



Socio-Emotional Challenges faced by the Students with Visual Impairment in Mainstream Educational Settings

Dr. Hina Hadayat Ali¹, Dr. Muhammad Nazir² & Muhammad Akram Sabir³

¹ Assistant Professor/Coordinator, Department of Special Education, University of Education, Lahore, Faisalabad Campus, Pakistan Email: hina.hadayat@ue.edu.pk

² Lecturer Special Education, Department of Special Education, University of Education, Lahore, Faisalabad Campus, Pakistan Email: muhammad.nazir@ue.edu.pk

³ Lecturer Special Education, Government Training College for the Teachers of Blind Lahore, Pakistan Email: makramsabir22@gmail.com

Abstract

The study aimed to explore the impact of socio-emotional challenges faced by student with visual impairment in mainstream educational settings. The research was descriptive in nature. Survey design was used in the study to approach the participants and collect data for the research. The population of this study consisted of all the students with visual impairment currently studying in public mainstream educational institutions of the district Faisalabad. Convenient sampling technique was used to select the sample. A sample of 50 students with visual impairment was chosen to collect the data for the study from mainstream educational institutes of district Faisalabad. In the present study, a questionnaire containing 38 questions was framed for the students with visual impairment. All the questions were close ended. Researchers visited University of Education Lahore Faisalabad Campus, Government College University Faisalabad, University of Agriculture Faisalabad and approached the students with visual impairment. The data was collected by hand. The analysis of the data was made through SPSS in term of frequency, percentage, mean and standard deviation. The results of the study showed that socio-emotional challenges faced by the student with visual impairment included the lack of caring attitude disturbs their feelings, and avoid to share ideas with them by normal peers. The socio-emotional challenges of students with visual impairment were moderately impacting the mental health of the students with visual impairment in terms of negative remarks of others making them sad, and feel anxious about the future education and employment, and harsh attitude of peers was making them feel angered. Students with visual impairment have good self-concept. Students with visual impairment were considering them a good learner, able to complete their studies, as well as able to understand the lessons quite easily. The impact of socio-emotional challenges on academic performance of the students was not very significant. Although students were feeling bored at the school, refuse and avoid to take part in learning activities, and negative behavior of others urge to dropout from the school.

Keywords

Socio-emotional Challenges, Visual Impairment, Mainstream Setup

Introduction

Visual impairment encompasses a broad range of visual function loss. Visual acuity (the capacity to resolve details), accommodation (the capacity to focus), field of vision (the area that can be seen), color vision, and light adaptation are just a few of the numerous components that make up visual function. As a result, there are numerous forms, causes, and severity of visual impairment. The World Health Organization (WHO) defined the extent of visual impairment primarily by evaluating a person's visual acuity, or capacity to perceive tiny details, using established techniques (such as the

Snellen chart). Therefore, after correction, a visual acuity of $< 6/18$ to $3/60$ in both eyes is considered poor vision, and $< 3/60$ is considered blind; however, individuals with higher acuity can still be classified as having a visual impairment if they exhibit a noticeable loss of visual field (Douglas & McLinden, 2004).

People who struggle to control their emotions, build connections, and navigate social situations are said to have socio-emotional issues. These difficulties frequently affect mental health and general well-being and might show up as problems with social skills, emotional control, and establishing or sustaining relationships (Eisenberg et al., 2010).

Children's scholastic success and general well-being are greatly influenced by their social-emotional development. This chapter examines how visual impairment affects social-emotional development at a young age and what adults should know about encouraging this development. It tackles topics like encouraging self-determination and independence, fostering pleasant relationships, successfully teaching social skills, and giving genuine criticism. Young people with visual impairments and the peripatetic/itinerant instructors who help them share their perspectives on what works and what might be difficult. A variety of tactics that support inclusivity and the growth of social-emotional skills in learning environments are included in the chapter's conclusion (Roy, 2019).

In terms of school inclusion, visually impaired students have expressed feelings of inadequacy and struggle to build social relationships with peers and instructors. Several facets of their school experiences are negatively impacted by these challenges, most notably their academic development. However, empirical research on the social aspects of school inclusion for visually impaired kids and their importance for socio-emotional development and academic integration is conspicuously lacking. In order to fill this vacuum, the researchers carried out two empirical investigations that sought to investigate two distinct aspects of social inclusion in the educational context: school integration and developing strong bonds within the school community. According to the study's findings, compared to their peers, pupils with visual impairments reported feeling far less socially involved. Academic inclusion was significantly impacted by the quality of social interactions with close friends, whereas some aspects of self-esteem were shown to be significantly influenced by the sense of belonging at school. Regarding the development of strong social bonds and self-esteem between students with and without vision impairment, no appreciable group differences were found. The study focused on the educational experiences of visually impaired kids, highlighting the positive impact of school inclusion on their academic and socioemotional development. It was noted that visually impaired pupils have socioemotional challenges in the classroom, which calls for more study and useful solutions (Presti, 2023).

For kids with visual impairments (VI), social-emotional skills are a crucial area of development. Therefore, in order to guarantee that VI children receive the proper assistance, early diagnosis is required. In this study, 92 VI babies and toddlers between the ages of 12 and 36 months had their social-emotional competencies evaluated using two preliminary German versions of the Infant-Toddler Social Emotional Assessment (ITSEA) and the Social-Emotional Assessment/Evaluation Measure (SEAM). According to our findings, both tools offer accurate, trustworthy data and are appropriate for practical use. The findings continue to show that the most significant obstacles for early intervention in VI toddlers appear to be connecting to peers, paying attention to their surroundings, and comprehending the feelings of others. Another situation that presents a unique barrier for VI education is an extra impairment. The information also supports well-known conclusions from earlier studies on the education of kids with various disorders; specifically, it validates the importance of parental responsiveness in the development of social-emotional skills. Overall, the findings suggested that the two tools used offer valuable data for instructional practice; nevertheless, more study is required to fully illustrate their worth (Lang, 2017).

