

Impact of Child Abuse and Neglect on the Aspects of Life Among Students with Visual Impairment



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Abstract: *Abstract: This study investigates the impact of child abuse and neglect in different aspects of life; academic, social, emotional, and psychological among students with visual impairment. Child abuse and neglect also impact the mental health of students with visual impairment. People in society abuse them due to their disability that leads to stress, trauma and mental sickness. This is qualitative research. The sample of the study is 15 students with visual impairment studying at college and university level. Purposive sampling technique used to conduct this research. Self-made questionnaire is used for qualitative study. Data was collected from the colleges and universities of different cities of Punjab that was analyzed through content analysis by generating codes and themes. The result of this study is that child abuse and emotional neglect has strong impact on the life of children with visual impairment. Child abuse and neglect disturb the academic progress, social life, and personality of the students with visual impairment and it is high in male students. It was found that they are neglected by families and community that disturb their mental health and leads to trauma. It effects their self-esteem and confidence level. Many reported they talk less and stay reserve in their institution and workplace. In conclusion, abuse and neglect that visually impaired students face from their fellows, teachers, families and society have great impact on their mental health. It disturbs the academic and social life of students and also impacts long term. So, there is need to provide support and assistance with parenting skills to families, especially families who have children with visual impairment to overcome the risk of child abuse.*

Keywords: Child abuse, Child neglect, Students with Visual Impairment, Stress, Trauma, Social exclusion

Introduction

Visual Impairment is a group of diseases that affect the eyes making it extremely difficult to see or even understand what one is seeing. It either relates to eyesight impairment of varying extent, from average vision loss to blindness. The present study defines Visual Impairment as a moderate loss of Vision which cannot be corrected by surgeries or medicines or by using contact lens or Glasses (DeCarlo et al., 2006).

Child abuse can mean when someone harms a kid sexually, beats them up, uses harsh words on them, or even fails to provide for them. This may be a parent figure or a friend. This is a dangerous case whereby children are at risk, or their rights are being violated through abuse. The topic of child abuse receives attention and concern from every individual around the globe (Sanz-Martin A, et al., 2022). It implies that when a parent or other helper neglects the child to the extent that

he or she becomes ill or is endangered of getting sick or injured. It encompasses ill-treatment and intimidation, lack of proper care, and coercion manifested as threats for a close companion; or even physical contact, emotional, or sexual assault (Gilbert R, 2009). Chapple et al., (2005) have found out that research done on the concern has revealed that undesired behavior in teenagers such as aggressive and violent behavior are characterized by being abused as a child.

When a parent or caregiver fails to supply a kid with the basic needs that are appropriate for their developmental stage and acknowledged by their cultural setting, it is considered neglect. Physical, psychological, clinical, environmental, administrative, and educational neglect are only a few of the various aspects of neglect (Dubowitz H, et al., 2009). According to Chapple et al., (2005) and Luntz & Widom (1994), adults who were neglected as children were more likely to exhibit violent behaviors and receive an antisocial personality disorder diagnosis. Extreme instances of neglect during childhood have been linked to homicidal and psychopathic behaviors (Farrington, 2006). Parental issues, family dynamics, neighborhood and cultural factors, and child factors are some of the typical reasons that can lead to child abuse and neglect. Maltreatment of children is one type of adverse childhood experience (ACE), an umbrella term that also includes poverty, bullying, discrimination based on race, separation from immigrant parents, incarceration, substance abuse, and parental separation or divorce (Portwood et al., 2021). Many factors are related to child, parents, parents stress, extended family and community based and societal.

Communication difficulties, reliance on carers, social isolation, restricted social engagement, and a lack of knowledge and understanding can all put visually impaired children at higher risk of abuse and neglect. Regardless of the date or length of the incident, bullying or abuse that occurs in childhood can have a significant and lasting impact on the victim's mental health and quality of life (González-Chica et al., 2019). According to Abodunrin (2016), the majority of

adolescents with visual impairment face numerous challenges in adapting to their disabling condition because of certain losses associated with blindness, such as loss of obscurity, self-worth, total personality organization, financial security, personal independence, and social adequacy. This happens because some parents have a bad attitude towards their visually impaired children.

Due to a decline in cognitive function, abused children may also perform poorly academically in school (National Library of Medicine, 2022). According to Boden et al., (2007) and Jonson-Reid et al., (2004), children who experience maltreatment are more likely to experience poorer levels of academic accomplishment and cognitive ability as well as greater rates of absenteeism, school expulsion, grade retention, and repeat.

