

## Perception Of Visually Impaired Students About Obesity And Physical Activity

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### ABSTRACT

*The main purpose of the study was to explore, the perception of visually impaired students about physical activity. This study was limited to all students of special education institutions. Main research question was formulated in relation to the objective of the study, which was to view the perception of special education students about physical activity. As for as the methodology of the study was concerned, the survey method design was used for this study. The population of the study was all visual impaired students of special education institutions. Results show that students are very much concerned about the physical activity but there is need to improve the school facilities as well as the parents' concern about their children.*

**Key Words:** *physical activity, visual impairment, obesity.*

### 1.1 Introduction

Adolescence obesity has dramatically increased since 1990, and the health outcomes are reflected in the increasing expense of social insurance (Congdon, Friedman, & Lietman, 2003). The two factors that are the most dominating reason for children and immature overweight or obesity are absence of physical action and poor dietary patterns. Data from late studies has demonstrated that hereditary inclinations for weight pick up are not a main consideration in children who are overweight or hefty and that customary physical action has numerous medical advantages, including weight control (Houwen, Visscher, Hartman, & Lemmink, 2007). Being overweight or fat is particularly an issue for children who have visual impairment in light of stationary practices and absence of access to physical action. Late mechanical progressions, the absence of accessibility of solid snacks and eating decisions, and the absence of choices for physical movement have made ideal conditions for children with visual impairment to wind up plainly overweight or hefty. Some health experts have recommended that 10% a greater number of children with visual impairment are corpulent than located offspring of comparable ages. Given the high rate of corpulence among children with visual disability, physical wellness and great sustenance is as essential as it is for all children (Ponchillia, Ponchillia, & Strause, 2002).

Visual impairment or visual disabilities are low occurrence disabilities. For this paper, the term visual impairment including visual impairment, which is utilized as a part of the execution of the Individuals with Disabilities Education Act of 1997, will coordinate the vocabulary in the content. The terms visual disability or visual impeded will incorporate the full scope of visual sharpness from lawful visual impairment to add up to visual disability (no

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light recognition) (Aslan, Calik, & Kitiş, 2012). Physical wellness and great nourishment are basic components for children with visual disability and can be disregarded. The requirement for wellness in children who have visual disability can be considered of more prominent significance due to the expanded vitality required to finish exercises of day by day living. Physical wellness will help the person to accomplish the objective of most explorers who are outwardly debilitated to move securely and proficiently through various conditions. Being physically fit advances the securing of troublesome introduction and versatility aptitudes that arrangement with recuperation strategies and reestablishing harmony that makes safe go in a large number of conditions (Silva, Winckler, Silva, Bilzon, & Duarte, 2013).

In the field of visual disability, the teachers of students with visual impairment is regularly an essential expert engaged with an understudy's scholarly and social improvement in state funded training programs (Willis, Jefferys, Vitale, & Ramulu, 2012). The part that the educator of students with visual impairment plays in the scholastic and social improvement is huge, and it is essential to assess this part in tending to the healthful and physical action needs of students who are outwardly hindered. More than 85% of students with visual disabilities are being served all in all training classrooms at any rate some portion of the time. As more students are being served in comprehensive settings, the requirement for vagrant administrations is developing (Khadka, Ryan, Margrain, Woodhouse, & Davies, 2012). A vagrant teachers of students with visual impairment flies out from school to class, giving individual guideline and exceptional materials to students and directing consultative administrations with general classroom educators and other school faculty. The part of the nomad educator is altogether different from that of those instructors in asset rooms, independent classrooms and private schools; nonetheless, the requests for giving the proper administrations to students who are outwardly disabled through scholastic and utilitarian educational programs are the same (Tadić, Cooper, Cumberland, Lewando-Hundt, & Rahi, 2013).

The part of the teacher of students with visual hindrances has extended on account of the scholarly and social difficulties that students who are visually impaired or outwardly impeded are confronting in state funded schools. The expanding requests of learning assistive innovation, and the scholastic weight of staying aware of their located associates, alongside the social weight of being acknowledged by their located companions builds the requirement for an extended main subjects that can be educated by an educator of students with visual disabilities (Reed-Jones et al., 2013). So as to address competency in these ranges, the National Agenda for the Education of Children and Children with Visual Impairment, incorporating those with Multiple Disabilities, was produced in 1995. The reception of central subjects for students with visual disabilities is need of time. This main subjects included compensatory and utilitarian scholarly aptitudes, such a correspondence modes; introduction and portability; social connection abilities; autonomous living abilities; recreational and relaxation abilities; vocation instruction; innovation; and visual effectiveness (Mason & McCall, 2013).

