

Comparative Study

A Comparative Study of Body Image of Visually Impaired Adolescent in Rajasthan State

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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 Body Image of 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 standardized questionnaire of body image was used to measure the body image of blinds in different areas. The findings showed that there is significant difference between body image of visually impaired children and age of 12 to 14 years have better body image in comparison to visually impaired children having age of 15 to 17 years.

Keywords: Adolescent, visually impaired, Body image of visually impaired.

"It's all About Accepting Yourself the Way you are. If You Want to Work Towards a Better You in Whatever Regards...Do It. But you're Okay Just the Way You Are Today."

Tess Holliday

Visual deficiency at any stage is extremely basic condition. As found in the above table the rate of debilitated is most elevated in the age gathering of youthful. Young people with visual inabilities are among the most minimized and least fortunate of the majority of the world's childhood. The time of youth is likewise considered as critical and noteworthy time of a person's life. Youthfulness can be characterized organically, as the physical progress set apart by the beginning of pubescence and the end of physical development; psychologically, as changes in the capacity to think dynamically and multi-dimensionally; or socially. Major pubertal and natural changes incorporate changes to the sex organs, stature, weight, and bulk, just as significant changes in mind structure and association. Is the time for the youth to think about their appearance and looks. What can they think about themselves with this visual impairment? Body image can play a major role for youth to identity own self.

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Body Image can be viewed as the interesting and specific way the subject logically and progressively fabricates the self-perception of his/her existential body. Its physiological, libidinal and sociological angles are impacted by multidimensional components and, so as to ensure a solid protection, it is vital to keep up the body trustworthiness and solidarity through full identity advancement. (Schilder, 1999). Daze individuals' feeling of their bodies and selves are 'epitomized'. What daze individuals think about their bodies, how they envision their bodies, how their personalities identify with their visual impairment, and how they experience their bodies? Dazzle individuals are all things considered very worried about their appearance (they are incredibly hesitant) and place next to no accentuation on their physical encounters. A few investigations found that young people with visual impairment were less happy with their body than located teenagers, yet this distinction was for the most part dependent on results drawn from female youths. What's more, young people with visual impairment, and female youths specifically, indicated more grounded relationship of self-perception with harassing and mental prosperity. The outcomes demonstrate that female young people are more vulnerable to body disappointment than male youths when not having the capacity to fulfill the societal guideline of the "flawless" body.

RESEARCH METHODOLOGY

Sample

The sample of 150 blind adolescents in the age group of 12-14 and 15-17 randomly selected from five blind schools of various five districts of Rajasthan state. From each blind school 30 blind adolescent were selected.

Locale

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

Description of the major research Tools

Standardized Tool		
Aspects of Study	Name of the Test	Author
Body-image	Body-image scale	Dr. V.L. Chauhan and Dr. P. Surana (2001)

Procedure of data collection

Body-image scale developed by Dr. V.L. Chauhan and Dr. P. Surana, For the purpose of data collection, the researcher approached the various principals of blind schools and got permission from five different schools of five districts of Rajasthan state. The researcher individually met blind adolescent students. Data collection was done at various blind schools of Rajasthan viz Ajmer (Adarsh nagar govt. blind school), Bhilwara (Soor-niliyam blind school), Jaipur (Netraheen kalyan sang), Jodhpur (Netraheen vikas sansthan), Udaipur (Pargya chakshu govt. blind school).

Statistical Analysis

- **Arithmetic Average (Mean):** Simple or arithmetic average of a range of values or quantities, computed by dividing the total of all values by the number of values.
- **Standard Deviation:** Standard deviation is the measure of dispersion of a set of data from its mean. It measures the absolute variability of a distribution, the higher the dispersion or variability, the greater is the standard deviation and greater will be the magnitude of the deviation of the value from their mean.

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- **T-test:** The t-test is one type of inferential statistics. It is used to determine whether there is a significant difference between the means of two groups.

Objective

To compare the body image of blind children of 12-14 years' age and blind children of 15-17 years' age.

Major Hypothesis

There is no significant difference between blind children of 12-14 years' age and 15-17-year age regarding to their body-image.

Analysis of Data

BODY IMAGINATION DIMENSION OF BODY IMAGE

Table A1 Comparison of Body Imagination dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	28.44	20.83
Std. Deviation	4.452	3.198
Std. Error Mean	0.514	0.369
Mean Difference	7.613	
't'	12.029	
p value	0.000	

The above table shows that mean score of body imagination dimension of body image of blind students of 12 to 14 years is found to be 28.44 and the mean score of body imagination dimension of body image of blind students of 15 to 17 years is found to be 20.83. The 't' value is found to be 12.029 which is significant at 0.01 level. It infers that there is significant difference between body imagination dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better body imagination dimension of body image in comparison to blind students having age of 15 to 17 years.