According to Maguire et al., (2020), child neglect commonly goes unreported despite having a terrible effect on the children involved. All forms of child abuse have a major negative impact on children's development, academic achievement both now and in the future, and emotional and psychological health. Child maltreatment has been linked to decreased cognitive functioning and educational success, lower levels of school preparation, and frequent occurrences of behavioral problems in students and teenagers, all of which have an impact on academic performance (Noble, et al., 2020). It has also been shown that students who have experienced injustice exhibit non-academic problem behaviors (such as aggression, off-task behavior, and poor social skills) at higher rates than their peers who have not experienced abuse.

1.1 Rational of Study:

Understanding the causes, effects, and dynamics of this major problem is the goal of research on child abuse and neglect. This study contributes to the understanding of the risk variables linked to child maltreatment and neglect in children with visual impairments. With this knowledge, clinicians and legislators may create interventions and preventative plans that will lessen the likelihood of abuse. In order to successfully address child abuse and neglect,

prevention programs and initiatives are designed and evaluated with the assistance of this study. It increases public knowledge of the frequency and effects of child maltreatment and neglect among children who are blind or with visual impairment. This understanding has the potential to encourage a sense of shared responsibility for safeguarding children and creating an atmosphere that is conducive to their development. The ultimate goals of study on child abuse and neglect are to protect children from harm, stop similar instances from happening in the future, and support individuals who have been abused or neglected. The ultimate goal of this research on child abuse and neglect in the setting of visual impairment is to provide these kids with a safer, more accepting environment where they can develop and prosper fearlessly.

1.2 Problem Statement of Study:

Problem statement of the study is “Impact of Child Abuse and Neglect on Aspects of Life among Students with Visual Impairment.”

1.3 Objectives of Study:

The objectives of the study are:

1. To explore the impact of child abuse and neglect on aspects of life in students with visual impairment.
2. To know the level of child abuse and neglect in different gender, grades, age group, level of disability and social economic status of students with visual impairment.

1.4 Questions of the study

Questions of the study are:

1. What is the impact of child abuse and neglect on psychological, academic, and social life of students with visual impairment.
2. What is the effect of emotional abuse and emotional neglect on aspects of life of students with visual impairment.
3. What is the effect of physical abuse and physical neglect on psychological, academic, and social life of students with visual impairment.

1.5 Significance of the Study:

Significance of the study is:

1. It enables us to recognize and respond to the particular difficulties and vulnerabilities they could encounter.
2. The results of this study may be useful in creating tactics and programs that will safeguard these kids and advance their well-being.
3. Our ability to customize support systems and assets to address the unique needs of visually impaired children is made possible by our understanding of the effects of abuse and neglect.
4. By doing this, they may make sure that in cases of abuse or neglect, visually impaired children are not disregarded or abandoned. Studying this also contributes to a greater understanding of the significance of accessible and inclusive child protection systems.
5. It promotes the creation of specialized training for educators, social workers, and medical professionals who work with children who are visually impaired. By expanding their knowledge and comprehension, they will be better equipped to recognize the warning signs of abuse or neglect and to offer the necessary support.

1.6 Limitations of the Study:

The limitations of the study were:

1. The study was limited to the province of Punjab only due to time and financial constraints.
2. Only students were approached.
3. Sample of the study is short.

1.7 Delimitations of the Study:

The delimitations of the study were to:

1. Self-made questionnaire for qualitative study was used.
2. Researchers employ a small sample from a small geographical area.
3. The majority of the sample was from Lahore.
4. Researcher only took students as a sample.

LITERATURE REVIEW:

Leeb, et al., (2008) stated that child abuse is any

action or lack of action that includes words or actions that could hurt or threaten to hurt a child but don't. So, there are different types of child abuse, such as physical abuse, psychological or emotional abuse, sexual abuse, and neglect. When someone physically abuses a child, like by hitting them or insulting them, or when they don't meet their basic needs, like giving them food or clothes that are right for the weather, this is called neglect (Zeanah CH & Humphreys KL, 2018).

From the same study by Bicakci et al., (2016), child neglect was defined as when parents, caregivers, or another adult failed to provide a child with some of the most important things in life and let the child go through stages of physical, moral, psychological, and social development.

Abuse and mistreatment of children are major social problems that affect many families, government agencies, and the world as a whole because they happen so often. In their 2016 study, Bicakci and his colleagues also said that putting a child in situations that expose them to things that hurt their physical, sexual, psychological, or economic development by parents, caregivers, or other adults is an example of child abuse. Abuse and neglect of children are caused by a mix of biological, cultural, and economic factors that affect all cultures. The poor and defenseless are most likely to be abused or neglected. This has caused different levels of unfair treatment of people and differences in health in the societies we live in now.

