



International Journal of Home Science

ISSN: 2395-7476
IJHS 2023; 9(3): 163-167
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www.homesciencejournal.com
Received: 04-08-2023
Accepted: 10-09-2023

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Challenges faced by visually impaired adolescents in Rajasthan

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Abstract

Vision disability implies that an individual's vision can't be revised to a "normal" level. Vision disability might be brought about by a deficiency of visual sharpness, where the eye doesn't see objects as obviously to no one's surprise. The present study was conducted to study the Challenges Faced by Visually Impaired Adolescents in Rajasthan. Convenient random sampling method was used for collection of data. The sample of 150 blind adolescents (age group of 12-14 and 15-17 yrs.) selected from five blind schools of five districts of Rajasthan state. From each blind school 30 blind adolescents were selected. A self-made questionnaire was used to measure the challenges of blinds in different areas. The findings showed that there is no significant difference between challenges faced by blind children and both age groups have similar type of challenges.

Keywords: Adolescent, visually impaired, challenges faced by visually impaired

Introduction

The Eye is the Jewel of the Body

-Henry David Thoreau

Vision disability implies that an individual's vision can't be revised to a "normal" level. Vision disability might be brought about by a deficiency of visual sharpness, where the eye doesn't see objects as obviously to no one's surprise. It might likewise be brought about by a deficiency of visual field, where the eye can't consider being wide a region as expected without moving the eyes or turning the head.

There are various approaches to portraying how extreme an individual's vision misfortune is. The World Health Organization characterizes "low vision" as visual sharpness between 20/70 and 20/400, with the most ideal rectification, or a visual field of 20 degrees or less. "Visual deficiency" is characterized as a visual keenness more terrible than 20/400, with the most ideal remedy, or a visual field of 10 degrees or less. Somebody with a visual keenness of 20/70 can see at 20 feet what somebody with ordinary sight can see at 70 feet. Somebody with a visual keenness of 20/400 can see at 20 feet what somebody with typical sight can see at 400 feet. An ordinary visual field is around 160-170 degrees on a level plane. Vision impedance seriousness might be arranged contrastingly for specific purposes. In the United States, for instance, we utilize the expression "lawful visual deficiency" to demonstrate that an individual is qualified for specific schooling or government programs. Lawful visual deficiency is characterized as a visual keenness of 20/200 or more regrettable, with the most ideal rectification, or a visual field of 20 degrees or less (WHO 2021).

Visual keenness alone can't show how much an individual's life will be impacted by vision misfortune. It is essential to likewise evaluate how well an individual purposes the vision they have. Two individuals might have a similar visual keenness; however, one might have the option to utilize their vision better to do regular errands. A great many people who are "visually impaired" have at minimum some usable vision that can assist them with moving around in their current circumstance and get things done in their regular routines. An individual's useful vision can be assessed by noticing them in various settings to perceive how they utilize their vision.

