

NEED AND IMPORTANCE OF IMPARTING SELF-GROOMING AND DAILY LIVING SKILLS AMONG VISUALLY IMPAIRED ADOLESCENT GIRLS

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ABSTRACT

The major goal of this study was to evaluate the competency in personal grooming and daily living skills of teenage females with visual impairments and to increase their independence. The study was mostly descriptive in nature. The group comprised of teenage females with visual impairments from numerous cities in Punjab Province. The sample consisted of 50 adolescent girls with visual impairments at the school, college, and university levels. The researcher devised a closed-ended questionnaire for data gathering. The questionnaire had 40 items identified after literature research. The reliability was assessed using Cronbach's alpha, and the validity of measures was evaluated by field specialists. Subsequent to the tool's creation, the researcher gathered the data. The gathered data was organized and examined using SPSS. Descriptive and inferential statistics were employed to get findings from the study. Significant findings indicated that adolescent females with visual impairments must acquire certain skills across several domains to do activities effectively and autonomously. They exhibited diminished interest in activities such as culinary skills (e.g., baking, frying), domestic cleaning skills (e.g., bathroom sanitation), personal grooming techniques (e.g., cosmetics application), and personal financial management skills. It was advised that adolescent girls with vision impairments acquire essential skills in food preparation and personal business administration. Comprehensive care and support must be given to early adolescent girls with vision impairments.

Keywords: Personal grooming, Daily living, Visual Impairment, Adolescent Girls.

INTRODUCTION

Instructing visually impaired kids in independent living skills is difficult owing to the ineffectual and chaotic methodologies employed. This hinders kids from obtaining the essential skills to surmount the challenges posed by their visual impairment. Home economics and familial dynamics may alone be attained via direct experience. This technique is

insufficient to address the educational demands of visually impaired children. They presume a minimal amount of cognition from tactile awareness. Instructing the ability for autonomous living Children with visual impairments are not afforded adequate opportunities to cultivate and refine new skills. The daily lives of those with vision

impairments can be challenging. Nevertheless, by systematic instruction in independent living skills, visually impaired persons can improve their safety and augment their confidence (UGC-MOOCs, 2021).

The pre-requisites for initiating everyday living skills are as follows: Individuals with visual impairments require formal instruction for skill acquisition, necessitating meticulous attention to detail due to the absence of visual stimuli and imitative learning. The approach follows a set sequence. When training and strengthening daily life skills, it is vital to follow a defined routine or framework (Biswas, 2016). Therefore, an individual trying to teach activities connected to everyday life must acknowledge and consider the following components:

- Understanding the challenges and limitations experienced by those with vision impairments.
- Use assistive gadgets for faster and more efficient work completion.
- Consider the visually impaired individual's age, requirements, career, and personal concerns.
- Implement necessary changes to improve life skills.
- Evaluate ability and begin sensory training.
- Task analysis is crucial.
- In order to achieve self-reliance, individuals must feel inspired and motivated (Biswas, 2016).

In 2021, the UGC-MOOCs program, SWAYAM, will expressly address the curriculum for persons with visual impairments. It emphasizes the need of teaching both daily living skills and the many components of independent daily living skills. Children with visual impairments face significant difficulties in accessing information and achieving independence in society due to their visual limitations. Children with visual impairments can learn the necessary skills for independent life by working with their parents, educational institutions, and communities. Children with visual impairments must have access to the information they need to live independently at home, school, and in the community. Personal care (hygiene, grooming, dressing), food preparation, clothes management (identification, sorting, laundry), money management, personal organization (time and materials), and house upkeep are all examples of independent living skills.

Significance of the Study

The study would enhance the autonomy of adolescent females with visual impairments by facilitating proficiency in personal grooming and daily living skills. This will facilitate other research endeavours. This research will be pertinent for the guardians of adolescent females with vision impairments.

