

**RESEARCH PAPER****A Study of Leisure Time Activities among Students with Visual Impairment in Odisha****Rashmiranjan Mishra¹ and Rajesh Kumar Majhi²**¹School of Rehabilitation & Social Sciences, Ghatgaon, Keonjhar, Odisha²School of Rehabilitation & Social Sciences, Dhenkikote, Keonjhar, OdishaEmail: r9832007505@gmail.comReceived: 15th September 2017, Revised: 11th November 2017, Accepted: 17th November 2017**ABSTRACT**

The current research aims to study the leisure time activities of students with visual impairment. Leisure time activities play a vital role in the lives of all individual and the visually impaired are not exceptional to this phenomenon. A total of 60 students with visual impairment from one special and four inclusive schools of Keonjhar district in Odisha were selected as sample through purposive sampling method. Descriptive research design under survey method was employed in the study. Data was gathered using a questionnaire prepared by the researcher consists of 58 domains which reflect various leisure time activities of students with visual impairment. The study results revealed that there is a lack of leisure time activities among students with visual impairment. The study concludes that there is necessity to adopt equipments to utilize leisure time activities by the special and inclusive schools of Keonjhar District in Odisha. It is recommended to provide training for physical educator to teach all leisure activities in both schools as they are lacking the same. Appropriate measures are to be taken to make awareness about the importance of leisure time activities for individuals with visual impairment.

Key words: Leisure Time, Visual Impairment & inclusive school**INTRODUCTION**

"Of all the senses, sight must be the most delightful."

.....Helen Keller

Now in India the education system is taking efforts to improve the educational practices and educational outcomes for all students. Our education system not only focuses on academics but also focuses on developing healthy leisure time activities and social interaction activities as these contribute to the all-round development of individuals. Leisure time activities may be individual activities or group activities. Individuals with visual impairment are no exception to such activities. It is a well-known fact that the physical activity can have a positive impact on overall health. Regular engagement in physical activity can lead to decrease in health related issues such as obesity, diabetes, coronary heart disease, hypertension, osteoporosis, colon cancer, anxiety and depression. By developing a physically active life style during childhood and adolescence, individuals can decrease the chance of developing those health related issues later in life. Sighted children typically engage in leisure time activities and are benefitted mentally, socially, emotionally, physically, and academic. But the children with visual impairment face many challenges owing to various barriers that hinder their participation in leisure time and social interaction activities.

The term visual impairment has two main functional categories: Blindness and Low Vision. This categorization is based on the extent of limitation due to visual disability. These two categories are also recognized among 21 types of disabilities as defined by Persons with Disabilities Act, 1995 (Govt. of India, 1996-PWD Act). This way, there are two categories of children with visual impairment. First category is of children with blindness and another of low vision children. As PWD Act, 1995 is the most comprehensive act regarding disability in India. Therefore, definition of blindness make a periphery to determine which person may need special assistance, concessions and facilities by Government and other agencies in India.

There are three classification systems for individuals with visual impairment that are used by education professionals. To be declared legally blind, an individual must have visual acuity of

20/200 or less, or have a field of vision restricted to 20 degrees or less at the widest point. However, this federal classification system is used primarily to determine eligibility for adult agency services.

A study by Hannon (2005) for the National Disability Authority echoes the barriers to participation identified by Audley (2002). In addition, Hannon identified additional factors such as poor provision and experience of physical education in schools; low expectation by parents, teachers and peers; poor community facilities; and lack of companions to facilitate or assist participation when necessary.

Fairclough, Ridgers, and Welk (2012) sought to determine correlates of moderate and vigorous physical activity for 10-11 years old children. Physical activity data were collected using accelerometers as well as correlate data using goggle earth (school spatial area), audiometers and scales (anthropometry), and questionnaires (socioeconomic status, physical self-perceptions).

LEISURE TIME ACTIVITIES WITH SPECIAL NEEDS

Leisure time activities are carried out after school time or during specific times allotted for students during school. Such activities may involve physical activities and social interactions and these are very important to develop children's inner abilities. These activities are necessary for children with visual impairment also for feeling self-satisfaction, building self-confidence, living independently, and enjoying one's own life. However, due to various barriers, children with visual impairment may or may not be able to engage in leisure time activities and benefit from them. It is not even known whether they engage in leisure time activities, what types of activities they engage in and to what extent.

NEED AND SIGNIFICANCE OF THE STUDY

Leisure time activities for self and for social interaction are very important for children with visual impairment for developing self-esteem, self-confidence, and to feel comfortable. It also has positive impact on physical and psychological wellbeing. At the same time, spending leisure time purposefully and constructively will also help the visually impaired to succeed academically. It is necessary to identify if children with visual impairment are able to engage in leisure time activities and if not, the reasons for not being able to do so. Hence it becomes prime importance to identify the leisure time activities of the students with visual impairment so that to develop strategies to enhance their social participation.