More than 300 million children around the world are abused every year, according to data (Hillis, et al., 2016; UNICEF, 2014; Non-Government Organization Advisory Council, 2011). According to Article 19 of the UN Convention on the Rights of the Child, "violence" means "the intentional infliction of physical force by one person on another, whether physical, sexual, or psychological; such acts as causing or allowing a child to be exposed to actual or threatened physical harm; sexual abuse; or allowing a child to be subjected to negligent treatment, maltreatment, assault, negligence, or any loss of protective measures." What effects

do kids show when they see violent things? Research has shown that violence has a number of bad effects on children. That's why being violent can hurt people's health, especially when they are young and vulnerable, like when they are kids or teens and could experience mental changes or get more illnesses or physical limitations thanks to physical violence.

Norman et al., (2012) stated that neglecting oneself is a strong risk factor for mental illness and, even worse, internalizing diseases. Child abuse, especially neglect, has been linked to long-term mental health problems in adults, as well as the early onset of depression and anxiety in children (Norman et al., 2012; Spinhoven et al., 2010; Widom et al., 2007). Similarly, a link has been found between different types of childhood neglect and PTSD in both teens and adults, even though PTSD is not necessarily related to a specific event (Milot et al., 2010; Nikulina et al., 2011). It is well known that neglect is one of the best ways to spot internalizing stress. However, it is still unclear whether some types of neglect are more harmful than others.

To do a specificity study on child neglect, you have to look at either physical (Widom et al., 2007) or mental (Spinhoven et al., 2010; Young, et al., 2011) neglect. Studies have shown that children and teens are more likely to experience internalizing symptoms if they are physically neglected (Hildyard & Wolfe, 2002; Kim & Cicchetti, 2006). On the other hand, studies that look at different kinds of abuse, like physical and mental neglect (Spinhoven et al., 2010; Widom et al., 2007), show that people who have been abused do not do well. In particular, a higher chance of internalizing symptoms may be one of the bad effects of EN in clinical (Vugt, V. et al., 2014) and community (Campbell-Sills, et al., 2006) groups of young people just starting to become adults. To find out if physical or emotional neglect has a bigger impact on internalizing anxiety in early adulthood, we could compare physical and emotional neglect and internalizing symptoms in a large population group and look at the components that don't change over time.

Physical and emotional abuse as a kid can cause

problems with a child's biological, cognitive, and social development, which can lead to mental health problems in early adulthood (Hildyard & Wolfe, 2002; Sheridan & McLaughlin, 2014). Still, we don't know what the exact link is between neglect and psychological processes at this stage of development because most studies, even ones that look at maltreatment, don't look at neglect data at all, ignoring the stage of development between the teen years and the adult years (Schulenberg, et al., 2004). It's possible that different developmental stages may be linked to different patterns of resilience and distress when facing challenges that are appropriate for that age across the lifespan. This is because maltreatment experiences are linked to other risk and protective factors, and developmental stages may affect how resilience and distress show up when dealing with developmentally relevant issues because maltreatment experiences and the related risk and protective factors are different at each stage.

So, it is important to think about possible racial and sexual biases when looking at the role that neglect played in the process and results of early adulthood. Some studies found that the percentage of males and females who are neglected is the same (Finkelhor et al., 2015; Stoltenborgh et al., 2013). Other studies found that females who are neglected are more likely to experience internalizing distress and substance use problems than their male counterparts (Wolfe et al., 2011). There is a counterargument. As for differences between races, there is evidence that Latino children may be less likely to be neglected than their African American peers. However, African American children seem to be more likely to be neglected physically or emotionally than the first group of children, according to data from the Chicago Public Service (CPS) that Mennen and his team analyzed (2010).

It is clear that childhood stress and disability are linked (Sullivan, 2000). In the United States, a

big school-based study found that children with disabilities were three times more likely to experience violence than children without disabilities (Sullivan & Knutson, 2000).

RESEARCH METHODOLOGY:

3.1 Research Design

To find the child abuse and child neglect, a qualitative research design was used further content analysis was done.

3.2 Population

In this study the population included students with visual impairments studying at colleges and universities. Data was collected from Punjab but majority was from Lahore.

3.3 Sample

The sample of the study were students with visual impairment. Both low vision and blind students were part of sample. Acquired and congenital blind persons were also part. For qualitative research design 15 interviews were conducted on students with visual impairment through purposive sampling technique. Both male and female were included as sample. Age range of this sample 16 to 30 years old studying in higher secondary and university level.

3.4 Tool of Data Collection

To collect data qualitatively, an interview schedule was developed. It was consisted on 12 items which was designed to collect data from students with visual impairment who were studying in college and university level. These were open ended questions with few probing questions.

3.5 Data Collection

Before collecting the data, permission was taken from the participants through informed consent to fill the questionnaire. Whole data was collected with the help of questionnaire. These questionnaires were administered individually to the persons filled through face-to-face interaction.