To gain information, understanding, and insight into the socio-emotional experiences of older individuals with vision impairments, a qualitative research technique and an exploratory study design were used. The dearth of previous studies on the socioemotional experiences of older people with visual impairments served as the impetus for this investigation. This dearth of contemporary material was discovered by the researcher when doing an initial literature review. The Department of Ophthalmology and the Department of Social Work at Tygerberg Hospital both acknowledged the need for more study in this area. The investigation's findings mostly supported the literature study's conclusions, which showed that vision impairment significantly affects older people's ability to

operate on a daily basis. Aspects pertaining to family and/or friends, the psychosocial effects of vision loss on everyday activities such as driving, shopping, sports, television, needlework/knitting, and reading, as well as a lack of awareness about the services available for older people with visual impairments are some examples of these socio-emotional challenges (Meyer, 2006).

A group of 18 blind and partially sighted persons from Scotland's east coast (average age of 64) were observed in the study to investigate the socioemotional effects of sight loss. It was investigated how sight loss affected four main areas: loss, social connectivity, mood, and self-concept. The findings showed that sight loss had a negative impact on individuals' social functioning and mental health. The data also revealed that participants had similar socio-emotional problems during the transition from sight to blindness, including dealing with the diagnosis, managing vision loss, experiencing loss, changing how they saw themselves in relation to society, changing how they perceived others, and undergoing rehabilitation. The socio-emotional transition from sight to blindness is described by a theoretical paradigm. Practice-related implications are examined (Thurston et al., 2010).

The difficulties that visually impaired students encounter in learning and participating in inclusive primary schools were examined in a research. The major goal of the qualitative case study approach was to investigate the effects of the learning environment on students with visual impairments in inclusive primary schools. The second goal is to investigate how students with visual impairments connect with one another during their education and involvement in inclusive schools. The results showed that there were inadequate resources for teaching and learning, a lack of teachers, especially those with specialized training, and unfavorable physical surroundings. The results also revealed that there was a lack of cooperation between parents and instructors as well as amongst teachers themselves. Additionally, it was shown that stigmatization of students with visual impairments was widespread. However, the results also demonstrated that the nation lacked an affirmative action strategy for inclusive education. Based on the results, the researcher suggests that the Ministry of Education and Vocational Training (MoEVT) and other stakeholders should work together to demonstrate their commitment to providing inclusive education by hiring more teachers, particularly those with specialized training in inclusive education, and ensuring that the curriculum is adaptable enough to meet the needs of each individual student (Kiomoka, 2014).

Historically, it has been difficult for students with special educational needs (SEN) to participate in the standard school system. Inclusion has been seen to be the best approach for their growth since the 1990s. Still, not much research has been done on how inclusive education affects deaf and blind pupils. The results of a longitudinal research on the cognitive and socioemotional developmental paths of 23 deaf and 29 blind primary school kids attending special schools (15 deaf and 19 blind) and mainstream schools (8 deaf and 10 blind) are presented in this article. In 2018 and 2019, the study was carried out in Santiago, Chile. According to the findings, deaf pupils who attend special schools do better on the majority of the variables examined. In general, blind pupils who attend regular schools outperform those who attend special schools. Blind pupils who attend special schools, however, typically exhibit less issues when it comes to socio-emotional factors. However, practically all of the changes that are shown are not statistically significant (Rosas et al., 2023).

Review of Related Literature

A reduced ability to see that cannot be rectified with traditional methods, such as glasses or contact lenses, to attain 20/20 acuity or "normal" vision is referred to as visual impairment. A wide variety of visual impairments, from slight vision loss to near blindness, are included in this general phrase. It's important to distinguish between vision impairment and complete blindness since those with the former still have some degree of vision, however it may be severely impaired (Anna, 2024).

About 441.1 million people suffer from visual impairment (VI), which is characterized as poor vision or blindness. People 50 years of age and above are disproportionately affected (Bourn et al., 2017). In terms of quality-adjusted life years or years lived with disability, the United Nations Department of Economic and Social Sciences reports that the rapidly aging populations impose a significant health burden that is comparable to major chronic diseases like diabetes, dyslipidemia, cardiovascular diseases (CVD), and obesity (Park et al., 2016; Vos et al., 2015). Similarly, one of the main causes of morbidity is cognitive function deficiencies (Vos et al., 2015). Prior research has shown a strong correlation between cognitive decline and visual impairment (Zhen et al., 2018; Swenor et al., 2019).

For the complicated phenomena of vision to function properly, all of its biological components must be present. The axial length of the eye, the cornea's (the transparent surface in front of the iris) and the crystalline lens's (the internal lens of the eye) refractive powers all play a role in how the eye develops in the first few years of life in order to produce the best optical image possible. Ametropia, often known as a refractive disorder, results from any imbalance among these three components. The kind and severity of the refractive issue (myopia, hyperopia, or astigmatism) will determine whether symptoms appear or not. The only goals of ametropia corrections are to restore emmetropization and lessen the signs of visual dysfunction or disorientation (Vital-Durand, 2014). The eye socket, which also contains the six extraocular muscles, is where the eyeball is located. The fixation mechanism that supports proper binocular vision is made possible by the additional ocular muscles, which also provide the eyeball motion. Convergence, which combines the retinal pictures of the left and right eyes, and accommodation, which is the process by which the eye focuses on an object, are related (Vital-Durand, 2014; Pensyl, & Benjamin, 2006). Inadequate optical correction, binocular vision abnormalities, accommodation abnormalities, extended use of the eyes under stress, and/or poor ergonomics can all contribute to problems connected to vision (Michaud, 2014).