TERMS USED

LEISURE TIME ACTIVITIES:

In the present study leisure time activities includes individual or group activities such as indoor and outdoor games, reading books, using electronic media (TV/ Radio) and using Information and Communication Technology (Computer/ Internet/Mobile Phone/ Tablets etc.) as well as any other leisure time activities of the students with visual impairment.

VISUAL IMPAIRMENT:

According to the WHO definition Total Blindness refers to a condition where a person suffers from any one of the following condition: (i) Total absence of sight (ii) Visual acuity not exceeding 6/60m or 20/200 feet (Snellen) in the better eye even with correction lenses (iii) Limitation of the field of vision subtending to an angle of 20 degree or worse.

LOW VISION:

"Person with low vision" means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive devices .

OBJECTIVES

The following are the objectives of this research study:

- To identify the types of the leisure time activities of students with visual impairment.

- To identify the barriers obstructing the engagement of leisure time activities of students with visual impairment.

HYPOTHESES OF THE STUDY

- Are the leisure time activities engaged by students with visual impairment at primary, middle, high & higher secondary school levels?
- Is there any difference in the selection of leisure time activities among male and female students with visual impairment?
- Is there any difference in the selection of leisure time activities among students with visual impairment based on the level of impairment? (Blindness and low vision)
- Is there any difference in the selection of leisure time activities among students with visual impairment based on the type of school? (Inclusive, Integrated school & Special school).
- Are the barriers faced by SWVI to engage in leisure time activities?

PLAN AND PROCEDURE

SAMPLE OF THE STUDY:

In the present study, students refer to students with visual impairment studying in special, and inclusive schools of Odisha. The researcher selected 60 students with visual impairment of Keonjhar city Odisha state studying primary to secondary classes in special and inclusive schools.

TOOLS USED:

The tool was formulated on the basis of the need of the study, with valuable suggestions from the experts of the fields. The same research tool was employed for collecting data from the sample at both special and inclusive settings.

DATA COLLECTION:

The data were collected on the basis of descriptive survey research design from one special school and four inclusive schools of Keonjhar city in Odisha.

STATISTICAL TECHNIQUES USED:

To analyze the data collected in the present study, the researcher analyzed the scores obtained from the research tool on the ratings used: "highly interested", "satisfactorily interested" and not interested and on the basis of the frequency used: everyday, 3 times a week and less than 3 times a week and the level of participation in leisure time activities was calculated.

ANALYSIS AND INTERPRETATION OF DATA

In this current research work the researcher has chosen the most appropriate instruments and procedures that provide for the collection and analysis of data on which hypothesis may be tested. This chapter describes the analysis of data followed by a discussion of the research findings regarding the level of interest in leisure time activities among the students with visual impairment studying at special school and inclusive schools.

To find out leisure time activities among the students with visual impairment. In order to check the leisure time activities among students with visual impairment, the researcher made tool was used and data was collected in both the special and inclusive schools. Health Fitness and Exercise From the data collected from the samples of special school, it is seen for that in the 1st domain (Health and Fitness) under the category of Exercise, the students with visual impairment showed a score of 23, which is equivalent to 76.67% (High Interest). Under the value of Satisfactory Interest, a percentage of 23.33% was obtained, no student showed 'Not Interested'. In the inclusive schools, 50% of students with visual impairment showed High Interest, 43.33% of the participants showed 'Satisfactory Interest', 6.67% of student showed 'Not Interested'. In special school, while analyzing the frequency of participation in the everyday activities it is seen that 20% students participated every day, while 36.67% participated 3 times a week and 43.33% students participated less than 3 times a week.

In special school, while analyzing the frequency of participation in the everyday activities it is seen that 20% students participated every day, while 36.67% participated 3 times a week and 43.33%

students participated less than 3 times a week. With regard to inclusive schools, it is seen that no child with visual impairment participated in exercise every day, while 23.33% of children with visual impairment did exercise 3 times in a week and 76.67% students did it less than 3 times a week.

In the category of the Swimming, the students at special school showed a score of 17, which is equivalent to 56.67% in the value of High Interest. Under the value of Satisfactory Interest, a percentage of 23.33% was obtained, 20% students showed 'Not Interested'.

Next, we use that in the 1st Category (Health & Fitness), under the Activity of Swimming, 40% of students with visual impairment showed High Interest, 26.67% of the participants showed 'Satisfactory Interest', 33.33% of student showed 'Not Interested'. Regarding the frequency of participation in special school, it is noted that no student participated in swimming every day, while 26.67% participated 3 times a week and 73.33% students participated less than 3 times a week.

MAIN FINDINGS OF THE STUDY

Following findings have been drawn on the basis of the results of the study:

- There is a dire need to provide leisure time activities in special and inclusive school of Keonjhar District in Odisha.
- It is necessary to adopt equipments to utilize leisure time activities equipment for individuals with visual impairment children at special and inclusive schools of Keonjhar District in Odisha.
- Training should be provided to the physical educators to teach the leisure activities in both special and inclusive schools of Keonjhar District in Odisha.

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