Table 3.2 *Details of sample collected for Qualitative study*

Serial no.	Name of Institute	Male	Female	Total
1	Government training college for the teachers of blind, Lahore.	02	07	09
2	University of Education, Lahore.	00	04	04
3	University of Sargodha.	01	01	02

3.6 Data Analysis

Data gathered through semi-structured interviews were also analyzed by using qualitative analysis methods. Content analysis was done. Different codes and after those themes were generated. On the basis of this, findings were drawn. Later discussion according to research questions was done.

3.7 Procedure of Study

Qualitative research method was simultaneously used to explore specific topic in comprehensive way. The researcher reviewed the literature, so she purposes, significance and questions about the study. The researcher chose semi-structured interviews for qualitative study. The sample was chosen by purposive sampling technique. Male and female, and different age group students with visual impairments were included. During data collection researchers devoted a few times to introducing the research and its purpose to the researcher. Respondent were also urged to present information in good faith about

themselves and factor related to child abuse and neglect. After approaching the respondents, semi-structured interviews were conducted. All 15 interviews were recorded through written documents and audio tape.

After data collection data was analyzed through content analysis in which codes and themes were generated. Firstly, data as analyzed and made codes then same codes together made a theme that themes adjusted in conceptual framework. The result about the study was given in chapter four. At the end findings, conclusion, and recommendations were made by the researcher.

DATA ANALYSIS

DEMOGRAPHIC INFORMATION

This chapter deals with qualitative analysis of the data. The qualitative data was collected with the help of self-made questionnaire. The present study aims at exploring the level and impact of child abuse and neglect in students with visual impairment. Following results are archived through the content analysis.

Table 1 *Frequency and Percentage of Male and Female Visually Impaired Students (n=15)*

Gender	Frequency	Percentage	Cumulative Percentage
Male	2	13.3	13.3
Female	13	86.7	100.0
Total	15	100	

Table 1 shows that 13.3% students with visual impairment are male whereas, 86.7% students

with visual impairment are female.

Table 2 *Frequency and Percentage on the basis of Onset of Disability (n=15)*

Onset of disability	Frequency	Percentage	Cumulative Percentage
Congenital	10	66.7	66.7
Acquired	5	33.3	100.0
Total	15	100	

Table 2 shows that 66.7% persons with visual

impairment are congenitally blind whereas,

33.3% persons with visual impairment are adventurously blind.

Table 3 *Frequency and Percentage on the basis of Type of Disability (n=15)*

Type of disability	Frequency	Percentage	Cumulative Percentage
Blind	9	60.0	60.0
Low vision	6	40.0	100.0
Total	15	100	

Table 3 shows that 60% students with visual impairment are blind whereas, 40% students with visual impairment are low vision.

Table 4 *Frequency and Percentage of qualification of Socio Economic Status of visually impaired students (n=15)*

Socio Economic Status	Frequency	Percentage	Cumulative Percentage
Low Class (0-50k)	3	20.0	20.0
Middle Class (50-200k)	12	80.0	100.0
Total	15	100	

Table 4 shows that 20% students with visual impairment have low class socio economic status whereas, 80% students with visual impairment have middle class socio economic status.

Table 5 *Frequency and Percentage on the basis of Age (n=15)*

Age	Frequency	Percentage	Cumulative Percentage
16-20y	5	33.3	33.3
21-25y	6	40.0	73.3
26-30y	4	26.7	100.0
Total	15	100	

Table 5 shows that 33.3% students with visual impairment are between 16-20years of age, 40% students with visual impairment are between 21-25years whereas, 26.7% students with visual impairment are between 26-30years of age.

Table 6 *Frequency and Percentage on the basis of Education (n=15)*

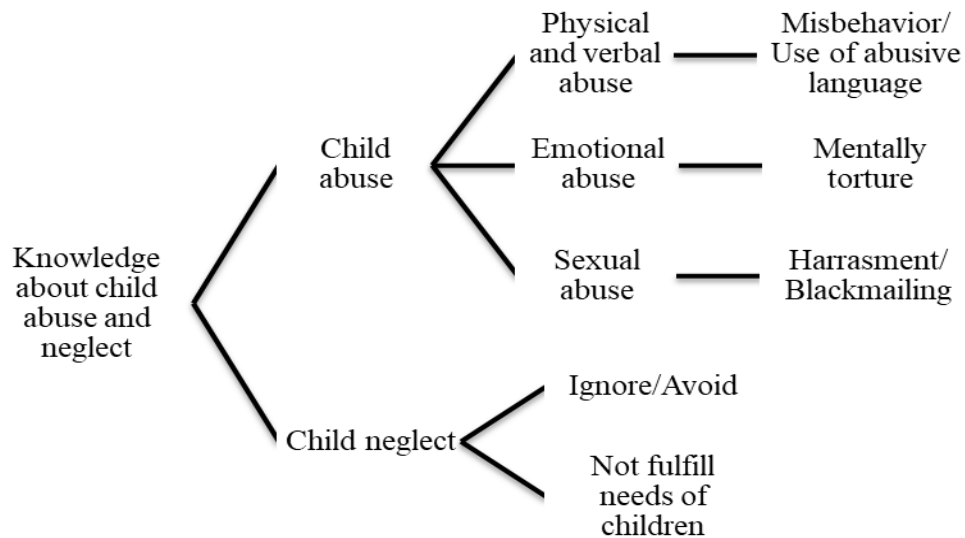
Education	Frequency	Percentage	Cumulative Percentage
BA/B.Ed.	14	93.3	93.3
MA/M.Phil.	1	6.7	100.0
Total	15	100	