People who struggle to control their emotions, build connections, and navigate social situations are said to have socio-emotional issues. These difficulties frequently affect mental health and general well-being and might show up as problems with social skills, emotional control, and establishing or sustaining relationships (Eisenberg et al., 2010).

According to a research, Weldeya town's elementary schools in Ethiopia experienced difficulties for kids with vision impairments. Teachers, principals, and students with visual impairments were asked to participate in the study. In light of this, a phenomenological methodology was employed to explore participants' perceptions of the difficulties faced by visually impaired children in the classroom. To collect information, the researcher employed a semi-structured interview, a focused group discussion, and an observation checklist. The data were then subjected to a theme analysis that was predetermined in respect to the study topics. The debate revealed that the main obstacles to teaching children with visual impairments in schools are the inflexibility of budgetary policies, the inaccessibility of the environment, and the lack of teacher training (Temesgen, 2018).

Emotional issues and trouble establishing and sustaining social interactions are common among students with visual impairments. According to research, these kids' academic learning and socioemotional development may benefit from the social support that faculty, staff, and peers offer them in educational institutions. This integrative literature review's goal was to synthesize the findings from 17 scholarly works that looked at the subject of social support for visually impaired children in educational settings that were published between 1998 and 2018. According to this review, the primary elements of social support for students with visual impairments include collaboration, sympathetic behavior, and helpful support. These children actively go to classmates and staff for social assistance, but they encounter several obstacles, including a lack of knowledge and training. Peer support boosts students' self-esteem and social acceptability, while professional assistance helps students develop academically and integrate into society. The necessity for further treatments is supported by the demonstrated benefits of educational interventions on students' social skills and social interaction (Manitsa, 2022).

In order to better understand the difficulties that inclusive education methods for children with visual impairments (VIs) face, researchers reported on a field study. We watched seven instructional sessions and conducted interviews with 25 practitioners at three mainstream schools and support agencies that serve children with VIs. The need to provide accidental learning opportunities, disrupt the "teaching assistant bubble," and encourage a maker culture that is common among practitioners was brought to light by a thematic analysis of the data. To address the difficulties of integrating children with VIs in regular classrooms, our findings provide insights into areas where technology-enhanced learning aids might be implemented (Metatla, 2017).

The study examined the psychosocial development of 54 teenagers with visual impairments who were enrolled in standard Finnish schools (40 boys and 14 girls). The frequency of sadness and distress symptoms, as well as the relationships with parents and siblings, were not different between the teenage group with visual impairment and the control group, according to the results. Compared to their peers without visual impairment, adolescents with visual impairments were less likely to have a

large number of friends and dates. Additionally, they experienced loneliness and trouble forming friendships more frequently. Compared to the control group, girls with visual impairments had poorer levels of self-esteem, academic success, and social skills. In conclusion, our findings demonstrated that many adolescents with visual impairments had psychosocial developmental outcomes comparable to those of their peers without visual impairment. However, extra assistance is required for the psychological development of certain visually impaired adolescents, particularly girls (Huurre & Aro, 1998).

It is through connection with others that humans learn and make sense of their reality. Interaction with others is essential for children with vision impairments to overcome some of the visual access limits they have, as well as to help them form relationships and expand their worldview. It is well acknowledged that children's social and emotional development is vital, and that both academic and social emotional success are necessary for children to grow and succeed in various situations. These two are dynamically intertwined: children must have healthy social emotional development in order to be ready to learn, and enhancing social emotional competencies benefits both academic achievement and interpersonal skills and the caliber of interactions they form (Aviles et al., 2006).

Cooperative and prosocial behavior, the establishment and upkeep of adult and peer relationships, the control of aggressiveness and conflict, the growth of a feeling of mastery and self-worth, and emotional regulation and reactivity are all components of social emotional competence (Aviles et al., 2006). Children who are socially adept are more likely to grow up to be self-assured and have a favorable view of themselves.

Numerous recent research have examined the nature of certain areas of self-concept and/or the overall self-concept of teenagers with visual impairments (Augestad, 2017; Landazabal, 2009). analyzed the psychopathological symptoms, global self-concept, and self-esteem of 90 adolescents, aged 12 to 17, who took part in the study; 29 of them had visual impairments, and 61 of them were sighted. Secondary and high school educational facilities in three regions of Spain's Autonomous Community of the Basque Country (ACBC) served as the selection site for the participants. The study's conclusions showed no discernible differences between teenagers with and without visual impairments in terms of their self-concept and self-esteem. In contrast to their sighted counterparts, adolescents with visual impairments scored higher on the majority of psychopathological symptoms, including hostility, paranoid ideation, sad despair, obsession-compulsion, and positive symptom distress score. The study's researchers believe that among teenagers with visual impairments, the growth of strong social ties may be a predictor of a positive self-concept.