Study's Objectives

This study aimed to:

1. Assess the proficiency of personal grooming and daily living skills in adolescent girls with visual impairment.
2. Examine the obstacles encountered by adolescent females with vision impairments in executing Self-Grooming and Daily Living tasks.
3. Emphasize the contributions of educators and parents of visually impaired adolescent females in providing training for personal grooming skills and daily living.

Questions of the Study

The study was led by the subsequent research question:

1. What is the proficiency in personal grooming skills and daily living among adolescent girls with visual impairments?
2. What problems do adolescent females with vision impairment encounter when developing these skills?
3. What initiatives do teachers and parents do to instruct adolescent females with vision impairments in personal grooming skills and daily living?

RESEARCH METHODOLOGY

This study employed a descriptive research approach. This study employed a quantitative methodology. It was essential to obtain responses from adolescent females with visual impairments using a quantitative technique. The research population comprised adolescent girls with visual impairments, with a sample size of (N=50) drawn from those attending schools, colleges, or universities. The age categories for adolescent girls with visual impairment are Pre-Adolescence; 10-12 years, Early Adolescence; 12-16 years, and Late Adolescence; 16-21 years. Purposive sampling was employed for data collecting. The choice of instruments is contingent upon the problem statement to be examined. A closed-ended

instrument was employed for this research following the establishment of validity. The reliability was

validated by a Cronbach's alpha score of 0.8. The validity was validated by views of experts (N=4).

DATA ANALYSIS

Table 1. Mean and Standard Deviation in responses among participants was analysed to determine the significant differences across various levels of Self-Grooming and Daily Living skills.

Skills	Mean	Std. Deviation
<u>MEAL MANAGEMENT</u>		
Organizing kitchen	2.34	1.062
Developing system of labeling for kitchen	2.42	1.108
Locating place for preparation of food tasks	2.20	1.069
Organizing work area	2.16	1.076
Detecting food safety	2.08	1.047
Planning food storage safe	2.14	1.143
Groceries shopping	2.58	1.126
Making list of shopping	2.16	1.184
Planning special nutritious	2.52	1.129
Identifying and food select	1.78	1.112
<u>FOOD</u>		
Measuring basic ingredients	2.32	1.203
Using stove	2.44	1.163
Striking match	2.46	1.182
Cutting, blending and chopping.	2.58	1.126
Washing vegetables, fruits	1.60	.904
Baking or frying	2.58	1.162
Serving food	2.18	1.173
<u>CLEANING AND WASHING</u>		
Washing Bathroom	2.82	1.190
Using small equipment; brushes	2.08	1.122
Using large equipment; vacuum cleaner	2.68	1.115
Cleaning shoes, furniture, windows etc.	2.06	.935
Cleaning, washing, ironing clothes	2.32	1.186
<u>PERSONAL CLEANLINESS</u>		
Showering, tub bathing independently.	1.66	.982
Using deodorants	2.16	1.149
Selecting products	2.08	1.066
Shaving	2.36	1.274
Cutting toenails, fingernails.	1.74	1.006
Brushing, Flossing	1.56	.907
<u>PERSONAL GROOMING</u>		
Selecting grooming supplies by market.	2.40	1.050
Skin caring	2.06	1.058
Exercising for good circulation	2.42	1.197
Using hairstyle equipment	2.16	1.057
Identifying and selecting appropriate dressing and clothing	1.98	1.097
Combing, brushing hair	1.68	1.039
Applying makeup	2.48	1.111
<u>PERSONAL BUSINESS MANAGEMENT</u>		

Handling arranging and identifying money.	2.16	1.149
Handling savings and checking accounts	2.52	1.199
Telling the time by using accessible tools.	2.06	1.185
Using banking services	2.76	1.188
Making household and personal purchases	2.42	1.214
Valid N (list-wise)		

Table 2. Frequency distribution: Meal Management Skills.