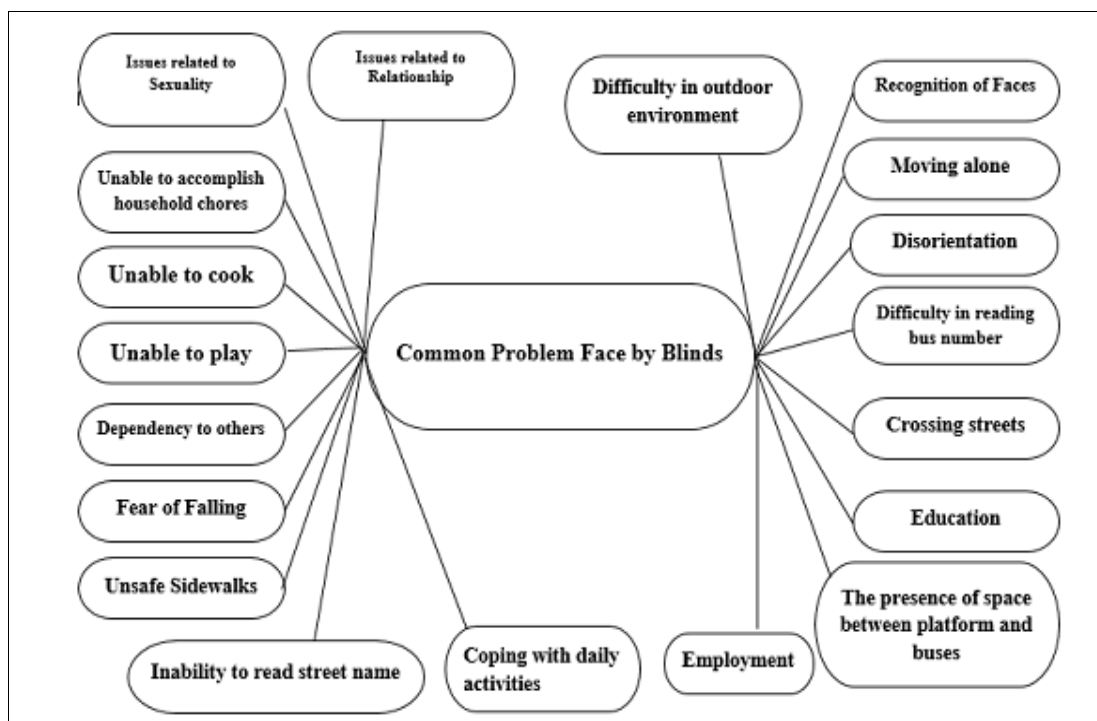
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Visual impedance at a youthful age as low vision or visual deficiency isn't exceptionally normal. The quantity of individuals with visual impedance worldwide in 2021 was in abundance of 2.2 million, of whom around 1 million were visually impaired (WHO 2021). For youngsters' visual impedance represents a gamble of diminished interest and social rejection. They face difficulties in various parts of their lives. Impaired youngsters frequently experience a more drawn out adolescence than their companions due, for instance, to over-defense with respect to their folks and assistants, absence of assistive gadgets, or the idea of their incapacity. As per a Finnish report outwardly impeded understudies don't vary from their located friends in the recurrence of wretchedness, trouble side effects, or relations with guardians and kin. Additionally, their confidence is shown not to contrast from that of located peers; in any case, associations with companions add to the upgrade of their confidence. Like other youngsters with unique necessities, they have fewer companions and are bound to view themselves as desolate as those without inability. Additionally, heartfelt connections are harder to shape for outwardly impeded youngsters. Proof from a review with four outwardly debilitated young people in Sweden demonstrates that they have less recreation exercises than their located friends and appear to be reliant upon their folks for transportation. As PC clients, outwardly weakened young people have ended up being more dynamic than their located friends, somewhat because of the utilization of computers for correspondence and homework. Nonetheless, proof of the support of outwardly hindered youngsters appears to be scant. Visual impairment is a staggering physical condition with profound passionate and prudent ramifications. The period between youth to adulthood is a period that readies a person

for fruitful adulthood. However, for juvenile with handicap, there is a practically all inclusive absence of consideration in exercises that fabricate central social, instructive and monetary abilities. This rejection is regularly formally authorized, with young people and youth with inabilities being banned from taking an interest in formal social and religious functions that assistance characterize a person's changing status according to the network.

Visual impairment itself a difficult circumstance however probably the most widely recognized issues looked by visually impaired youths are:

- Coping with every day exercises
- Unable to achieve family unit errands
- Unable to prepare nourishment
- Unable to play numerous diversions
- Dependency on others
- Moving alone
- Difficulty in outside condition like establishment of material ground surface pointers
- Unsafe walkways
- Existence of impediments on walkways
- Difficulty in perusing transport numbers
- Disorientation
- Fear of falling
- Recognition of appearances
- Inability to peruse road names
- The nearness of spaces among stages and transports
- Walking into glass entryways
- Crossing boulevards, and the danger of Aerial hindrances
- Education
- Employment
- Issues identified with sexuality
- Issues identified with connections.



Review

Agesa Lydia (2014) [1] examined difficulties looked by Learners with Visual Impairments in Inclusive Setting in Trans-Nzoia County. The examination discovered that most students with visual impairments performed ineffectively in scholastics because of absence of usage of the visually hindered school which requires a separated educational

programs according to the set down approach on Special Needs Education, which is ascribed to social, efficient and incompletely social components.

Erin, B. et al. (2013) [9] considered visual difficulties in the regular day to day existences of visually impaired individuals. The difficulties looked by visually impaired individuals in their regular daily existences are not surely known. The

outcomes improve our comprehension of the issues dazzle individuals face, and may help propel new undertakings all the more precisely focused to help daze individuals live more freely in their regular day to day existences.

Fathizadeh, N. *et al.* (2012) [15] directed a subjective report with a phenomenological way to deal with examine the encounters of visually impaired youngsters' parental figures including moms and instructors. The encounters of the visually impaired youngsters' guardians were isolated into two gatherings of test and job. The consequences of this investigation demonstrated that after diagnosing the kid's visual deficiency, the guardians experience the ill effects of mental pressure. At first, they deny the issue, however then they start to go along and acknowledge the visually impaired tyke. Right now, they dissect the successful factors in keeping and teaching the kid. In the meantime, they act because of the tyke impacted by a few elements including the job of the general public.

