



شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكرو فيلم

بسم الله الرحمن الرحيم



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شبكة المعلومات الجامعية
التوثيق الإلكتروني والميكروفيلم



شبكة المعلومات الجامعية التوثيق الإلكتروني والميكروفيلم



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جامعة عين شمس

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قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



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Introduction

The visual system is one of the most significant sensory systems and it is the primary source of integration between individuals and the external environments. Vision is the entrance of light into the eye of an individual and interpretation of this stimulus by the brain. The vision of an individual is said to be impaired when visual pathway function is disturbed (**Woldeamanuel et al., 2020**).

Childhood visual impairment is one of the main priorities in VISION 2020: The Right for Sight. This affects their opportunities for education and employment, and therefore earning potential. Early-onset visual impairment adversely affects psychomotor, social, and emotional development, and has to live with their visual challenge justifies by residual vision (RV) to assist and enable them to manage with the visual challenge as best possible as they can. (**Sakki et al., 2018**).

According to WHO, about 285 million people are visually impaired worldwide and one individual becomes blind in each minute and a child in every 5 minutes. About 90% of visually impaired people are living in developing countries. The poorest regions of Africa and Asia are where three-quarters of the world's blind children live. Out

of the 1.4 million blind children globally, about 300,000 live in Africa. **(Brunes et al., 2019).**

The causes of childhood visual impairment depend on the socio-economic situation of the country of birth and are due primarily to infective and nutritional corneal opacities, and congenital anomalies cataract, retinopathy of prematurity (ROP), refractive errors, low vision, premature or complicated birth, and cerebral visual impairment. **(Solebo et al., 2017).**

Vision impairment limits the student's physical activity, ability to know where he is how to move from one place to another, imitate, interact socially, and understand what causes things to happen. Face discrimination in access to health, education, and other services. **(Solihin et al., 2019)**

Quality of life (QoL) is an expression of wellbeing, emotional, social, and physical promotion, and the ability to perform daily activities. It is also related to illnesses and threatening conditions for well-being whereby a student with visual impairment had significant physical and emotional distress, lower levels of happiness, self-esteem, and low QoL. **(Sola-Carmona et al., 2016).**

To improve quality of life for students with a visual impairment such as daily life and social participation, psychosocial functioning, learning and applying knowledge, communication, mobility, self-care, interpersonal interactions and relationships, major life areas, community, social, and civic life; the students require access to early intervention and rehabilitation services. **(Elsman et al., 2019).**

A critical issue in health services research related to students is that of timely, necessary, and appropriate referrals and follow-up for early childhood intervention services. Thus, the health services research for students with impaired vision needs to include specialist pediatric ophthalmic services, other pediatrics health care, habilitation, and education services. **(Bathelt et al., 2019).**

School health nurses should support students with vision impairment to live and work in the community and must have a different skill that equipped them to offer support and to communicate empathically in meaningful life with each visually impaired student. Also, cooperates with their teachers and their families which help in the prevention of social, physical, and psychological problem to those students as early as possible **(Jessup et al., 2017).**

Significance of the study:

Childhood visual impairment is a group of conditions that occurs in childhood or early adolescence, i.e. <16 years of age, and if left untreated, results in severe visual impairment or blindness that is probable to be not treatable later on. The prevalence ranges from 0.3 per 1000 children aged between 0 and 15 years in prosperous countries to 1.5 per 1000 children in extremely poor communities. Visual impairment in children is around 10 times lower than in adults, but it remains a high priority for the reason of the expected number of years to be lived in with this disease **(McIntosh., 2018).**

In Egypt, childhood visual impairment consider one of the large of diseases and disabilities, which has approximately 1 million children visually impaired. Nearly 60% of the visually impaired children in Egypt require visual aids **(Presler-Marshall et al., 2020).**

Aim of the Study

This study aims to assess quality of life for primary school students with visual impairment, **through:**

- 1- Assessing parent's knowledge regarding visual impairment.
- 2- Assessing the impact of visual impairment on the quality of life for students with visual impairment.
- 3- Assessing the interfering of visual impairment with school performance for students with visual impairment.
- 4- Assessing the school environment for students with visual impairment.

Research Questions:

- 1- Is there a relationship between socio-demographic characteristics and quality of life for primary school students with visual impairment?
- 2- What are the factors that affect quality of life of the primary school students with visual impairment?

Part I: Visual impairment among primary school students

Operational Definitions:

The vision is the special sense by which the qualities of an object (such as color, luminosity, shape, and size) constituting its appearance are perceived through a process in which light rays entering the eye are transformed by the retina into electrical signals that are transmitted to the brain via the optic nerve (**Gregory., 2015**).

Impairment any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. An impairment is a disturbance affecting functions that are essentially mental (memory, consciousness) or sensory, internal organs (heart, kidney), the head, the trunk, or the limbs. (**Marriage et al., 2017**).

The National Eye Institute defines **visual impairment** as a low vision not correctable by standard glasses, contact lenses, medication, or surgery that interferes with the ability to perform activities of daily living (**Katemade et al., 2019**).

Primary School-age child development describes the expected physical, emotional, and mental abilities of children ages 6 to 12 (**Ritchie et al., 2018**).

Quality of life has been defined as “an overall general well-being that comprises objective descriptors and subjective evaluations of physical, material, social, and emotional well-being together with the extent of personal development and purposeful activity, all weighted by a personal set of values”.(**Voukelatou et al., 2020**).