Ensuring the academic success of every kid is becoming more and more challenging for schools. Nonetheless, it is the responsibility of schools to guarantee that every student achieves success and reaches the maximum degree of proficiency in the course of their choice. While school is meant to be a place of positive development and growth, learning difficulties have an impact on academic performance, can result in academic failure, and are felt by the student as a wound that affects their self-esteem, giving them a negative status in school and, consequently, in society. This is especially true for teenagers who are trying to figure out who they are and where they fit in, as well as for those from underprivileged socioeconomic backgrounds. Additionally, the crucial function that schools play in a teen's life spans an even longer length of time, since the age at which they enter the workforce continues to rise (Rivard, 2010). Therefore, any source of learning challenges impairs academic achievement, reduces employment chances, causes social adjustment problems, and slows the absorption of knowledge (Bercow et al., 2008; Williams, 2005).

Since 2009, "vision problems can interfere with the learning process," according to the Committee on Children with Disabilities, American Academy of Pediatrics, American Academy of Ophthalmology, and American Association for Pediatric Ophthalmology and Strabismus (AAPOS, 2009). Previous studies indicate that visual impairments can cause people to become tired more easily and/or have trouble concentrating on a task. They also suggest that any lack of proficiency in reading, writing, and spelling tasks can hinder academic progress and reduce a person's chances of success. However, it is not common to attribute a student's struggles to vision issues when their academic performance is subpar, especially if they do not report experiencing visual pain. Furthermore, the precise nature of the connection between untreated visual impairments and academic performance is

still up for debate, even though the overwhelming body of data points to the importance of visual function in academic achievement.

Statement of the Problem

Student with visual impairments in mainstream educational settings face significant socio-emotional challenges, and limited access to social interactions and extracurricular activities, negatively impacting their academic performance, mental health, and long-term well-being. The situation gets worse in mainstream schooling environment where students with visual impairment spend time with typical students, they had to face many challenges which. There is a great need to understand and highlight such challenges and barriers faced by the students with visual impairment. Therefore, investigator aimed to investigate socio-emotional challenges faced by the students with visual impairment in mainstream educational settings.

Objectives of the study

Following were the objectives of the study:

1. To determine the socio-emotional challenges faced by the students with visual impairment in mainstream educational settings.
2. To explore the impact of socio-emotional challenges on the mental and psychological health of students with visual impairment in mainstream educational settings.
3. To assess the impact of socio-emotional challenges on the self-concept development of students with visual impairment in mainstream educational settings.
4. To ascertain the impact of socio-emotional challenges on the academic performance of students with visual impairment in mainstream educational settings.

Research Questions

Following were the research questions:

1. What are the socio-emotional challenges faced by the students with visual impairment in mainstream educational settings?
2. Is there any impact of socio-emotional challenges on the mental and psychological health of students with visual impairment in mainstream educational settings?
3. What is the impact of socio-emotional challenges on the self-concept development of students with visual impairment in mainstream educational settings?
4. Is there any impact of socio-emotional challenges on the academic performance of students with visual impairment in mainstream educational settings?

Significance of the study

Significance of the study has been presented below:

1. This study will inform evidence –based strategies to promote inclusive learning environments, improve socio-emotional outcome, and enhance the overall educational experience for student with visual impairments.
2. The significance of this study extends beyond the educational sector, contributing to the broader understanding of disability and social inclusion. By highlighting the socio-emotional experience of empathy, awareness, and social justice.
3. Overall, this study's findings will serve as a vital resource for creating inclusive and supportive educational environments, fostering positive socio-emotional outcome, and enhancing the overall well-being of student with visual impairments.

Research Methodology

The system of collecting data for research projects is known as research methodology. Some important factors in research methodology include validity of research data, ethics and the reliability of measures most of your work is finished by the time you finish the analysis of your data. The methodology adopted by researcher for the present study has been described in succeeding description.

Nature of the Study

The research was descriptive in nature. Descriptive study purport to present facts concerning the nature and status of anything. This means that descriptive research gives meaning to the quality and standing of facts that are going on. For instance, the information about a group of person, a number of objects, a set of conditions, a class of events, a system of thoughts or any other kind of phenomenon or experience which one may wish to study (Alceso, 2011).

Design of Research

Survey design entails the questionnaire to approach and receive necessary information from the study respondents which comparatively easy and effective source for the data collection. Therefore, investigator used survey design to obtain the data from the subjects of the study.

Population of the study

The population of this study consisted of all the students with visual impairment currently studying in public mainstream educational institutions of the district Faisalabad.

Sampling Technique

Convenient sampling technique was used to select the sample. Convenient sampling is used when a person is unable to access a wider population, for example due to time or cost constraints. It involves the people who are easy available, the people in the street, people a person knows, people who work along, customers and so on. It assumes a homogeneous population.

Sample of the study

A sample is a subset of individuals, items, or observations selected from a larger group or population to represent the characteristics of that larger group. In other words, it's a smaller, manageable portion of a population studied to make inferences about the whole population (Simplilearn, 2024).

A sample of 50 students with visual impairment was chosen to collect the data for the study from following mainstream educational institutes of district Faisalabad:

1. University of Education Lahore, Faisalabad Campus.
2. Government College University, Faisalabad.
3. Agricultural University, Faisalabad.

Research Instrumentation

Research instrumentation involves the selection and development of suitable research instrument for the data collection. In the present study, a questionnaire containing 38 questions with following options was framed for the students with visual impairment:

- | | | |
|--|---|---|
| 1. Highly Disinclined (HD) | - | 1 |
| 2. Somewhat Disinclined (SD) | - | 2 |
| 3. Neither Inclined Nor Disinclined (NIND) | - | 3 |
| 4. Somewhat Inclined (SI) | - | 4 |
| 5. Highly Inclined (HI) | - | 5 |

All the questions were close ended. The students with visual impairment were also given an opportunity to share and incorporate their own experiences and worthy opinions about the topic and instrument to be incorporated in the research instrument.