Marie Celeste (2011) [4] this contextual analysis depended on the play practices and social cooperation of a preschool-age young lady who is visually impaired and has no extra incapacities. The information acquired from the evaluation convention showed that in spite of the fact that the member was formatively at or above age level in many spaces, she exhibited constrained play practices and traded off social communications. The outcomes strengthen the inconstancy of social fitness aptitudes in youthful youngsters with visual impairments.

Berger, S. *et al.* (2008) [3] announced that, the visual deformities substantially affect the capacity of individuals in regular practice and in this way they are considered as a vital reason for handicap.

Methodology

Sample: It means selection of individuals from the population in such a way that every individual has the equal chance to be taken into the sample. The researcher used the "convenient random sampling" technique for collection of data. The sample of 150 blind adolescents in the age group of 12-14 and 15-17.

Locale: The study was conducted in various districts of Rajasthan state, which consisted of Ajmer, Bhilwara, Jaipur, Jodhpur and Udaipur.

a) Design of study: This study was a descriptive study utilizing survey methods to attain its intentions. Convenient random sampling technique was used for this study.

b) Variable:

Independent variables: The major independent variables

under investigation were as follows:

▪ **Age group**

(12-14) years

(15-17) years

Dependent variables

Challenges of blind children

Description of the major research Tools: A self-made questionnaire was developed to measure the problems of blinds.

Description of the self-developed schedule and challenges for blind children

This schedule was developed to collect the following facts about the subjects:

a) Demographic characteristics- Name, Age, Residence.

b) School, Class.

The present tool measures the challenges among blind children. The present questionnaire was administered to a group of 100 blind children in age group of 12-17 years from various districts of Rajasthan state. Initially it consisted of 70 questions, which were sent to seven subject experts for their expert's comments. These subject experts were from different areas like- psychologists, sociologists and educationalist. After receiving feedback from experts 30 relevant questions were selected. The questionnaire measuring different aspects of challenges like challenges in every day coping, challenges in social interaction, challenges in education, personal and some questions were about future planning's of blind children.

Statistical Analysis: Mean, Standard Deviation and T-test were used for the Statistical Analysis.

Objective: To compare the challenges faced by blind children of 12-14 years' age and blind children of 15-17 years' age.

Major Hypothesis: There is no significant difference between challenges faced by blind children of 12-14 years' age and challenges faced by blind children of 15-17-year age.

Result & Discussions: Table shows comparison of challenges faced by children between blind children of 12-14 years' age and 15-17 year of age.

Table 1: Comparison of challenges faced by children between blind children of 12-14 years' age and 15-17 year of age

Area	Age Group	N	Mean	Std. Deviation	Mean Diff	't'	p value
Area-1	12 to 14 years	75	6.84	2.366	3.373	8.300	0.000
	15 to 17 years	75	10.21	2.606			
Area-2	12 to 14 years	75	51.71	7.740	2.040	1.518	0.131
	15 to 17 years	75	53.75	8.696			
Area-3	12 to 14 years	75	21.56	3.473	0.587	0.941	0.348
	15 to 17 years	75	20.97	4.133			
Area-4	12 to 14 years	75	17.40	3.213	0.573	0.951	0.343
	15 to 17 years	75	16.83	4.118			
Area-5	12 to 14 years	75	21.04	3.198	0.027	0.042	0.966
	15 to 17 years	75	21.01	4.434			
Total	12 to 14 years	75	118.55	14.356	4.227	1.537	0.126
	15 to 17 years	75	122.77	19.003			

