinese society has made the construction of humanistic care systems a primary measure of addressing social issues. This paper focuses on the visually impaired children group and utilizes social capital theory to analyze the current status and structural issues of humanistic care system construction for visually impaired children. A questionnaire survey was conducted at four levels including family relationships, school education, social networks, and public services. Based on the results of the questionnaire survey, this study suggests that constructing a humanistic care system requires schools to provide physically supportive environments that are perceivable and exploratory for visually impaired children, communities to serve as rehabilitative institutions offering tools and information support to prevent detachment of visually impaired children from social life, and social public services to provide mobility support for the travel of visually impaired children, thereby facilitating connections between visually impaired children and other societal networks. Furthermore, the effective establishment of links between these entities requires collaboration and integration with the government and government-affiliated organizations. The construction of the humanistic care system for visually impaired children is still incomplete and requires substantial support in terms of manpower and resources.

Keywords: Humanistic care system, Visually impaired children, Social capital theory, Questionnaire survey.

1 Introduction

Visually impaired children, as a special group, have gradually attracted attention from various sectors of society. According to the 1987 National Sample Survey of Disabled Persons in China, there are 7.55 million visually impaired individuals on the mainland, among which 49.2% are visually impaired children. Data from 2018 indicate that there is increasing attention and support from the government for visually impaired children. Scholars have also focused on research issues related to visually impaired children's education, family issues, psychological issues, and social issues[1]. Thus, research on

visually impaired children not only holds societal significance but also possesses high academic research value.

While existing studies have provided excellent research results on various issues related to visually impaired children, there has been relatively little systematic research on the construction of humanistic care systems for visually impaired children. Consequently, there is a gap between academic research and practical societal needs, highlighting the importance and urgency of studying the construction of humanistic care systems for visually impaired children.

Based on the practical needs for constructing humanistic care systems for visually impaired children and academic research requirements, this paper focuses on the group of visually impaired children, analyzing their current development status and the content of humanistic system construction. The paper aims to provide feasible policy recommendations for the construction of humanistic care systems for visually impaired children.

2   Literature Review

Existing literature research on the topic tends to focus on several main areas: analyzing the social support system for visually impaired children, understanding the demands of visually impaired children for humanistic care systems, exploring the difficulties in constructing humanistic care systems, and discussing solutions to the challenges faced by visually impaired children in daily life.

While existing studies have analyzed the challenges faced by visually impaired children in accessing social support systems, Mitchell and Kearns (2010) emphasized the significance of adopting a social model of childhood disability to better understand these challenges on a global scale" [11].

Dong Jing (2022) provided a specific definition of the term "visually impaired," highlighting the physiological limitations faced by visually impaired children, which increase the difficulty of accessing external information and hinder the full respect and protection of their cultural rights. Current social solutions include establishing Braille libraries, intensifying publicity efforts to reach more readers, increasing financial investments, enriching library resources, and utilizing innovative service forms and internet resources to promote social interactions, early intervention, and multisensory coordination development for visually impaired children. However, there are still shortcomings in the systematic optimization of the humanistic social support system for visually impaired children [2].

The study by Zhai Qingwen (2016) suggests that visually impaired children, due to physiological impairments, often confine themselves to their families, schools, or smaller circles. Due to relatively weak social assistance, their social development is limited, emphasizing the need to guide visually impaired children towards correct social interactions and enhance their adaptability to society [3].

Six effective approaches are proposed to cultivate the social skills of visually impaired children. First is to create a harmonious school environment, allowing visually impaired children to experience emotional resonance in a harmonious atmosphere and

open up better. Second is to learn interactive communication, through categorizing activities and positive interactions between peers, to help children master caring for others and communication skills, cultivate their social etiquette, and alleviate their loneliness and psychological pressure through good interpersonal relationships. Third is to provide individualized counseling, considering the psychological conditions of different visually impaired children, analyzing the reasons and situations, finding countermeasures, and enabling visually impaired children to engage in free social interaction[4]. Fourth is to integrate subjects into the education of visually impaired children, shifting the educational focus from imparting textbook knowledge to cultivating the ability to integrate into society. Fifth, it's necessary to strengthen the reading of visually impaired children to broaden their horizons, enabling them to withstand some of the problems brought by social coexistence and enjoy social life. Sixth, visually impaired children need to participate more in collective and social activities, which can help them better form their self-esteem and self-image in collective life, express themselves in a free atmosphere, and absorb the thoughts and behavior patterns they need.