Table 6 shows that 93.3% students with visual impairment are from BA/B.Ed. whereas 6.7% students with visual impairment are from MA/M.Phil.

Content Analysis

In content analysis first of all codes were generated later themes were drawn according to the conceptual framework. Themes and codes with analysis are given below.

4.1 Knowledge about Child Abuse and Neglect

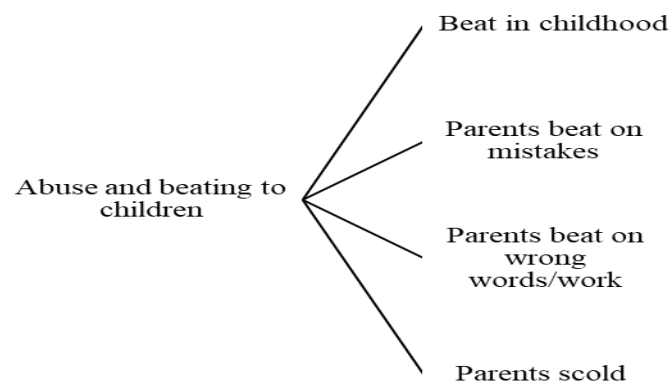


All respondents define child abuse and neglect in their own words. Majority of respondents responded that child abuse and neglect is ignore or harassment with children. 25% respondents said that they do not know about child abuse or neglect. 2 respondents said that child abuse or neglect is physical, emotional and sexual abuse. Such as

“Yes, I know child abuse means torturing the young child by hitting slapping, harassing “

Some of respondents said that child abuse and neglect is mentally blackmailing and misbehavior with children.

4.2 Abuse and Beating to children



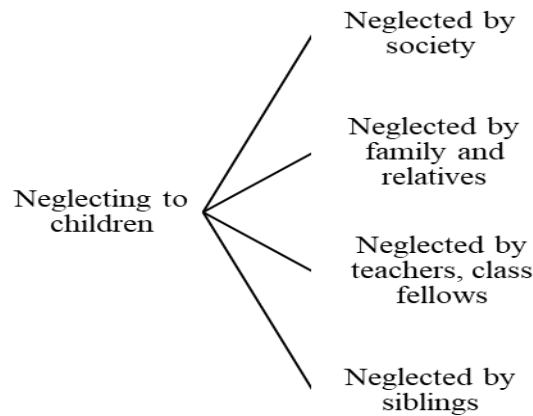
Majority of respondents said that they don't face abuse or scolding without reason. They justified that there were many reasons which cause abuse. 30% respondents said that parents beat on mistakes. 20% respondents said that they face abuse or beating in childhood when parents were angry or frustrated.

was right I think I should do”.

Some respondents said that teachers beat due to wrong work. They said few teachers are used to slap on back.

As one adolescent replied *“I broke the plate when I was 7 years old my mother slapped me on my face. I told her I couldn't see it but she said you must orient things before moving. She*

4.3 Neglecting to Children



Majority of respondents said that they are neglected by society. 40% respondents said that they are neglected by family and relatives in gathering or during family functions. 25% respondents said that they are neglected by teachers and fellows in class.

Such as one adolescent said that “*our class fellows neglect when they make groups for*

assignments, they don't like to make groups and not want to work with us”.

Some respondents said that they are neglected by their siblings. Only one respondent said that he is not neglected by someone.

4.4 Effect of Child Abuse and Neglect on Mental Health



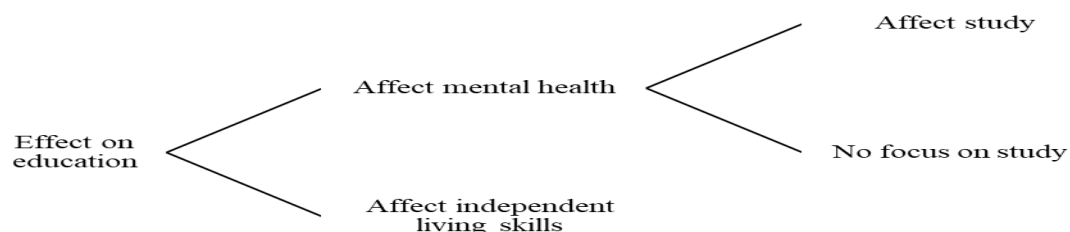
Majority of people said that abuse and neglect affect their mental state they face emotional disturbance due to abuse and neglect. 30% respondents said that abuse and neglect give mental tension. 20% respondents said that abuse and neglect affect their personality.