Sr.	Statements	To a great extent		Somewhat		Very little		Not at all	
		f	%	f	%	f	%	f	%
1.	Organizing kitchen	14	28	13	26	15	30	8	16
2.	Developing system of labeling for kitchen	14	28	11	22	15	30	10	20
3.	Locating place for preparation of food tasks	17	34	13	26	13	26	7	14
4.	Organizing work area	18	36	13	26	12	24	7	14
5.	Detecting food safety	19	38	14	28	11	22	6	12
6.	Planning food storage safe	21	42	9	18	12	24	8	16
7.	Groceries shopping	11	22	13	26	12	24	14	28
8.	Making list of shopping	22	44	7	14	12	24	9	18
9.	Planning special nutritious	12	24	13	26	12	24	13	26
10.	Identifying and food select	31	62	5	10	8	16	6	12

The data on meal management skills among respondents showed varied levels of competence. A significant proportion reported limited ability to organize the kitchen and develop labelling systems, with 30% indicating they could do so “very little.” Conversely, respondents showed stronger skills in locating the best place for food preparation (34%) and organizing the work area (36%) “to a great extent.” The ability to detect food safety (38%) and plan safe food storage (42%) also received high ratings. However, shopping for groceries was a challenge for many, with 28% stating they could not do it at all, while 44% reported making a shopping list “to a great extent.” Skills in planning special nutritious meals were mixed, while a majority (62%) felt confident in identifying and selecting foods “to a great extent.” This reflects strengths in certain critical areas of meal management, while others require targeted support and training.

Table 3. Frequency distribution: Food Skills.

Sr.	Statements	To a great extent		Somewhat		Very little		Not at all	
		f	%	f	%	f	%	F	%
1.	Measuring basic ingredients	18	36	10	20	10	20	12	24
2.	Using stove	15	30	10	20	13	26	12	24
3.	Striking match	15	30	10	20	12	24	13	26
4.	Cutting, blending and chopping.	12	24	10	20	15	30	13	26
5.	Washing vegetables, fruits	32	64	8	16	8	16	2	4
6.	Baking or frying	12	24	12	24	11	22	15	23
7.	Serving food	21	42	8	16	12	24	9	18

The findings on food preparation and service skills reveal mixed abilities among respondents. A significant portion (36%) reported confidently measuring ingredients “to a great extent,” while 64% could wash fruits and vegetables effectively. However, only 30% felt highly confident using the stove or striking a match, with a notable percentage indicating limited or no ability. Skills like cutting, chopping, and blending were mostly rated as “very little” (30%), and 30% of respondents stated they could not bake or fry at all. Encouragingly, 42% reported serving food “to a great extent,” reflecting better performance in food handling than in preparation techniques involving heat or tools.

Table 4. Frequency distribution: Cleaning and Washing Skills.

Sr.	Statements	To a great extent		Somewhat		Very little		Not at all	
		f	%	f	%	F	%	F	%
1.	Washing Bathroom	10	20	10	20	9	18	21	42
2.	Using small equipment; brushes	21	42	12	24	9	18	8	16
3.	Using large equipment; vacuum cleaner	9	18	14	28	11	22	16	32
4.	Cleaning shoes, furniture, windows etc.	18	36	13	26	17	34	2	4
5.	Cleaning, washing, ironing clothes	17	34	12	24	9	18	12	24

The data on washing and cleaning skills shows varied competencies among respondents. A large proportion (42%) reported being unable to wash the bathroom, indicating a major gap in this area. In contrast, 42% were confident using small equipment like brushes, and 36% could clean items such as shoes, windows, and furniture “to a great extent.” However, the use of large equipment like vacuum cleaners was a challenge, with 32% reporting they could not use them at all. Similarly, 34% felt capable of washing, cleaning, and ironing clothes effectively, while others showed lower proficiency. Overall, respondents demonstrated stronger skills in light cleaning tasks but faced difficulties with more demanding or equipment-based cleaning.