The gender, type of disability, locality and institute name were made the part of demographic segment of the research questionnaire. The segment of socio-emotional challenges of the questionnaire contained 20 questions incorporating the concepts of poor social interaction, bullying, rejection from peers, non-cooperative behavior etc. The segment of the impact of socio-emotional challenges of students with visual impairment comprised of 18 statements with close ended nature based five point likert scale. This segment was further classified into following sub-segments:

1. Effect on socio-emotional challenges on psychological and physical health
2. Effect on socio-emotional challenges on self-concept
3. Effect on socio-emotional challenges on academic performance

Validation and Reliability of Instrument

The questionnaire was validated by getting valuable guidance from the field experts. The necessary changes were made in the statements accordingly to make them aligned with research objectives. The reliability index of the questionnaire was $r=0.70$ which exhibited its adequacy and suitability for the use in current research.

Data Collection

The data was collected for this study by means of a questionnaire. The researcher visited the public mainstreamed educational institutes of the district Faisalabad and approached the students with visual impairment for the data collection. Researcher elaborated the basic purpose and filling procedure of the questionnaire in detail according to given options. Almost all the respondents were very cooperative. The questionnaires were distributed among subjects. Researcher also observed their level of confidence and sense of responsibility. The data was collected back personally by the researcher for its further disposal.

Statistical Treatment

The collected figures were presented in tabular form and analyzed in the form of frequency, percentage, mean and standard error. The analyzed data was used to infer the results.

Results

The study aimed to socio-emotional challenges faced by students with visual impairment in mainstream setting. The study results are given in ensuing description:

Table 1*Respondent's demography*

Variables of respondents	f	%
Gender		
Male	20	40.0
Female	30	60.0
Disability		
Low Vision	25	50.0
Blind	25	50.0
Locality		
Urban	47	94.0
Rural	3	6.0

Table 1 presented the demography variables of the students with visual impairment. It indicated that there were less than of the male participants (40%) while most of the participants (60%) were female. The status of category of disability of the participants showed that there were half (50%) low vision participants and half (50%) blind participants. The locality statistics indicated that about all the participants (94%) belonged to urban locality while only (6%) belonged to rural locality.

Table 2*Socio-emotional challenges faced by students with visual impairment*

Statements	M	S.E
1. Have limited social interaction with others.	3.02	.207
2. Face communication challenges.	2.64	.213
3. Bullying by the normal peers.	2.58	.204
4. Problems in developing friendship.	2.74	.206
5. Face rejection from the peers.	2.60	.176
6. Fail to use body gestures.	2.58	.214
7. Fail to understand the body language of others.	2.66	.211
8. Unable to follow the visual cues.	2.94	.236
9. Non-cooperate behavior of normal peers in educational activities.	2.86	.190
10. I understand and respect the emotions of others.	4.46	.138
11. Normal peers respect my emotions.	3.50	.194
12. Other helps in distressing movements.	3.50	.184
13. Show socially inappropriate behavior 'mannerism' in the class.	2.65	.190
14. Unable to participate in functional activities.	2.62	.214
15. Normal peers avoid to share their ideas with me.	2.72	.198
16. Problem in getting the attention of others.	2.82	.187
17. My opinions are not given due considerations.	2.28	.181
18. Face problem in use of assistive technology.	2.36	.193
19. Face orientation and mobility problems.	2.56	.206
20. Lack of caring attitude disturbs my feelings.	3.12	.187

Note: M=Mean, S.E=Standard Error

The analysis of socio-emotional challenges faced by the students with visual impairment in mainstream settings has been presented in Table 2. Almost half of the participants (M=3.02, SE=0.207) experience reduced social interaction with others. More than half of participants (M=2.64, SE=0.213) disinclined with the idea that they face communication challenges. Less than half of the participants (M=2.58, SE=0.204) disfavored the idea that normal peers bully them. Almost half of the respondents (M=2.74, SE=0.206) disagreed that they face problem in developing friendship. Nearly half of the study participants (M=2.60, SE=0.176) disinclined with the statement that they face rejection from the peers. More than half of the respondents (M=2.58, SE=0.214) negated that they fail to use body gestures. Most of the respondents disinclined (M=2.66, SE=0.211) that they fail to understand the body language of others. Less than half of the respondents disinclined (M=2.94, SE=0.236) that they are unable to follow the visual cues. Nearly half of the respondents disinclined

(M=2.86, SE=0.190) that they face non-cooperative behavior of normal peers in educational activities. Majority of the participants (M=4.46, SE=0.138) inclined with the idea that I understand and respect the emotions of others.

It was inferred that more than half of the participants (M=3.50, SE=0.194) viewed that normal peers respect their emotions. A large number of participants (M=3.50, SE=0.184) inclined with the idea that others help them in distressing movements. About one fourth of the participants (M=2.65, SE=0.190) disfavored the idea that they show socially inappropriate behavior ‘mannerism’ in the class. Most of the respondents (M=2.62, SE=0.214) disagreed that they are unable to participate in functional activities. Most of the study participants (M=2.72, SE=0.198) disinclined that normal peers avoid to share their ideas with me. One third of the respondents (M=2.82, SE=0.187) negated that they face problem in getting the attention of others. A great number of the respondents disinclined (M=2.28, SE=0.181) that they face problem in use of assistive technology. Most of the respondents disinclined (M=2.56, SE=0.206) that they orientation and mobility problem. Nearly one third of the respondents inclined (M=3.12, SE=0.187) that lack of caring attitude disturb their feelings.