One respondent responded that “*when I was*

22years old I had an anxiety attack due to abuse and neglect. People torture and ignore us due to our disability”.

Some respondents said that they feel depression due to abuse or neglect. One respondent said that it affects their mental health 20%.

4.5 Effect on Education



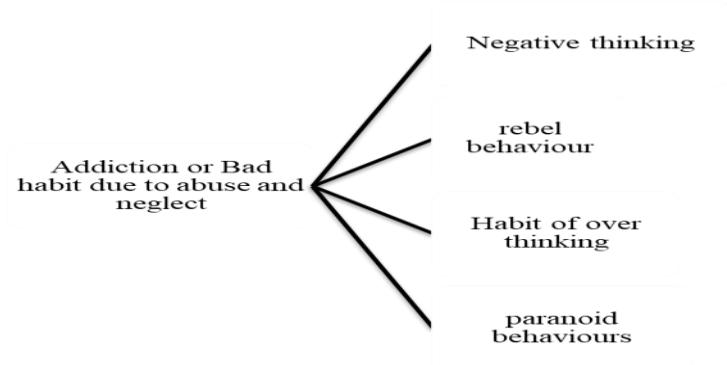
Majority of respondent said that abuse or neglect affect their education, they will not be able to focus on study due to abuse and neglect. 40% respondents said that abuse or neglect affect their education sometime not every time.

Such as one adolescent said that *“Due to abuse and neglect I become mentally disturbed and can’t focus on study. Other people’s words*

disturb me and this affects my study”.

Some respondents said that it affects 20 to 30 percent. 20% respondent said that it does not affect our education. One respondent said that abuse and neglect affect her independent living skill.

4.6 Addiction or Bad Habit due to Abuse and Neglect



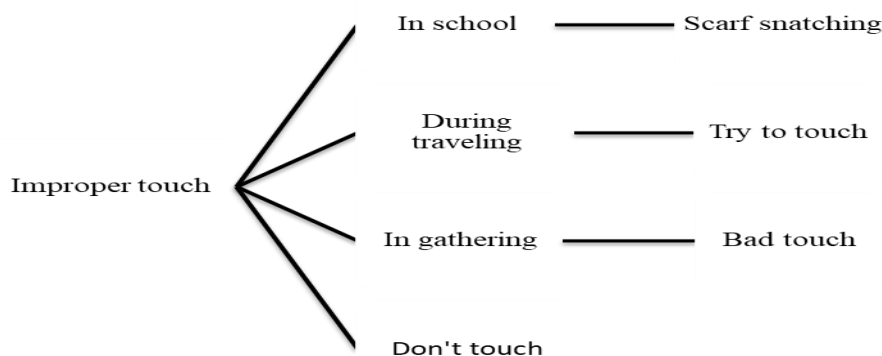
Majority of respondents said that they do not develop any addiction or bad habit due to abuse and neglect. 20% respondent said that they develop negative thinking.

One respondent said that *“Due to abuse and neglect I develop habit of over thinking. I keep thinking about other people’s words that they*

said to me”.

Some respondents said that sometimes they show rebel behavior and sometime they show paranoid behavior when people tease them and abuse them.

4.7 Improper Touch

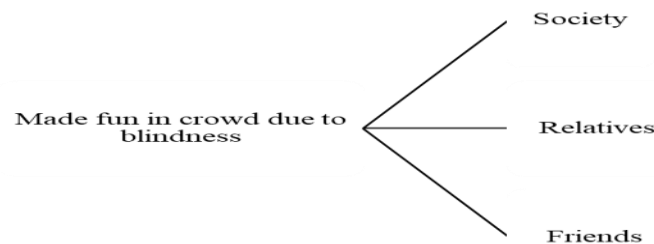


Majority of respondents said that they don’t inappropriately touch by someone. Some respondent said that they face this condition during travelling and gathering.

Such as one adolescent said that *“when I was 14years old I went to a shop and on my return a man stole my scarf and the shopkeeper helped me”*.

25% respondent said that in social circle and in gatherings people try to touch inappropriately. Two respondents said that sometimes friends touch inappropriately just for fun due to their blindness.