BODY CATHARSIS DIMENSION OF BODY IMAGE

Table A2 Comparison of Body Catharsis dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	24.800	18.360
Std. Deviation	3.341	3.135
Std. Error Mean	0.386	0.362
Mean Difference	6.440	
't'	12.173	
p value	0.000	

The above table shows that mean score of body Catharsis dimension of body image of blind students having age of 12 to 14 years is found to be 24.80 and the mean score of body Catharsis dimension of body image of blind students having age of 15 to 17 years is found to be 18.36. The 't' value is found to be 12.173 which is significant at 0.01 level. It infers that there is significant difference between body Catharsis dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the

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mean scores indicate that blind students having age of 12 to 14 years have better body Catharsis dimension of body image in comparison to blind students having age of 15 to 17 years.

SECURITY AND STRENGTH DIMENSION OF BODY IMAGE

Table A3 Comparison of Security and strength dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	14.190	10.470
Std. Deviation	2.764	2.683
Std. Error Mean	0.319	0.310
Mean Difference	3.720	
't'	8.363	
p value	0.000	

The above table shows that mean score of security and strength dimension of body image of blind students having age of 12 to 14 years is found to be 14.19 and the mean score of security and strength dimension of body image of blind students having age of 15 to 17 years is found to be 10.47. The 't' value is found to be 8.363 which is significant at 0.01 level. It infers that there is significant difference between security and strength dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better security and strength dimension of body image in comparison to blind students having age of 15 to 17 years.

HEALTH AND DISABILITY CONSCIOUSNESS DIMENSION OF BODY IMAGE

Table A4 Comparison of Health and disability consciousness dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	10.560	7.870
Std. Deviation	3.358	3.236
Std. Error Mean	0.388	0.374
Mean Difference	2.693	
't'	5.002	
p value	0.000	

The above table shows that mean score of health and disability consciousness dimension of body image of blind students having age of 12 to 14 years is found to be 10.56 and the mean score of health and disability consciousness dimension of body image of blind students having age of 15 to 17 years is found to be 7.87. The 't' value is found to be 5.002 which is significant at 0.01 level. It infers that there is significant difference between health and disability consciousness dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better health and disability consciousness dimension of body image in comparison to blind students having age of 15 to 17 years.

SOCIAL PHYSIQUE ANXIETY DIMENSION OF BODY IMAGE

Table A5 Comparison of Social physique anxiety dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	10.560	8.070
Std. Deviation	1.695	1.614
Std. Error Mean	0.196	0.186
Mean Difference	2.493	
't'	9.228	
p value	0.000	

The above table shows that mean score of social physique anxiety dimension of body image of blind students having age of 12 to 14 years is found to be 10.56 and the mean score of social physique anxiety dimension of body image of blind students having age of 15 to 17 years is found to be 8.07. The 't' value is found to be 9.228 which is significant at 0.01 level. It infers that there is significant difference between social physique anxiety dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better social physique anxiety dimension of body image in comparison to blind students having age of 15 to 17 years.

BODY MASS DIMENSION OF BODY IMAGE

Table A6 Comparison of Body mass dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	10.640	7.800
Std. Deviation	2.323	2.118
Std. Error Mean	0.268	0.245
Mean Difference	2.840	
't'	7.824	
p value	0.000	

The above table shows that mean score of body mass dimension of body image of blind students having age of 12 to 14 years is found to be 10.64 and the mean score of body mass dimension of body image of blind students having age of 15 to 17 years is found to be 7.80. The 't' value is found to be 7.824 which is significant at 0.01 level. It infers that there is significant difference between body mass dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better body mass dimension of body image in comparison to blind students having age of 15 to 17 years.

PHYSICAL CHANGES DISCOMFORT DIMENSION OF BODY IMAGE

Table A7 Comparison of Physical changes discomfort dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	3.530	2.590
Std. Deviation	1.107	1.140
Std. Error Mean	0.128	0.132
Mean Difference	0.947	
't'	5.159	
p value	0.000	

The above table shows that mean score of physical changes discomfort dimension of body image of blind students having age of 12 to 14 years is found to be 3.53 and the mean score of physical changes discomfort dimension of body image of blind students having age of 15 to 17 years is found to be 2.59. The 't' value is found to be 5.159 which is significant at 0.01 level. It infers that there is significant difference between physical changes discomfort dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better physical changes discomfort dimension of body image in comparison to blind students having age of 15 to 17 years.

IDENTITY AND EXPRESSION DIMENSION OF BODY IMAGE

Table A8 Comparison of Identity and expression dimension of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	3.520	2.630
Std. Deviation	1.119	1.206
Std. Error Mean	0.129	0.139
Mean Difference	0.893	
't'	4.703	
p value	0.000	