Song Guoyu (2018) proposed that the social support system for visually impaired children can come from various aspects of society, enabling them to gain the same access to education and integration into society as other ordinary children, and can play an important role in promoting their ability development and social adaptation. The main elements of the social knowledge system for visually impaired children mainly include tool support, information and support assessment support, companionship support, emotional support and respect, and the other five main support methods. Although some visually impaired children enter regular schools for education and integrate into social life, there are still some shortcomings in the construction of the social support system. At the level of tools, the teaching methods and environment of regular schools cannot meet the specific needs of visually impaired children. Information resource development is lagging behind and scarce. In terms of companionship support, it mainly comes from their smaller social circles, unable to make more friends during the period of social ascent. It is suggested to build a social support system based on family upbringing, with schools as the important core, society as the important supplement, and the knowledge of various sectors of society as support. At the same time, it is pointed out that the construction of a social support system is not something that can reasonably be completed by a single subject or a few subjects. This is a project involving all aspects of society's efforts to build, requiring comprehensive and balanced construction and development of China's social support system[5].

Although existing studies have analyzed the current situation of the social support system for visually impaired children, pointed out the difficulties in meeting the needs of visually impaired children and the construction of a humanistic care system, and discussed the construction of a humanistic system for visually impaired children. However, in terms of research methods, existing research methods are simple, mostly using descriptive methods to conduct general research, which is difficult to reflect the common needs, specific needs, and differentiated needs characteristics of visually impaired children in China, and the solutions proposed have problems such as lack of systematic, holistic, and coherent differentiation, lack of depth, and lack of specificity. In terms of

research theory, existing studies have not formed a standardized and reasonable theoretical system, the application and discussion of research theory are still in the initial stage, and the importance of research theory in academic research has not been reflected. There are deficiencies in the use of theoretical research and the meeting of practical needs after theoretical research. From the perspective of China's development trend, the number of visually impaired children will continue to increase, but the research and development of this topic are slow. Not only are there deficiencies in the above research methods and research theories, but there are also deficiencies in the collection of specific data and related case studies, resulting in low academic and practical value[5].

On this basis, this paper takes visually impaired children in Beijing as a case, based on semi-structured interviews and questionnaire surveys, and using social capital theory, analyzes the current situation of the construction of the humanistic system for visually impaired children. Based on the specific data from interview surveys, it analyzes the difficulties faced by visually impaired children and makes rational suggestions for the construction of their humanistic care system[6]. It is hoped that this study will enrich the content of this research field, expand and improve the research methods and theories in this research field, provide academic value that can be referenced in this research field, and provide practical value and enlightenment for the construction of humanistic care systems for visually impaired children.

3   Current Situation and Questionnaire Analysis

Existing literature on the topic tends to focus mainly on analyzing the needs of visually impaired children for a humanistic care system and the difficulties in building such a system. It also discusses corresponding solutions to the inconveniences visually impaired children face in their daily lives. However, the existing literature still lacks detailed data surveys on visually impaired children, with most studies taking a macro perspective and treating visually impaired children as a special group, reflecting society's concern about the construction of a humanistic care system for visually impaired children. However, this perspective does not reflect the universality, specificity, and differentiation of the construction of a humanistic care system for visually impaired children, making it difficult to address the real-life difficulties faced by visually impaired children in daily life, learning, and social integration. It fails to reflect the integrity and systematic nature of the construction of a humanistic care system, leading to inefficiency in solutions and an inability to truly benefit the vast group of visually impaired children[7].