Physical movement honed by individuals with handicaps or uncommon needs can be characterized as any action suited to the capacities of every one with an accentuation on engine advancement, physical instruction and every single athletic action. Numerous obstructions are experienced by the visually impaired in connection to physical action among which can be featured: the absence of comprehension and information required by society, dread and uneasiness caused by the handicap, reliance and uncovered its inadequacy in physical movement (Hackney, Hall, Echt, & Wolf, 2013).

One of the outcomes of visual disability is inactive way of life and your coordination with the organization bringing about poor physical continuance, act improper arrival of the

ligaments diminished nerve causing compressions. The inadequacy is identified with the evacuation of the visually impaired with physical action, abandoning it unfit to associate with the visual disability to the powerlessness. Low physical ability to inactive way of life and particularly the overprotective, since the more noteworthy the level of handicap, the more prominent the assurance worked out. An examination about the states of mind of individuals even with physical instruction and amusement proposes that visually impaired grown-ups perform physical exercises as a vital piece of their entertainment and their mentalities (Holbrook, Kang, & Morgan, 2013).

The individual needs of body development to investigate the earth and get comfortable with it, utilizing it to accomplish its psychomotor improvement. Game adds to the change of development, independence, so the outwardly weakened individual have accomplishment independent from anyone else, giving an expansive information of himself, that together with the experience of effective circumstances, increment their certainty, poise, opportunity, activity, self-perception and correspondence, adding to social coordination. Physical movement for the outwardly weakened has a more noteworthy significance and representativeness than for "ordinary" individuals, in light of the fact that notwithstanding physical and mental impacts normal to all paying little heed to physical condition, it gives a restorative and motivational helping and help in their reintegration into society (Jaarsma, Dekker, Koopmans, Dijkstra, & Geertzen, 2014).

The located individuals are regularly spurred to rehearse wears through visual jolts, while the visually impaired requires inward inspiration, therefore, the movement should give you delight first. Games for handicapped individuals apply to the individual who, with their inability, can hone a game without change. The progressions don't take the aggressive edge the game, sorted out, organized and managed has. In brandish for individuals with disabilities there are a few regular tests to sports as a rule, be that as it may, adjusted to this populace, with a little more set number of particular proof in a few zones of insufficiency in physical action (Perkins, Columna, Lieberman, & Bailey, 2013).

Along these lines, the motivation behind this paper is to look at what students with visual impairment accept about physical movement. What's more, the examination will incorporate an examination of the boundaries that are related with access to physical exercises and whether weight and absence of physical action are essential worries of students with visual hindrances in tending to the necessities of their visual disabled students. So this study investigates what is the perception of parents and school of students with visual disability about urging them to adjust proper dietary propensities and fruitful mediation techniques they may have utilized (Davis, 2013).

## **1.2 Statement of the Problem**

Students who are visually impaired or visual disabled face numerous hindrances in making academic progress and having solid social communications that prompt effective, profitable adulthood. Being overweight and not taking part in physical movement make extra boundaries to social achievement. Experts in the field of visual impairment and visual weakness, particularly teachers of students with visual impedances, are required to instruct their students the essentials of academic accomplishment and access the aptitudes required through the extended central subjects. In spite of the fact that this incorporates physical training when it is a piece of the general educational programs, the educator of students with visual hindrances is frequently ready to just invest restricted energy in coordinate direction because of broad duties (Lieberman, Ponchillia, & Ponchillia, 2012).

Be that as it may, intercession methodologies in the ranges of sustenance and physical movement can be actualized by teachers of students with visual weaknesses in light of the individual contact through one on one guideline that they have with their students. As per Wolfe et al. (2002), teachers of students with visual impedances have a wide assortment of obligations to their students in view of the necessities particular to visual impairment or visual disability. The apparent part of the teacher of students with visual disability is a critical device in planning the fitting intercession systems that empower students who are visually impaired and outwardly weakened to rehearse great wholesome propensities and increment physical movement. Hence, it is critical to comprehend what esteems and showing methodologies are stressed by these teachers through their expert parts.

### 1.3 Significance of the Study

This study will be beneficial for the sports federations, coaches, and academic institutions for betterment of sports and visual impaired students.

### 1.4 Objective of the Study

To view the perception of activity of visual impaired students about physical activity.

### 1.5 Research Question

What is the perception of activity of visual impaired students about physical activity?

### 1.6 Methodology

The research type was quantitative by nature result are given in numerical form. In this research population was all the students of university of the Punjab. In this study researchers choose his sample through purposive sampling from non-probability sampling method. The sample of the population the study will be 186 students of different especial education schools situated in Lahore. In this research data was collected through survey method and research instrument of this study was questionnaire. Validity of the questionnaire will be ensured through expert opinion while reliability was check through pilot testing. Reliability coefficient Cronbach alpha was applied as its value was .840 which means questionnaire was reliable. Data was analyzed on Statistical package For the Social Sciences (SPSS) 16 version and frequencies were drawn test will be used to find the significance difference.

