

Prevalence of Physical Abuse Among Adolescent with Hearing Impairment

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Abstract

The current study was conducted to explore the level of physical abuse faced by adolescents with hearing impairment. A correlation research design was used. The population for this study comprised the students of (grades 5th-10th) age range (12-18) studying in special education schools and centers of the Gujranwala division. A sample of 350 adolescents with hearing impairment (male 186, female 164) was selected using stratified random sampling for this study. ICAST-1 scale was developed by ISPCAN (2015) for physical abuse and was used for data collection 19 items were selected for physical abuse and validated their content validity by experts. The scale was translated into Urdu and validated by the Urdu language experts. Data was analyzed by reporting frequencies and levels of physical abuse. The findings of this study indicate that almost 90% of the adolescents with hearing impairment were facing moderate levels of physical abuse. The majority face moderate physical abuse in the form of being put in time out, shaken aggressively, pinched to cause pain, locked up or restricted movement, kicking, crushed fingers, and threats with a knife/to hurt or kill you as punishment. We need to reconsider the myth of using punishment to improve children's learning and behavior.

Keywords: Hearing Impairment, Self Efficacy, Physical Abuse, Adolescents.

Introduction

According to the World Health Organization (WHO), physical abuse is the "intentional use of physical force against the child that results in or has a high likelihood of resulting in harm for the child's health, survival, development or dignity." It consists of hitting, beating, kicking, shaking, biting, strangling, burning, poisoning and suffocating. Physical abuse is defined as the unintended physical injury to the youngster by a guardian who is accountable for the child's care. Legal definitions of physical abuse vary among states according to their culture, customs and religion. The most prevalent forms of physical abuse include hitting, kicking, punching, biting, whipping, and burning (World Health Organization, 2021). Physical abuse is any state that is harmful or

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damaged to physical or emotional wellbeing that is activated beside parents, custodians, or another attendant, which may lead to academic, social and emotional elimination (Obekpa, 2011).

Physical abuse is noticed in almost all societies without discrimination of evolved and primitive societies. It is also seen in every home without any reference to being poor, wealthy, literate or illiterate (Umoren et al., 2010). Children with disabilities are more in danger of being victimized by physical abuse and emotional abuse than children without disabilities. Documentation proposed that children with hearing impairment are at greater risk of facing physical abuse because of their lack of ability to report ill-treatment at any registered place.

Similarly, studies have depicted that physical abuse has a negative effect on child academic, social, and emotional attainment. Poor upbringing is essential to protect their children from physical abuse that negatively affects their socialization and academic achievement (Bandura & Locke, 2003). Self-perception is one of the fundamental pillars of any individual personality grooming at an early age, and physical abuse directly disrupts this mechanism of self-perception particularly (Bandura, 1997). Self-efficacy considers the firm belief in the abilities and capacities necessary to control and manage one's behavior, motivation and organized social environment. This fundamental belief is the principle of human motivation, performance acquirement, and emotional health (Bandura, 2006). In Pakistan, parents consider it a punitive disciplinary measure. However, there are no overall authentic statistics concerning physical violence (Ashraf & Holden, 2022). The frequent occurrence of various types of abuse, physical, verbal, emotional and sexual, has been identified by different NGOs. However, genuine information or statistics are still unavailable that can display the actual portrayal of these abuses in Pakistan society. In Pakistan, researchers have been primarily concentrating on the psychological and behavioral outcomes of child abuse and parent-child relationships (Sangawi et al., 2015). The current research was aimed at exploring the level of physical abuse faced by adolescents with hearing impairment.

Literature Review

Child abuse involves child severe penalties, emotional maltreatment, and sexual abuse (Abbasi et al., 2015). The ANPPCAN (2012) describes youngster/child physical abuse as "involuntarily or voluntarily measures that threaten the physical, emotional, moral and the academic wellbeing of children." Maltreatment with children might be reported as physical or psychological abuse or carelessness for children by their mother or father, keepers, caretakers or other grown persons that can threaten a kid's physical, psychological or emotive healthiness and progress. It also contains illegal maltreatment of a child or constructing biased usage of a child's services by grown people for their egoistic concerns' description of child abuse.

The older person might not have a direct relationship with a child. Relatively, anyone who comes in connection or in whose attend child is left might be an abuser. It might be the deviators, employees who handle healthiness, and caretakers (Child Welfare Information Gateway, 2013). Obekpa (2011) opinions that any form of child abuse imposed by the mother or father, caretakers or other custodians ultimately damages the child's wellbeing physically and emotionally. Sidebotham (2013) reported that maltreatment is an unforeseen force on youngsters by a mother, father or caretaker that causes injury.

Physical abuse is described as physical harm, discomfort or damage resultant from non-unintended use of body power. Physical abuse of children is the consequence of actual or latent bodily maltreatment from an interface or absence of interface that is rationally in the controlled mother, father or somebody that has charge, command, or belief. There might be solitary or repetitive cases (WHO, 2016). The kinds of physical abuse include pressing, detaining, hitting out, thrashing,

boiling, shivering, or wounding to maltreat the child. The bodily evidence of abuse is unidentified hurts, scorches, human bits or wounds in many steps of medicinal, signs of tight banding around the hand area or ankle, unidentified ruptures in skeletons, cuts, or new strains (Carrasco et al., 2021). Every type of violence directed towards kids or teenagers has a worse and more damaging influence on babyhood, puberty and even their behavior and psychology. Self-efficacy measures the person's belief in their capability to impact occasions that influence their lives. It is the basis of a person's inspiration, actions, and passion for happiness (Bandura, 2006).