Due to the scarcity of literature employing the questionnaire survey methodology to empirically investigate the development of humanistic care systems for visually impaired children, a series of research deficiencies have arisen. To address these shortcomings and enrich the achievements in this research domain, the present study conducts a questionnaire survey focusing on the longitudinal tracking of visually impaired children's growth issues. Leveraging the questionnaire survey method, which is not

bound by temporal or spatial constraints, not only reduces research costs but also enhances the authenticity and reliability of this study. Implementing the questionnaire survey enables the comprehensive collection of authentic and effective information pertaining to visually impaired children, facilitating a better understanding of their needs and attitudes towards humanistic care systems. Furthermore, the questionnaire survey allows for the assessment of visually impaired children's quality and satisfaction with community services, thereby serving as a metric to gauge the outcomes of existing humanistic care system developments. Moreover, based on the findings of the questionnaire survey, it becomes more conducive to conducting research on the construction of humanistic care systems, enabling a closer alignment with the needs of visually impaired children and fostering the development of humanistic care systems conducive to their social integration[8]. It is anticipated that the application of the questionnaire survey methodology in this study will yield new research outcomes beneficial for the construction and optimization of humanistic care systems for visually impaired children.

3.1   Basic Situation of Questionnaire Survey

The questionnaire survey conducted in this study was designed based on social capital theory. Visually impaired children, as a social group, engage in various activities such as daily life, education, and social interactions, all of which exhibit significant social characteristics. These social characteristics manifest through the radiation and connection of their social networks. Hence, the construction of the questionnaire survey cannot solely rely on scattered question points but should instead position visually impaired children within the framework of social capital theory for a systematic investigation. This approach enables the exploration of the social integrity and public nature of the development of the humanistic care system for visually impaired children. The questionnaire survey in this study was structured into four dimensions: (1) Regarding the social relationships of visually impaired children and the trust and support established among relatives within these relationships, the survey aimed to investigate the level of social capital concretely. By including questions about family relationships, including inquiries about parental trust, the questionnaire effectively illustrated the significant impact of interpersonal connections on the level of social capital within social relationships. (2) Focusing on the learning and educational capital within social capital theory, the survey questionnaire addressed the relationship between visually impaired children and their educational institutions to understand their current situation and existing issues in the learning and educational growth process. (3) Exploring the social network aspect of social capital theory, the survey collected information about visually impaired children's communities and social work services to understand their current status within the social network, thus delving deeper into the social network aspect of visually impaired children. (4) Regarding the social public service dimension of social capital theory, the survey questionnaire concentrated on investigating issues such as public transportation accessibility for visually impaired children, aiming to gain a genuine understanding of their needs and the responses of social public services.

3.2   Collection Result of Questionnaire Survey

In total, 34 questionnaires were collected from visually impaired children nationwide. The survey comprised 28 questions covering various aspects of social affairs, including basic information, family education, the community, and public services.

Out of the 34 questionnaires distributed, all were effectively returned, resulting in a response rate of 100%. Gender distribution was relatively even between males and females. Seventy percent of the respondents were children aged 0 to 14 years old. The likelihood of low vision among the research subjects was as high as 82.35%, with only 17.65% being completely blind individuals.

Based on the Survey of Family Conditions and Existing Issues.

From a family perspective, over half of parents are engaged in full-time employment, with daily working hours ranging from 6 to 12 hours. Analysis of parental responses reveals that in caring for visually impaired children, the psychological education of the children is the aspect that parents are most concerned about and where they expend the most time and energy.

Based on the Survey of School Education Conditions and Existing Iressues.