### 1.7 Results

**Table 1: Frequencies, Mean and SD of responses according to questions**

#	Statement	GD	MA	N	ST	NA	M	SD
1	How important is physical activity for you?	93	93	0	0	0	4.50	.501
2	How much does your level of physical activity affect your ability to succeed academically?	13	132	15	3	38	3.83	.559
3	How often do you have opportunities to participate in recreational activities in the community with sight peer?	17	81	5	83	0	3.17	1.106
4	How often do you have opportunities to participate in recreational	82	84	16	4	0	4.31	.720

	activities in the community with peer who are visually impaired?							
5	How much your family support you for physical activity?	69	71	22	24	0	3.99	1.005
6	Does your school provide proper facilitation to participate in physical activity?	8	20	3	80	75	4.50	.501

**GD = A great deal, AM = A moderate amount, N = Neutral, SW = Somewhat, NA = Not at all, M= Mean, SD= Standard Deviation**

Table 1 shows overall frequencies of responses of visually impaired students about physical activity. Frequencies shows majority of the students consider the importance of physical activity in their life as the table shows that all the respondents consider the importance with a great deal or with the moderate amount but no respondents were go for any other options. Majority of the respondents consider that physical activity have very much importance in their life.

Table shows the responses about question how much does your level of physical activity affect your ability to succeed academically? Frequencies show 13 respondents were go for great deal, 132 respondents were go for moderate amount, 15 respondents were go for neutral, 3 respondents were go for sometimes and 38 respondents were go for not at all about how much their level of physical activity affect their ability to succeed academically.

Table shows the responses about question how often do you have opportunities to participate in recreational activities in the community with sight peer? Frequencies show 17 respondents were go for great deal, 81 respondents were go for moderate amount, 5 respondents were go for neutral, 83 respondents were go for some time and no respondents were go for not at all about how often do they have opportunities to participate in recreational activities in the community with sight peer.

Responses to the question how often do you have opportunities to participate in recreational activities in the community with peer who are visually impaired? Frequencies show 82 respondents were go for great deal, 84 respondents were go for moderate amount, 16 respondents were go for neutral, 4 respondents were go for some time and no respondents were go for not at all about how often do they have opportunities to participate in recreational activities in the community with peer which are visually impaired.

Responses about question how much your family supports you for physical activity? Frequencies show 69 respondents were go for great deal, 71 respondents were go for moderate amount, 22 respondents were go for neutral, 24 respondents were go for some time and 0 respondents were go for not at all about how much their family support them for physical activity.

Table shows the responses about question does your school provide proper facilitation to participate in physical activity? Frequencies show 8 respondents were go for great deal, 20 respondents were go for moderate amount, 3 respondents were go for neutral, 80 respondents were go for some time and 75 respondents were go for not at all about their school provide proper facilitation to participate in physical activity.

**1.8 Findings**

- Majority of the visual impaired students consider physical activity is very important for them.
- Majority of the visual impaired students consider that physical activity affect moderately their ability to succeed academically.

- Majority of the visual impaired students consider that opportunities effect sometime to participate in recreational activities in the community with sight peer.
- Majority of the visual impaired students consider that opportunities effect moderately to participate in recreational activities in the community with peer who are visually impaired.
- Majority of the visual impaired students consider that family support effect moderately their physical activity.
- Majority of the visual impaired students consider that their sometimes school provides proper facilitation to participate in physical activity.

### 1.9 Conclusion

The significance of physical activity for students with visual impairment has been approved in the examination in the region of physical health. Regardless of whether students with visual impairment can exploit physical action openings is perplexing. This examination was made from the want to comprehend whether students with visual disabilities are taking part in physical instruction and diversion exercises in the group, and whether they are getting to these exercises with their located and visual disabled companions. Students consider the importance of physical activity and wanted to take part in it but their impairment and lack of motivation from school as well as from parents is the basic hindrance for them to participate. It contributes to an understanding of the barriers associated with the lack of participation from the students' viewpoint, and it reports possible intervention strategies that can be used by schools and parents of children with visually impairment.

### 1.10 Recommendations

- Government should provide proper facilities to schools to promote physical activities for visual impaired students.
- Special education department should frequently organize meetings in regard of physical activities for visual impaired students.
- Importance of physical activity for visual impaired should be highlighted in curriculum of special educational sector.
- Panel discussions about physical activity for visual impaired should be arranged with collaboration of both teachers and parents.

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