The data revealed that students with visual impairments face significant socio-emotional barriers, particularly in communication, peer relationships, participation, and social inclusion. Although they show a high level of emotional awareness and empathy toward others, they often do not receive the same understanding and cooperation in return.

Table 3

Impact of socio-emotional challenges on the mental and psychological health of students with visual impairment in mainstream educational settings

Statements	M	S.E
1. Negative remarks of others make me feel sad.	3.52	.177
2. Get depressed on non-cooperative attitude of classmates.	3.14	.185
3. Feel anxious about the future education and employment.	3.00	.230
4. Harsh attitude of peers make me feel angered.	3.18	.215
5. Favour loneliness in the class.	2.44	.190
6. Feel ashamed in the class.	2.38	.196

Note: M=Mean, S.E=Standard Error

The impact of socio-emotional challenges on the mental and psychological health of students with visual impairment in mainstream settings has been analyzed and presented in Table 3. Most of the respondents (M=3.52, S.E=0.177) were greatly inclined that negative remarks of others make them feel sad. Less than half of the subjects of the study (M=3.14, S.E=0.185) were greatly inclined that they get depressed on non-cooperative attitude of classmates. Half of the study subjects were greatly inclined (M=3.00, S.E=0.230) that they feel anxious about the future education and employment. Almost half of the subjects of the study (M=3.18, S.E=0.215) were greatly inclined, about the statement that harsh attitude of peers make them feel angered. Less than half of the subjects of the study (M=2.44, S.E=0.190) disinclined that they favor loneliness in the class. Most of the subject of the study (M=2.38, S.E=0.196) disinclined that they feel ashamed in the class.

It was inferred that socio-emotional challenges such as negative peer interactions, lack of cooperation, and future uncertainty have a noticeable impact on the psychological well-being of students with visual impairment. However, their general disinclination toward isolation and shame also reflects a degree of resilience and a desire for social inclusion, which can be harnessed in supportive educational and counseling programs.

Table 4

Impact of socio-emotional challenges on the self-concept of students with visual impairment in mainstream educational settings

Statements	M	S.E
1. He/she is a good learner.	4.16	.135
2. Able to take part in co-curricular activities.	3.24	.213
3. Able to complete my studies.	4.20	.159
4. Able to complete assignments independently.	4.02	.160
5. Able to understand the lessons quite easily.	4.02	.129
6. Able to take part in educational activities without reluctance.	3.72	.185

Note: M=Mean, S.E=Standard Error

The impact of socio-emotional challenges on the self-concept of students with visual impairment in mainstream settings has been analyzed and presented in Table 4. Majority of the subjects of the study ($M=4.16$, $S.E=.135$) greatly inclined that they are a good learner. Half of the subjects of the study ($M=3.24$, $S.E=0.213$) inclined about the statement that they were able to take part in co-curricular activities. Majority of the subjects of the study ($M=4.20$, $S.E=0.159$) greatly inclined about the statement that they were able to complete their studies. A large number of the subjects of the study ($M=4.02$, $S.E=1.160$) were greatly inclined about the statement that they were able to complete assignments independently. Majority of the subjects of the study ($M=4.02$, $S.E=0.129$) were greatly inclined about the statement that they were able to understand the lessons quite easily. Most of the subjects of the study ($M=3.72$, $S.E=0.185$) were greatly inclined about the statement that they were able to take part in educational activities without reluctance.

It was inferred that students with visual impairment in mainstream settings generally possess a strong and positive self-concept, especially in academic domains. Despite facing socio-emotional challenges, their self-perception as capable learners, active participants, and independent students remains intact. This suggests that supportive educational environments, inclusive practices, and personal resilience contribute positively to the development of a healthy self-concept in these students.

Table 5

Impact of socio-emotional challenges on the educational performance of students with visual impairment in mainstream educational settings

Statements	M	S.E
1. Feel bored at the school.	2.28	.185
2. Refuse and avoid to take part in learning activities.	2.46	.212
3. Negative behavior of others urge to dropout from the school.	2.26	.185
4. Some students make me feel sick during the class activities.	2.22	.155
5. Avoid to the class of some teachers due to their behavior.	2.16	.165
6. Wants to leave the class during the lecture.	2.18	.175

Note: M=Mean, S.E=Standard Error

The impact of socio-emotional challenges on the academic performance of students with visual impairment in mainstream settings has been analyzed and presented in Table 5. More than half of the subjects of the study disinclined ($M=2.28$, $S.E=0.185$) about the statement that they feel bored at the school. More than half of the subjects of the study ($M=2.46$, $S.E=0.212$) disinclined about the statement that they refuse and avoid to take part in learning activities. About half of the subjects of the study disinclined ($M=2.26$, $S.E=0.185$) about the statement that negative behavior of others urge to dropout from the school. Most of the subjects of the study disinclined ($M=2.22$, $S.E=0.155$) about the statement that some students make them feel sick during the class activities. A large number of the subjects of the study ($M=2.16$, $S.E=0.165$) disinclined, however about the statement that they avoid the class of some teachers due to their behavior. Most of the subjects of the study disinclined ($M=2.18$, $S.E=0.175$) about the statement that they wants to leave the class during the lecture.

It revealed that socio-emotional challenges do not appear to significantly hinder the academic performance or classroom engagement of students with visual impairment in mainstream settings. These students show a strong level of motivation, emotional stability, and resilience, allowing them to remain actively involved in school activities despite any interpersonal or emotional difficulties. This reflects a positive academic orientation and highlights the potential success of inclusive education when paired with adequate support systems.