- The above table indicates that mean scores of area-1 (future related challenges) dimension of challenges faced by blind children of age 12 to 14 years is found to be 6.84 while mean scores of area-1 dimensions of challenges faced by blind children of age 15 to 17 years is found to be 10.21. The mean difference was found to be 3.373 and the 't' score was found to be 8.300 which is significant at 0.01 level. It infers that there is significant difference between area-1 dimension of challenges faced by blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean score indicates that the blind children of age 12 to 14 years face fewer challenges related with area-1 in comparison to the blind children of age 15 to 17 years. Employment, Issues identified with sexuality, Issues identified with connections some are measure challenges they faced.
- The above table indicates that mean scores of area-2(challenges in everyday coping) dimension of challenges faced by blind children of age 12 to 14 years is found to be 51.71 while mean scores of area- 2 dimensions of Challenges faced by blind children of age 15 to 17 years is found to be 53.75. The mean difference was found to be 2.040 and the 't' score was found to be 1.518 which is insignificant at 0.05 level. It infers that there is no significant difference between area-2 dimension of problems faced by blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean score indicates that the blind children of age 12 to 14 years face similar problems related with area-2 in comparison to the blind children of age 15 to 17 years. Unable to achieve family unit errands, Unable to prepare nourishment, Unable to play numerous diversions, Dependency on others, moving alone some are measure challenges they faced.
- The above table indicates that mean scores of area-3(social challenges) dimension of Challenges faced by blind children of age 12 to 14 years is found to be 21.56 while mean scores of area-3 dimensions of Challenges faced by blind children of age 15 to 17 years is found to be 20.97. The mean difference was found to be 0.587 and the 't' score was found to be 0.941 which is insignificant at 0.05 level. It infers that there is no significant difference between area-3 dimension of problems faced by blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean score indicates that the blind children of age 12 to 14 years face similar problems related with area-3 in comparison to the blind children of age 15 to 17 years.
- The above table indicates that mean scores of area-4(educational challenges) dimension of Challenges faced by blind children of age 12 to 14 years is found to be 17.40 while mean scores of area-4 dimensions of challenges faced by blind children of age 15 to 17 years is found to be 16.83. The mean difference was found to be 0.573 and the 't' score was found to be 0.951 which is insignificant at 0.05 level. It infers that there is no significant difference between area-4 dimension of challenges faced by blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean score indicates that the blind children of age 12 to 14 years face similar challenges related with area-4 in comparison to the blind children of age 15 to 17 years.
- The above table indicates that mean scores of area-5(personal challenges) dimension of challenges faced by blind children of age 12 to 14 years is found to be 21.04 while mean scores of area-5 dimensions of challenges faced by blind children of age 15 to 17 years is found to be 21.01. The mean difference was found to be 0.027 and the 't' score was found to be 0.042 which is insignificant at 0.05 level. It infers that there is no significant difference between area-5 dimension of challenges faced by blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean score indicates that the blind children of age 12 to 14 years face similar challenges related with area-5 in comparison to the blind children of age 15 to 17 years.
- The above table indicates that mean scores of total challenges faced by blind children of age 12 to 14 years is found to be 118.55 while mean scores of total challenges faced by blind children of age 15 to 17 years is found to be 122.77. The mean difference was found to be 4.227 and the 't' score was found to be 1.537 which is insignificant at 0.05 level. It infers that there is no significant difference between total problems faced by blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean score indicates that the blind children of age 12 to 14 years face similar total challenges in comparison to the blind children of age 15 to 17 years.

Mean Scores of Challenges faced by Blind children

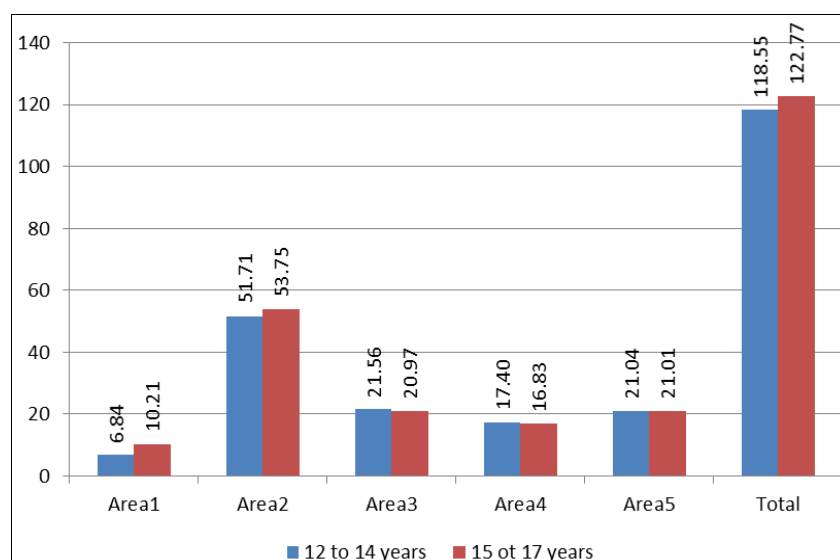


Fig 1: Mean Scores of Challenges faced by Blind children

Hypotheses Testing: There is no significant difference between problems faced by blind children of 12-14 years' age and problems faced by blind children of 15-17-year age is accepted.

Conclusion

The loss of vision because of any reason gets significant change way of life and propensities for the visually impaired individual. Visual challenges impact the life of the person in physical, mental, social, mental, instructive and professional angles. The conclusion gives a bird's eye view of the whole results. The major findings showed that the blind children having age of 12 to 14 years have similar level of challenges faced by children to the blind children having age of 15 to 17 years. Both age group children were faced similar types of challenges in their daily life.

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