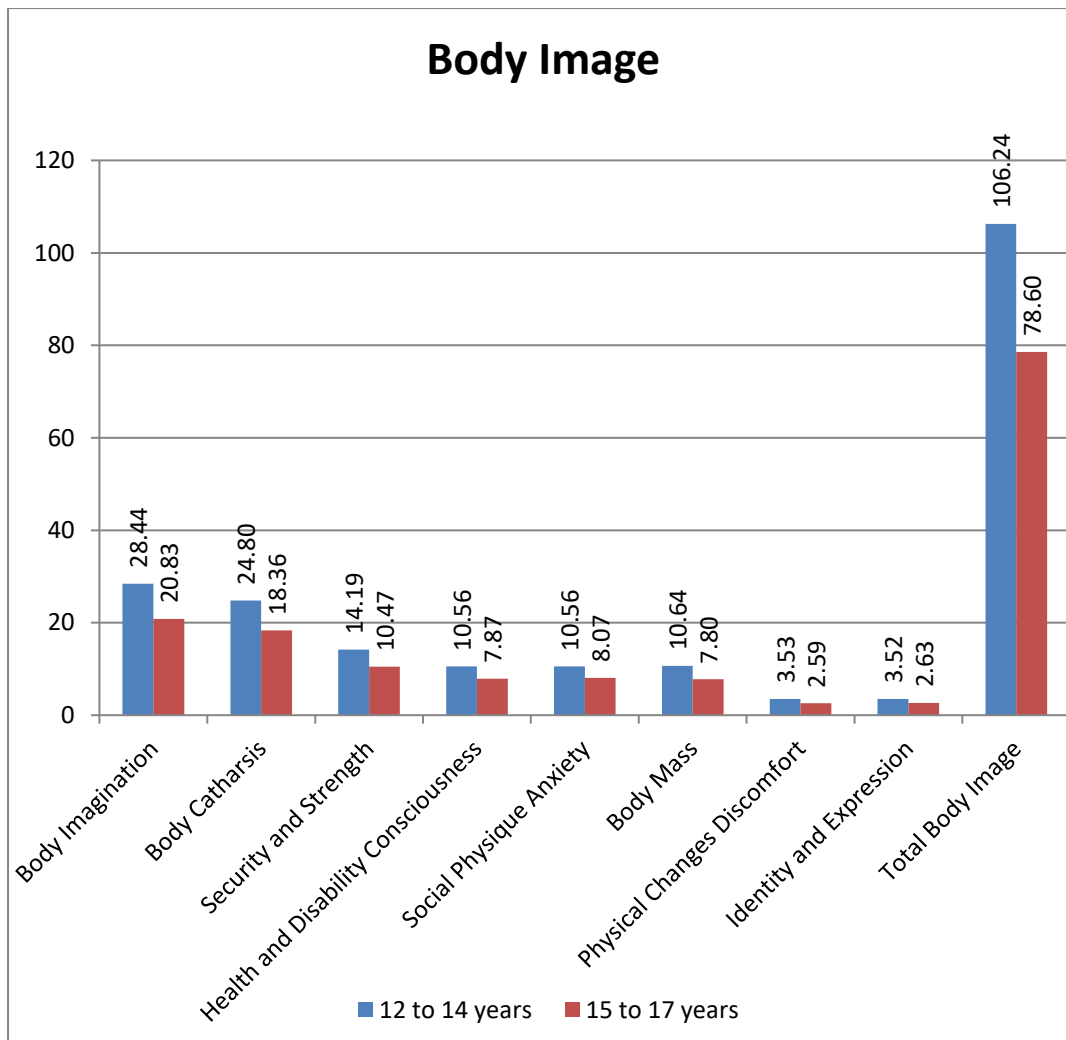
The above shows that mean score of identity and expression dimension of body image of blind students having age of 12 to 14 years is found to be 3.52 and the mean score of identity and expression dimension of body image of blind students having age of 15 to 17 years is found to be 2.63. The 't' value is found to be 4.703 which is significant at 0.01 level. It infers that there is significant difference between identity and expression dimension of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better identity and expression dimension of body image in comparison to blind students having age of 15 to 17 years.

TOTAL DIMENSIONS OF BODY IMAGE

Table A9 Comparison of Total dimensions of Body Image of blind students of age 12 to 14 years age and 15 to 17 years

	12 to 14 years	15 to 17 years
N	75	75
Mean	106.240	78.600
Std. Deviation	11.352	9.259
Std. Error Mean	1.311	1.069
Mean Difference	27.640	
't'	16.340	
p value	0.000	

The above table shows that mean score of total dimensions of body image of blind students having age of 12 to 14 years is found to be 106.24 and the mean score of total dimensions of body image of blind students having age of 15 to 17 years is found to be 78.60. The 't' value is found to be 16.340 which is significant at 0.01 level. It infers that there is significant difference between total dimensions of body image of blind students of age 12 to 14 years and blind students of age 15 to 17 years. Furthermore, the mean scores indicate that blind students having age of 12 to 14 years have better total dimensions of body image in comparison to blind students having age of 15 to 17 years.



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Hypotheses Testing

On the basis of analysis of the results the hypothesis

The hypothesis "There is no significant difference between blind student of 12-14 years age and 15-17-year age regarding to their body-image" is rejected. (Table 4A1 to Table 4A9)

CONCLUSION

The blind children having age of 12 to 14 years have better total dimensions of body image in comparison to blind children having age of 15 to 17 years.

Suggestions for Blinds

- They must be taught to control their facial expressions and body gesture according to social norms.
- They must be taught to give appropriate compliments and praise to others.
- They must be taught to apologize to others when needed.
- They must be taught to assist the child in developing important skills related to personal care and self feeding.
- They must learn to respond to farewells and greetings.

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Conflict of Interest

The author declared no conflict of interest.

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