Table 5. Frequency distribution: Personal Cleanliness Skills.

Sr.	Statements	To a great extent		Somewhat		Very little		Not at all	
		F	%	f	%	f	%	F	%
1.	Showering, tub bathing independently.	31	62	9	18	6	12	4	8
2.	Using deodorants	19	38	14	28	7	14	10	20
3.	Selecting products	20	40	12	24	12	24	6	12
4.	Shaving	19	38	9	18	7	14	15	30
5.	Cutting toenails, fingernails.	30	60	6	12	11	22	3	6
6.	Brushing, Flossing	33	66	9	18	5	10	3	6

The data on personal cleanliness skills indicates that a majority of respondents demonstrated strong independence in basic hygiene tasks. Most notably, 66% could brush teeth and use other dental hygiene techniques, and 62% could bathe independently “to a great extent.” Similarly, 60% were confident in trimming fingernails and toenails. Moderate abilities were observed in tasks like using deodorants and shaving, with 38% reporting high competence in each, though a notable percentage struggled with shaving (30% “not at all”). Additionally, 40% could select cleaning products confidently. Overall, the findings highlight generally strong personal hygiene practices, with a few areas needing further support, especially among those with limited or no ability.

Table 6. Frequency distribution: Personal Grooming Skills.

Sr.	Statements	To a great extent		Somewhat		Very little		Not at all	
		F	%	f	%	f	%	F	%
1.	Selecting grooming supplies by market.	12	24	15	30	14	28	9	18
2.	Skin caring	20	40	13	26	11	22	6	12
3.	Exercising for good circulation	16	32	10	20	11	22	13	26
4.	Using hairstyle equipment	17	34	15	30	11	22	7	14
5.	Identifying and selecting appropriate dressing and clothing	24	48	9	18	11	22	6	12
6.	Combing, brushing hair	33	66	4	8	9	18	4	8
7.	Applying makeup	14	28	8	16	18	36	10	20

The findings on personal grooming skills show varied levels of independence among respondents. A majority (66%) reported being able to comb and brush their hair “to a great extent,” and 48% could identify and select appropriate clothing confidently. Skin care (40%) and the use of hairstyle equipment (34%) also received relatively high ratings. However, skills like selecting grooming supplies and doing exercises for circulation showed mixed responses, with the highest percentage (30% and 32% respectively) indicating only moderate or high ability. Makeup application was the weakest area, with 36% stating they could do it “very little.” Overall, basic grooming tasks were generally well-managed, while more advanced or specialized skills reflected a need for further support.

Table 7. Frequency distribution: Personal Business Management Skills.

Sr.	Statements	To a great extent		Somewhat		Very little		Not at all	
		F	%	f	%	f	%	F	%
1.	Handling arranging and identifying money.	20	40	11	22	10	20	9	18
2.	Handling savings and checking accounts	14	28	11	22	10	20	15	30
3.	Telling the time by using accessible tools.	24	48	8	16	9	18	9	18
4.	Using banking services	10	20	12	24	8	16	20	40
5.	Making household and personal purchases	15	30	14	28	6	12	15	30

The data on personal business management skills indicates that respondents showed moderate competence in handling money, with 40% able to manage it “to a great extent.” Similarly, 48% could tell time using accessible tools confidently. However, financial tasks involving formal systems were more challenging, as 30% could not manage checking or savings accounts, and 40% could not use banking services at all. When it came to making personal and household purchases, responses were divided, with 30% each reporting either full independence or no ability. Overall, while basic money handling was relatively strong, more complex financial tasks posed significant difficulties for many respondents.

Table 8. T-Test: Nature of Disability

<i>Nature of Disability</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Sig.</i>
Congenital	34	73.88	42.041	.000
Acquired	16	121.63	17.929	

This Table showed that 34 respondents are congenitally visually impaired, while 16 respondents have acquired visual impairment. ($p > 0.00$).