4.8 Made Fun in Crowd due to Blindness



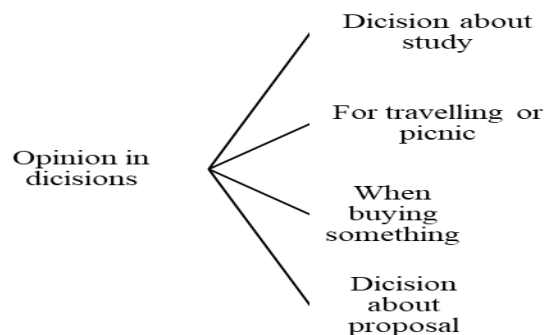
Majority of respondents said that people make jokes on them due to their visual impairment. 40% respondents said that relatives and friends making fun in crowd due to their blindness. 30% respondent said that in society people make fun or jokes on them.

One respondent said that *“When I face trouble in doing things as my friends do then they make*

fun due to my blindness in front of class”.

Some respondents said that when things not go well then people talk. 1 respondent said that people don’t make jokes in front of her but they do talk later. One respondent said that people make fun because they don’t have awareness about blindness or visual impairment.

4.9 Opinion in Decisions

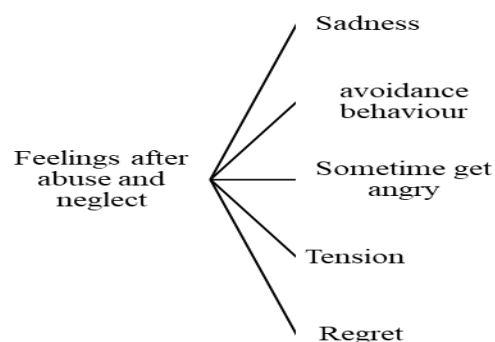


Majority of respondents said that their opinion is taken in important decision at home. Family gives importance to their opinion all the time. 45% respondents said that parents consult about their education. 30% respondents said that when it comes to traveling or buying something parents consult with them. 25% respondents said that parents take decision in their family.

One respondent said that *“My parents take all decisions but they take my opinion about my education that what I want to do next in study?”*

Their opinions are not taken when making important decision in their home. One respondent said that when a proposal comes parents consult them about it.

4.10 Feelings after Abuse and Neglect



Majority of respondents said that they feel

sadness and frustration when people treated

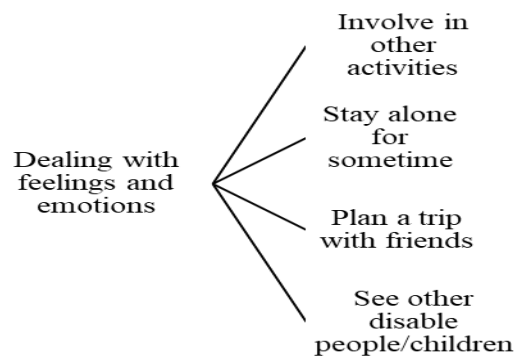
badly. 40% respondents said that they develop negative thinking due to bad behavior of peoples. 40% respondents said that they get angry when someone treated badly. 30% respondents said sometimes they feel regret on people's thinking.

One adolescent responded that *"When people abuse and neglect me, I feel sadness due to their*

behavior but sometime I become angry".

Some respondents said that when people neglect them and show bad behavior, they think that children with visual impairment will not be able to do something. One respondent said that people treat badly because they don't have knowledge about blindness.

4.11 Dealing with Feelings and Emotions



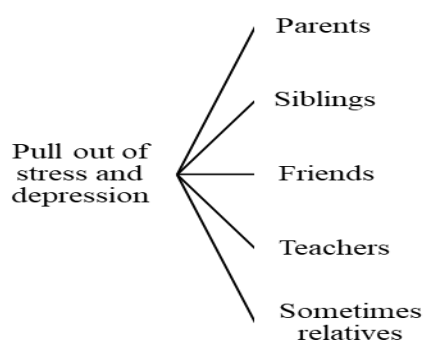
Majority of respondents said that they involve themselves in other activities like novel reading or gaming. 50% respondents said that they give importance to stay alone when people treat badly. 40% respondent said that they ignore people's behavior and their opinions about them. 30% respondents said that for dealing with these feelings and emotions they plan a trip or picnic with friends and make fun.

One adolescent said that *"I deal with my feelings*

and emotions by planning a trip and involving in other activities. By involving in other activities, I feel relax and ignore all negative things from my mind."

One respondent said that she sees other disable people and think that if they face every situation in their life and become successful then she also tries to face these situations.

4.12 Pull Out of Stress and Depression



Majority of respondents said that parents and friends help to find ways to relive them from mental stress. Parents support them and say do not pay attention to what others say.