From the survey results, it is observed that 67% of visually impaired children attend regular schools. This suggests that both the families and visually impaired children themselves prefer to live and learn in regular schools with peers, as it facilitates better integration into future social life. Some visually impaired children opt for schools for the blind due to physical limitations or because their parents cannot provide comprehensive long-term care due to work commitments. Visually impaired children face difficulties primarily related to textbooks due to their visual impairments, necessitating enlarged print materials. However, obtaining enlarged print materials poses a significant challenge for visually impaired children in their learning lives, as appropriate institutions are difficult to find and the costs are high. Regarding schools, most organize activities tailored to the needs of visually impaired children, focusing on sports and interest classes to cultivate their interests and facilitate integration into regular life.

Based on the Survey of Community Conditions and Existing Issues.

From the results of the questionnaire survey, it is evident that community services are relatively weak aspects within the humanistic care system. Only 26% of the research subjects' communities are aware of the situation of visually impaired children and provide corresponding home services. However, the types of home services are limited and the service frequency is low. This indicates that community services require further development in the construction of the humanistic care system for visually impaired children, necessitating a broader implementation of community assistance for visually impaired children and targeted solutions to address living difficulties.

Based on the Survey from the Perspective of Social Public Services and Existing Issues.

Despite the high demand for travel among visually impaired children, most do not travel independently due to issues such as incomplete tactile pavements and incorrect positioning of canes. The lack of such public services makes it difficult for them to travel independently, requiring families to spend more time and energy assisting visually impaired children to ensure smooth travel. This diminishes the overall quality of life for the entire family and increases the burden on the family.

4   Strategies for the Construction of a Humanistic Care System for Visually Impaired Children

According to the survey results, it is evident that family, school, community, and public social services are not only important factors influencing the integration of visually impaired children into normal social life but also hold significant meaning for the construction of a humanistic care system for visually impaired children. Families primarily provide emotional support and companionship for children, while schools offer tangible and exploratory physical support for visually impaired children. Communities serve as rehabilitative institutions, providing tools and information support to prevent visually impaired children from becoming disconnected from social life. Public social services provide mobility support for the travel of visually impaired children, promoting their connection to other social networks. Based on this, this paper believes that the construction of a humanistic care system for visually impaired children needs to incorporate the above four aspects and effectively establish connections among them[9].

Firstly, the construction of a humanistic care system needs to be based on family education. Families of visually impaired children should establish a democratic and caring atmosphere, and parents should implement early intervention and actively guide visually impaired children to develop correct values. On a physical level, families need to provide appropriate assistive tools, guide visually impaired children to interact actively with peers, integrate into society, and encourage them to independently complete tasks in daily life. In decision-making, families need to consider various factors and make decisions that meet the physiological and psychological needs of visually impaired children as much as possible. In terms of education, families should strive to choose mainstream schools for visually impaired children, strengthen communication with schools, and ensure that teachers and children receive positive emotional support and excellent educational resources[10].

Secondly, the humanistic care system should regard schools as a crucial core. Schools should take a series of measures to meet the special educational needs of visually impaired children, not only further improving the environment, hardware facilities, and corresponding auxiliary equipment but also enhancing the training of teachers to promote teachers' care for and understanding of visually impaired children. Lourens and Swartz (2021) highlight the pivotal role of educational frameworks, particularly distance education, in fostering social inclusion for children with disabilities[12].

Schools should fully utilize relevant teacher and student resources and strengthen cooperation with the community and social forces. Regarding teacher training, schools can establish a phased training system, comprehensive support and guarantee system, and regular assessment of teachers to improve the training effectiveness of regular schools in handling the education of visually impaired children. On an emotional level, teachers should encourage cooperation and communication among visually impaired children as well as between visually impaired children and other normal children, helping visually impaired children gain more emotional support through companionship. In terms of curriculum and teaching systems, schools for the blind should also pay attention to the connection and transition to regular schools. Regular schools should offer personalized auxiliary courses and provide daily assistance and support rather than targeting specific problems.