Findings of the study

The study was carried out to explore the socio-emotional challenges faced by the students with visual impairment in mainstream settings. Nearly half of the participants ($M=3.02$) reported reduced social interaction, while more than half ($M=2.64$) disagreed they face communication challenges. Less than half disfavored the idea of being bullied ($M=2.58$) or rejected by peers ($M=2.60$). Around half disagreed with facing difficulties in making friends ($M=2.74$) or interpreting body language ($M=2.66$). Most disinclined that they cannot use body gestures ($M=2.58$) or follow visual cues ($M=2.94$). The majority ($M=4.46$) agreed they understand and respect others' emotions, and more than half ($M=3.50$) felt their emotions are respected. Many also agreed that others help them in distress ($M=3.50$). Most disagreed they show inappropriate behavior ($M=2.65$), are excluded from activities ($M=2.62$), or that peers avoid sharing ideas with them ($M=2.72$). One third denied facing issues in

gaining attention (M=2.82) or using assistive tech (M=2.28). Most rejected facing orientation and mobility problems (M=2.56), while nearly one third (M=3.12) felt emotionally disturbed by a lack of caring attitudes.

The impact of socio-emotional challenges on psychological well-being of the students with visual impairment indicated that most respondents (M=3.52) felt sad due to negative remarks, while less than half (M=3.14) reported depression from classmates' non-cooperation. About half (M=3.00) felt anxious about future education and jobs. Nearly half (M=3.18) felt angered by harsh peer attitudes. Less than half disfavored classroom loneliness (M=2.44), and most disinclined feeling ashamed in class (M=2.38).

The impact of socio-emotional challenges on self-concept was analyzed. Most students (M=4.16) believed they are good learners, and a majority (M=4.20) felt confident in completing their studies. Many (M=4.02) felt they could complete assignments and understand lessons easily. Half (M=3.24) agreed they participate in co-curricular activities, and most (M=3.72) were willing to join educational tasks without reluctance.

The impact of socio-emotional challenges on academic performance of students with visual impairment was analyzed. More than half of the students disinclined that they feel bored at school (M=2.28) or avoid learning activities (M=2.46). About half disagreed that others' negative behavior urges them to drop out (M=2.26), or that classmates make them feel sick (M=2.22). Many also disapproved avoiding certain teachers' classes (M=2.16) or wanting to leave lectures (M=2.18).

Conclusions of the study

The study was conducted to identify the socio-emotional challenges faced by the students with visual impairment in mainstream settings. The data revealed that students with visual impairments face significant socio-emotional barriers, particularly in communication, peer relationships, participation, and social inclusion. Although they show a high level of emotional awareness and empathy toward others, they often do not receive the same understanding and cooperation in return. The study showed that socio-emotional challenges such as negative peer interactions, lack of cooperation, and future uncertainty have a noticeable impact on the psychological well-being of students with visual impairment. However, their general disinclination toward isolation and shame also reflects a degree of resilience and a desire for social inclusion, which can be harnessed in supportive educational and counseling programs.

It was inferred that students with visual impairment in mainstream settings generally possess a strong and positive self-concept, especially in academic domains. Despite facing socio-emotional challenges, their self-perception as capable learners, active participants, and independent students remains intact. This suggests that supportive educational environments, inclusive practices, and personal resilience contribute positively to the development of a healthy self-concept in these students. It revealed that socio-emotional challenges do not appear to significantly hinder the academic performance or classroom engagement of students with visual impairment in mainstream settings. These students show a strong level of motivation, emotional stability, and resilience, allowing them to remain actively involved in school activities despite any interpersonal or emotional difficulties. This reflects a positive academic orientation and highlights the potential success of inclusive education when paired with adequate support systems.

Recommendations of the study

The study was carried out to investigate the socio-emotional challenges faced by the students with visual impairment in mainstreaming educational institutions. Teachers, parent and community members should respect the feeling of the students with visual impairment so that they may not feel disturbed. Moreover, teacher and parents opinions should be given due consideration. In order to reduce the mental health issues of students with visual impairment there is a need to avoid pass negative remarks for them.

Employment opportunity should be provided to visual impairment student to reduce their future anxiety. Majority of students feel happy in schools but on the other hand most of the students were disappointed due to bad and bully behavior from peer in schools which demands guidance to be provided to their peers for effective coordination and respectable dealings. Future research may be conducted to analyze the impact of socio-emotional challenges of the students with visual impairment on their daily functioning and vocational life across all provinces of the country.

Limitations of the study

A self-made questionnaire was designed by the researchers to determine the impact of socio-emotional challenges faced by student with visual impairment in mainstream educational settings. The study's sample size and geographic scope are limited, which may restrict generalizability. Additionally, the reliance on self-reporting may introduce subjective biases.

Delimitations of the study

The study was delimited to the students with visual impairment presently studying in mainstream educational institutes i.e. University of Education Lahore, Faisalabad, GC University Faisalabad, and University of Agriculture Faisalabad. The study focused on student diagnosed with visual impairment, and enrolled in mainstream educational institutes, excluding those with additional disabilities.

Ethical Considerations

Researchers met with the higher authorities of the concerned educational institutes to get their permission for data collection. Researchers also got consent of their study participants prior to data collection. Researchers shared necessary details with the respondents to make them aware of the study theme and objectives. The data security and respondents safety was highly preferred to be observed.