Table 9. T-Test: Level of Visual Impairment

<i>Level of Visual Impairment</i>	<i>N</i>	<i>Mean</i>	<i>Sig.</i>
Low Vision	17	140.41	.000
Blind	33	62.76	

This Table showed that there were 33 respondents identified as blind and 17 respondents identified as having low vision concerning their level of visual impairment. ($p > 0.00$).

Table 10. One way ANOVA: Age level

<i>Age</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>Sig.</i>
Between Groups	75877.606	2	37938.803	.000
Within Groups	12069.114	47	256.790	
Total	87946.720	49		

This Table revealed a notable disparity in the perspectives of respondents from various age groups regarding Self-Grooming and Daily Living skills among adolescent girls with visual impairment ($f = 147.743$, $p > 0.00$).

Table 11. One way ANOVA: Educational Level

<i>Level of Education</i>	<i>Sum of Squares</i>	<i>Df</i>	<i>Mean Square</i>	<i>Sig.</i>
Between Groups	85414.145	4	21353.536	.000
Within Groups	2532.575	45	56.279	
Total	87946.720	49		

This Table revealed a notable disparity in the perspectives of respondents from various educational backgrounds regarding the Self-Grooming and Daily Living skills of adolescent girls with visual impairment. ($f = 379.420$, $p > 0.00$)

FINDINGS

The results showed that most of the people who answered were adolescent females who were born blind ($p = 0.00$). Most of the people who took part showed a lot of independence in their daily living abilities, especially when it came to personal hygiene and grooming duties like bathing (62%), brushing their teeth (66%), taking care of their nails (60%), and taking care of their hair (66%). They also knew how to do basic food safety and preparation tasks, such washing fruits and vegetables (64%), picking out food (62%), and measuring materials (36%). Also, a lot of them could handle home chores well, such preparing grocery lists (44%), organizing work places (36%), and choosing cleaning products (40%). However, there were a lot of problems with

more complex cooking tasks, such baking or frying (30% "not at all"), chopping and mixing (30% "very little"), and organizing the kitchen (30% "very little"). Respondents also said they couldn't use big cleaning tools very well (32% said "not at all") or do things like clean the bathroom (42% said "not at all"). Managing money was another area of trouble, with 40% of people unable to utilise banking services and 30% unable to manage their accounts. Some chores, including going grocery shopping and putting on cosmetics, had different answers, which shows that functional independence might be different.

DISCUSSIONS

The study aimed to identify the self-grooming and daily living skills that adolescent females with visual impairments deemed necessary for independent life. Respondents ranked their knowledge and competence to perform various daily and personal hygiene duties on a likert scale. Many studies have shown that children with visual issues struggle to study and perform everyday tasks. For example, a

research found that knowing visual features and how they impact learning might help instructors learn more about their students' reading challenges, lack of drive, low self-esteem, and difficulty concentrating (Wilhelmsen and Felder, 2022). More research has found that children with visual issues may struggle to develop spatial abilities such as proprioceptive and auditory spatial localisation, reaching based on sound cues and haptic orientation discrimination (Cappagli et al., 2017, 2019). Because of the lengthier stance phase, people may struggle with various motor skills and walk slower than usual (Hallemans et al., 2011). Long-term vision loss from birth to maturity might create problems in brain regions that process data acquired from other senses. Visual impairment may impede the transmission of sensory information across other modalities, halting the multisensory processes that allow people to explore and identify their environment (Purpura et al., 2021).

RECOMMENDATIONS

- Adolescent girls having visual impairment should learn basic food preparation skills, such as cutting, frying and baking.
- They need to have good orientation and movement skills to shop for groceries and grooming products alone.
- They require comprehensive support and help.
- Educators and guardians of adolescent girls having vision impairments should give instruction

for tasks including ironing clothing, cleaning bathrooms, and operating heavy equipment.

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