In response to the issue raised in the questionnaire regarding the educational material needs of visually impaired children studying in mainstream schools, this paper asserts that the demand for educational materials is a crucial practical issue faced by visually impaired children in mainstream schools. Visual impairment includes both blind individuals and those with low vision. According to research surveys, approximately 60% of children with low vision attend mainstream schools. The font size, background color, and images in regular textbooks can cause visual fatigue and affect residual vision. Therefore, the printing and publication of large-print textbooks are urgently needed [10]. From an ideological perspective, government and non-governmental organizations related to the visually impaired community need to further promote large-print textbooks, increase the awareness and attention of visually impaired children and their families to large-print textbooks, and ensure that large-print textbooks can be widely used by visually impaired children. From a cost perspective, efforts should be made to actively promote the inclusion of large-print textbooks in the textbook catalog, maximize the possibility of schools providing textbooks for free, alleviate the financial burden on the families of visually impaired children, and promote the widespread use of large-print textbooks among visually impaired children groups nationwide through continued efforts in promoting inclusive education with relevant departments such as the China Disabled Persons' Federation.

In addition, communities play an important role in providing environmental support for the education and life of visually impaired children in the humanistic care system. Community work needs to provide services that are more specific, rich in content, more frequent in quantity, and more flexible in social worker interaction to meet the needs of visually impaired children. For example, the community serves as a transitional environment for children to move from school to society. This requires close cooperation between the community and schools to provide care services for the families of visually impaired children, which can help improve the learning and living quality of visually impaired children. Interactions between visually impaired children and individuals in the community can help them develop more positive and healthy emotional concepts. Similarly, the community plays a crucial role in changing social perceptions and public opinion. It should actively organize positive propaganda beneficial to the visually impaired children group. Respecting substantive fairness in communication as a guiding spirit, promoting education policy changes and project implementation, and ensuring

the rights of visually impaired children to receive education and various examinations as well as auxiliary arrangements should be implemented. Additionally, the community should enhance the frequency of interaction with visually impaired children and their families to more accurately understand their difficulties and provide corresponding assistance, thereby building a harmonious and supportive community atmosphere and laying a solid foundation for visually impaired children to better integrate into social life. Community workers, as individuals who directly interact with visually impaired children, are advised to interact more with visually impaired children and provide spiritual and material assistance to promote their positive and proactive engagement with society. For example, conducting psychological education and counseling services for visually impaired children, promoting the construction of barrier-free facilities, and efficient utilization to provide visually impaired children with a safe and convenient travel environment, as well as rich information and knowledge experiences.

Lastly, the construction of a humanistic care system for visually impaired children requires concerted efforts and collaboration between non-governmental organizations and various social groups, conducting humanistic care actions for visually impaired children at four different levels to promote coordinated development. The construction of a humanistic care system for visually impaired children has already achieved significant results, but there is still a need to increase social awareness, promote social assistance to the visually impaired children group, and further establish a comprehensive humanistic care system.

5   Conclusion

In conclusion, the research on establishing a humanistic care system for visually impaired children based on social capital theory underscores the diverse support necessary for the social inclusion of visually impaired children. Through an extensive questionnaire survey, the study illuminates the pivotal roles played by families, educational institutions, communities, and public service organizations in fostering an environment conducive to the social integration of visually impaired children. The study's findings indicate that while there has been some advancement, significant deficiencies persist within the current system, particularly in terms of the accessibility of educational resources, community support services, and accommodations for public transportation. The study advocates for a more coordinated effort to address these issues, emphasizing the necessity of a collaborative approach involving government entities, educational institutions, community-based organizations, and broader society. The study underscores the significance of early intervention and provision of aids in the home environment, enhancement of the schooling environment and teacher training, as well as expansion of community services to better support the daily lives and social interactions of children with visual impairment. By integrating the findings and recommendations of this study, it is anticipated that a more robust support framework can be developed, one that not only addresses the immediate needs of visually impaired children but also empowers them to lead more independent and fulfilling lives. The ultimate objective is

a society that values and respects children with visual impairment and provides them with the opportunities and resources they need to reach their full potential.

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