References

- Alceso, M. (2011). *Descriptive research*. <https://www.slideshare.net/slideshow/descriptive-research/8559074>
- American Academy of Pediatrics, Section on Ophthalmology, Council on Children with Disabilities, American Academy of Ophthalmology, American Association for Pediatric Ophthalmology and Strabismus, & American Association of Certified Orthoptists. (2009). Learning disabilities, dyslexia, and vision. *Pediatrics*, 124(2), 837-844.
- Anna (2024). *Vision Impairment*. <https://accessibe.com/glossary/vision-impairment>
- Augestad, L. B. (2017). Mental health among children and young adults with visual impairments: A systematic review. *Journal of visual impairment & blindness*, 111, 411- 425.
- Aviles, A. M., Anderson, T. R. & Davila, E. R. (2006). 'Child and Adolescent Social-Emotional Development Within the Context of School. *Child and Adolescent Mental Health* 11(1), 32–9.
- Bercow, J. (2008). *The Bercow Report: A review of services for children and young people (0-19) with speech, language and communication needs*. DCSF Publications.
- Douglas, G., & McLinden, M. (2004). Visual impairment. *Special Tea*, 26.
- Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual review of clinical psychology*, 6, 495–525. <https://doi.org/10.1146/annurev.clinpsy.121208.131208>
- Huurde T. M., & Aro H. M. (1998). Psychosocial development among adolescents with visual impairment. *European Child & Adolescent Psychiatry*, 7(2), 73–78.
- Kiomoka, D. (2014). Children with Visual Impairments in Tanzania. An investigation of the Challenges which Children with Visual Impairments face in Learning and Participation in Inclusive Primary schools (Master's thesis).
- Landazabal, M. G. (2009). A comparative analysis of empathy in childhood and adolescence: Gender differences and associated socio-emotional variables. *International Journal of Psychology and psychological therapy*, 9(2), 217-235.
- Lang, M., Hintermair, M., & Sarimski, K. (2017). Social-emotional competences in very young visually impaired children. *British Journal of Visual Impairment*, 35(1), 29-43.
- Manitsa, I., & Doikou, M. (2022). Social support for students with visual impairments in educational institutions: An integrative literature review. *British Journal of Visual Impairment*, 40(1), 29-47.
- Metatla, O. (2017). *Uncovering challenges and opportunities of including children with visual impairments in mainstream schools*. Electronic Visualisation and the Arts (EVA 2017).
- Meyer, T. (2006). A social work perspective on the socio-emotional experience of older persons with visual impairments (Doctoral dissertation).
- Michaud, L., Kovarski, C. (2014). *Anomalie de la réfraction In Les anomalies de la vision chez l'enfant et l'adolescent*, 2nd édition, Coll. Professions Santé. Paris : Lavoisier, 75-99.
- Park, S., Ji, Y., Park, H., Lee, K., Park, H., Beck, B. R., ... & Holzapfel, W. H. (2016). Evaluation of functional properties of lactobacilli isolated from Korean white kimchi. *Food Control*, 69, 5-12.

- Pensyl, C. D. & Benjamin W. J. (2006). *Ocular Motility In* Benjamin, W. J., eds. Borish's clinical refraction. St Louis : Butterworth-Heinemann, 356-399.
- Presti, F. L. (2023). Students with visual disabilities: Inclusive and Socio-Educational Aspects in School. *International Journal of Education and Evaluation*, 10(1), 84-102.
- Rivard, M. C., Deslandes, R., Collet, M. (2010). L'approche école en santé au primaire: points de vue des parents. *Revue des sciences de l'éducation*, 36(3), 761-785.
- Rosas, R., Espinoza, V., Martinez, C., & Santa-Cruz, C. (2023). The paradoxes of inclusion: cognitive and socio-emotional developmental trajectories of deaf and blind primary education students in mainstream and special schools. *Frontiers in Education*, 8, p. 1227178. Frontiers Media SA.
- Simplilearn (2024). *Population vs Sample: Definitions, Differences, and Examples*. <https://www.simplilearn.com/tutorials/machine-learning-tutorial/population-vs-sample>
- Swenor, B. K., Wang, J., Varadaraj, V., Rosano, C., Yaffe, K., Albert, M., & Simonsick, E. M. (2019). Vision Impairment and Cognitive Outcomes in Older Adults: The Health ABC Study. *The journals of gerontology. Series A, Biological sciences and medical sciences*, 74(9), 1454–1460. <https://doi.org/10.1093/gerona/gly244>
- Temesgen, Z. (2018). School Challenges of Students with Visual Disabilities. *International Journal of special education*, 33(3), 510-523.
- Thurston, M., Thurston, A., & McLeod, J. (2010). Socio-emotional effects of the transition from sight to blindness. *British Journal of Visual Impairment*, 28(2), 90-112.
- Vital-Durand, F. (2014). *Développement du système visuel Kovarski C.* Coord. Les anomalies de la vision chez l'enfant et l'adolescent, 2nd édition, Coll. Professions Santé. Paris : Lavoisier, 3-69.
- Vos, T., Allen, C., Arora, M., Barber, R. M., Bhutta, Z. A., Brown, A., ... & Boufous, S. (2016). Global, regional, and national incidence, prevalence, and years lived with disability for 310 diseases and injuries, 1990–2015: a systematic analysis for the Global Burden of Disease Study 2015. *The lancet*, 388(10053), 1545-1602.
- Williams, W. R., Latif, A. H. A., Hannington, L., Watkins, D. R. (2005). Hyperopia and educational attainment in a primary school cohort. *Archives of disease in childhood*, 90(2), 150-153.
- Zheng, D.D., Swenor, B.K., Christ, S.L., West, S.K., Lam, B.L., & Lee, D.J. (2018). Longitudinal associations between visual impairment and cognitive functioning: the Salisbury Eye Evaluation Study. *JAMA Ophthalmol*, 136(9), 989-995.