One respondent responded that *"When I am stressed and depressed, my parents tell me to ignore what others say and concentrate on my study."*

30% respondents said that siblings help them to

pull out of stress and depression. Some respondents said that teachers and fellows help them. One respondent said that only one teacher tries to relieve mental stress and encourage her. No one else supported her and not aware of it.

FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Findings:

Thematic analysis was done on interviews for

drawing findings. Main themes of the research were;

1. Content analyses showed that majority of respondents know about child abuse and neglect hitting, beating, harassment, and torturing the children.
2. Content analysis showed that majority of respondents don't face abuse without reason but some respondents said they beat by teachers and parents.
3. Content analysis showed that majority of the respondents neglected by society. Some respondents neglected by parents, relatives, siblings. Few respondents neglected by teachers and fellows.
4. Content analysis showed that majority of the respondents said that abuse and neglect affect their mental state they face emotional disturbance due to abuse and neglect.
5. Content analysis showed that majority of the respondents said that abuse and neglect affect their education because they cannot pay attention on study due to mental stress.
6. Content analysis showed that majority of the respondents said that they don't develop any addiction or bad habit due to abuse and neglect.
7. Content analysis showed that majority of the respondents said that they don't inappropriately touch by someone but some face this condition during travelling and gathering.
8. Content analysis showed that majority of the respondents said that people make jokes on them due to their visual impairment.
9. Content analysis showed that majority of the respondents said that their opinion taken in important decisions at home and also take opinion for study.
10. Content analysis showed that majority of the respondents said that they feel sadness and frustration when people treated badly. Some respondents feel

regret on people's thinking.

11. Content analysis showed that majority of the respondents said that they involve in other activities to deal with feelings and frustration.
12. Content analysis showed that majority of the respondents said that parents and friends help to find ways relieve from mental stress. Siblings and teachers also support them to pull out from stress and depression.

Discussion:

According to first research question it was found that the students with visual impairment who are studying in school, college and universities face physical abuse and emotional abuse. When they go in institutions then teachers and fellows abuse them and say wrong words about them. Their parents also beat on the mistakes as one respondent say that *"I broke the plate when I was 7years old my mother slapped me on my face. I told her I couldn't see it but she said you must orient thing before moving. She was right I think I should do."*

In second research question it is found that students with visual impairment are physically neglected and emotionally neglected by family and relatives, siblings, teachers, class fellows and society. They face ignorance when they attend family gatherings and functions. Teachers and fellows also neglect when conduct classroom activities as one student said that *"our class fellows neglect when they make groups for assignments they don't like to make groups and not want to work with us."*

According to third research question it is found that abuse and neglect impact on the academic, social, emotional, and psychological life of students with visual impairment. Abuse and neglect affect their education because when they face emotional disturbance and mental tension then they are not be able to focus on the study. So, it affects their social life and they not like to interact with the society. As one respondent said that *"when people abuse and neglect me I feel sadness due to their behavior but sometime I become angry"*. Childhood exposure to

violence, exploitation, and neglect cause severe trauma and negatively impact mental health. A child or young person who has been exposed to violence as a way to solve problems, as a form of discipline, or as a way to gain status or respect is likely to use violence as an adult, especially when it comes to their spouse or children (Korkmazlar et al., 2010; Turkish Grand National Assembly, 2007).

Conclusion

It was concluded that current study focused on impact of child abuse and neglect on aspects of life among students with visual impairment. It was concluded child abuse both physical and emotional has strong effect on personality of persons, especially younger person. It has long lasting effect. These effects go through the lives of kids and effected every step of life. Same with the neglect, neglection has severe effect. It leads the children toward vulnerability and rebellion. Abuse and neglect of children with disabilities was particularly concerned due to their vulnerability and unique needs. Child abuse and neglect had long lasting effects on the physical, social, emotional and psychological well-being of children. A supportive and safe environment can be worked towards a brighter future where every child can grow up free from harm and reach their full potential.

Recommendations and Suggestions

The present study was based on impact of child abuse and neglect on aspects of life among students with visual impairment. Recommendations and suggestions for the future study are given below:

1. Multiple caregivers may heighten or reduce the risk of abuse of the child by contact of a child with disabilities with other children and adults.
2. Parents should provide education on human sexuality to children with visual impairment. It can overcome the risk of child sexual abuse.
3. The pediatrician should work with families, other health care professionals, and other community resources to ensure the safety of all children,

including those with disabilities.

4. Each case of abuse or neglect that is clinically confirmed or strongly suspected needs a multidisciplinary treatment plan, which includes a mental health assessment and treatment component that is appropriate for child's cognitive and developmental level and counseling for the family.
5. Support and assistance with parenting skills should provide to families, especially families who have children with special health care needs.
6. In future the research must be conducted from different general schools, colleges and universities and NGOs, rehabilitation centers and professionals should conduct seminars and awareness programs on child abuse and neglect.

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