Schooling is a formal way of educating children in preschools, schools, and higher education. Schooling usually involves teachers instructing students in a formal curriculum or syllabus comprised of distinct subjects. But, one can be educated without formal arrangements by reading books and learning from experience, sometimes referred to as autodidact or self-education (without formal education) (**Meyer et al., 2017**).

Special education refers to instruction that is specifically designed to meet the needs of exceptional children. It involves designing the physical environment in the classroom teaching procedures, teaching content, and equipment for a particular type of disability. It evolved the concept of special educational needs instead of categorization and labeling. The various forms of physical

and intellectual impairment result in special educational needs (**Strogilos et al., 2018**).

Vision impairment has a significant impact on the lives of those who experience it as well as on their families, their friends, and society. The complete loss or the deterioration of existing eyesight can feel frightening and overwhelming, leaving those affected to wonder about their ability to maintain their independence, pay for needed medical care, retain employment, and provide for themselves and their families (**Quaranta et al., 2016**).

In low economic settings with poor public health infrastructure and health care service delivery, the primary causes of visual impairment in children are corneal opacity as a result of measles; vitamin A deficiency; ophthalmic neonatorum is an infection of the conjunctiva that can be contracted from the mother's birth canal during delivery, and is caused by chemical, bacterial, or viral agents. (**Singh et al., 2019**).

The causes of visual impairment are classified according to etiology: hereditary (confirmed genetic alterations, congenital retinal diseases and retinoblastoma, congenital cataract and congenital glaucoma), intrauterine (intrauterine-transmitted maternal infections and maternal use of drugs/alcohol); perinatal (ophthalmia neonatorum,

Retinopathy of prematurity (ROP) and asphyxia) and childhood (retinoblastoma, childhood glaucoma, acquired toxoplasmosis, high refractive error, optic nerve atrophy or central nervous system alterations due to infection) (Verzoni et al., 2017).

WHO categories of visual impairment:

Normal vision	6/18 or better
Visual impairment	Less than 6/18 to 6/60
Severe visual impairment	Less than 6/60 to 3/60
Blind	Less than 3/60 to NPL

NPL, no perception of light

Note. Adapted from “Manual of the International Statistical Classification of Disease, Injuries, and Causes of Death,” by World Health Organization, 1977, Geneva: World Health Organization.

Characteristics of school’s students with visual impairment:

Students with visual impairments receive special education because their vision after correction remains limited to such an extent that it affects their development and achievement without intervention. Not being able to see as well as neighbors and peers may result in a variety of cognitive, academic, physical, behavioral, and communication characteristics if appropriate modification

and specialized instructional interventions are not provided (Thompson et al., 2018).

Physical Characteristics:

Symptoms observed by parents associated with reading are common and include seeing blurred print, words together, and skipping words or lines. Other students complain primarily of blurred distance vision. Uncommon visual phenomena may include seeing colored lights, objects appearing larger or smaller, seeing spots, and double vision. Eye pain localized to one or both eyes are also common. (McMahon and Emerson., 2019)

Some children who have vision problems appear to have a short attention span, other students might blink frequently or squint whenever they read or watch television. Often students are sensitive to bright light or might sit close to the television or hold books that they are reading close to their face. Likewise, younger children with visual impairments might hold toys very close to their faces. (Wolffe., 2019).

Poor Eye-Hand Coordination:

Eye-hand coordination, which is defined as the use of vision to guide hand movements such as reaching and grasping, is essential for upper extremity dexterity. Poor

eye and hand coordination can be another sign that a student has a vision problem. **(Shandiz et al., 2018)**

Students with visual impairment in school might have difficulty with sporting activities or certain projects in class. Signs of poor eye-hand coordination might include difficulty throwing or catching a ball, tying shoes, or copying schoolwork from the blackboard. Poor handwriting is often another sign of poor eye-hand coordination. Students who suffer from lazy eyes, crossed or wandering eyes can have problems with coordination, balance, and depth perception, primarily because they learn to use only one eye at a time **(Verver et al., 2019)**.

Cognitive Characteristics:

Cognition is largely a matter of developing concepts. Because many concepts are learned entirely through visual means, students with visual impairments have difficulty learning some concepts. Think for a minute about the difficulty of learning concepts such as orange, circle, bigger, perpendicular, bright, and foggy with limited vision **(Dale et al., 2019)**

Students who have visual impairments are not necessarily intellectually slower than their peers, but they may perform poorly on standard intelligence tests. Many

subtests and items on intelligence tests require that students see the stimuli and response as; students are shown pictures and asked to identify them. Performances on test items like these are greatly influenced by how well students see (**Gori., 2016**).

Visual impairment creates difficulties for students in making connections between experiences because the mind cannot perceive anything that is not received using senses. A student internalizes anything he sees and keeps them as a model for a response to the information received from the environment and the individual generates a scheme for this information in his mind (**Grace., 2017**).

Academic Characteristics:

The vision is one of the most important senses. It plays a vital part in the learning process. It is held that more than 80% of education is presented through the visual senses. So students who have trouble seeing often perform poorly at school. Frequently, problems with learning are related to poor vision and not to a learning disability (**Dawn., 2018**)

A student might not read well, or might use her finger to follow along when he is reading so that he doesn't lose his place. Some students also have trouble remembering