Child abuse happens in the entire world regardless of age, civilization, sexual category, and socioeconomic stages; even Pakistan is not diverse from other emerging or established nation-states. The current condition is even more serious as no information is accessible at the government stage about child abuse. Faraz. J (2022) described that Pakistan may recommend substandard circumstances for children in South Asia. Child abuse, both bodily and emotive abuse, is used as a penalizing list in Pakistani civilization by not just the educators but the mothers/fathers and other custodians as well. Teenagers can even acquire bodily expressions when these become more torturous. Result, numerous emotional issues developed; however, these are greatest accepted and understood by the Pakistanis, for example, self-confidence or adequacy of an individual's identity, therefore bodily and expressively abuse the children (Ashiq et al., 2022). According to Khawaja and Motwani (2015), various types of abuse were common in youths that might be related to worse levels of educational outcomes and unhealthy psychological states. Several types of abuse confronted by children can lead to worse outcomes; however, studies have pointed out that steadiness and undergoing several forms of abuse and negligence have far getting harmful consequences for children. Forcefulness is a primary danger to the wellbeing and success of any civilization. It is shocking how harm-associated tragedies are growing among youngsters worldwide. Several forms of maltreatment prevail among youngsters who have joined secondary high educational institutes in Karachi, Lahore and Quetta. Youngsters started undergoing the greatest degree of abuse, such as bodily abuse, vocal abuse, bodily fighting, severe wounds and being terrorized.

In conclusion, educational institutes located in Karachi, Lahore and Quetta precisely and all other institutes in general need programs which are helpful for youngsters who have experienced various forms of abuse. Helpful relational associations have been exposed to defend youngsters from the harmful impacts of experience to several forms of abuse, and schoolchildren who have constructive links with the school have been stated to have improved adjustment. Strategy manufacturers and educational staff should design policies containing educational psychotherapeutic programs, provide other sports events, and train educators to shape constructive relations with youngsters. Even though the connection between diverse forms of abuse and negligence has narrow research, Wahid et.al. (2001) argue that diverse forms of abuse are meaningfully interrelated (i.e., teenagers undergo more than one form of mistreatment). This coincidence was mainly communal among bodily maltreatment and other forms of mistreatment, such as a child's bodily abuse if they are compacted up too frequently raped or over-used in their house, on the homestead or in the workplace.

About 5% to 50% of children experienced abusive behavior. The vastness of degree differs provincially and can be as great as 65% for physical abuse in certain African countries. A broad investigation in Europe exposed that the proportion of physical abuse was 22.9%, psychological abuse 29.1%, and interaction sexual abuse 9.6% (5.7% in boys and 13.4% in girls). Innovative research at Rochester Institution of Technology highlighted that deafened and deaf teenagers are in 25% greater danger of experiencing mistreatment bodily or harshly as compared to hearing

adolescents. This organization directed a study of four hundred twenty-five undergraduates, three hundred seventeen hearing and above one hundred deafened, requesting to report any mistreatment if they had experience before the age of 16. The result showed that 77% of deaf participants pointed out undergoing a specific type of child mistreatment, as compared to 49% among hearing participants in totaling; participants with more austere hearing impairment showed an enlarged amount and harshness of mistreatment (Hammad et al., 2024). Wasilczuk (2022) describes that teenagers with in-capacities and those who belong to socially and economically poorer homes are at a more significant threat of abuse as compared to their age mates. Current research piloted in one Ugandan district indicates that more than 99% of children have undergone physical abuse in their lifespan, above half state emotional abuse, and 4% of boys and 13% of girls state sexual abuse. 93% per cent of boys and 94% of girls have always undergone physical abuse by male school staff. Disabled kids are in greater danger of abuse and negligence conferring proof. These children cannot report abuse because their disability is a more significant threat, so they are incapable of reporting abuse. Of 482 disabled children examined at "Boys Town National Research Hospital", two hundred twelve had hearing loss, eighty-seven speaking and verbal issues, thirty-nine learning issues, forty had behavior and psychological troubles, seventy were mentally challenged, had an optical deficiency, three divided lip, and nineteen other worse conditions. Hence, the present study has focused on finding the relationship between physical abuse and self-efficacy of deaf, deaf adolescents. In Pakistan, the Union for Child Rights works in KPK, teaching communal actions on children's privileges and conducting research on problems such as child abuse. Child abuse and negligence can badly impact all areas of children's growth: physical, psychological, intellectual, behavioral and societal, which are frequently interconnected. Many study's results show that childhood maltreatment/abusing directly linked with behavioral problems in infancy and teenage years. Being abused and neglected, children complete a smaller proportion of standardized assessments and get low school grades, even after social, economic and other contextual aspects are engaged in interpretation (Mills, 2004). Potential investigative research has constantly proved that abused students have poorer school results than other non-abused students. The study found adverse relations between child abuse and educational outcomes. Abused students performed poorly in school and were deferred from educational institutes.

Objectives

1. To identify the types of physical abuse prevalent among adolescents with hearing impairment.
2. To explore the effect of demographic variables on the prevalence of physical abuse in adolescents with hearing impairment.

Hypotheses

The following null hypotheses were tested against their alternative hypotheses:

1. There is no remarkable difference between physical abuse levels of children with varying age groups of adolescents with hearing impairment.
2. There is no significant gender difference in differing levels of physical abuse.
3. There is no significant difference between physical abuse levels of children with varying mother's education.
4. There is no significant difference between physical abuse levels of children with varying mother's occupations.
5. There is no remarkable difference between physical abuse levels of children with varying father's occupations.
6. There is no significant difference between the physical abuse level and several siblings.

Methodology

Research Design

This study was descriptive and correlative. The study was conducted in the Gujranwala division's special education schools and centers. The participants, who were 12-18 years old, were included in the study. Questionnaires collected data, and the coefficient correlation value was computed to find the relationship between physical abuse and self-efficacy of adolescents with hearing impairment.

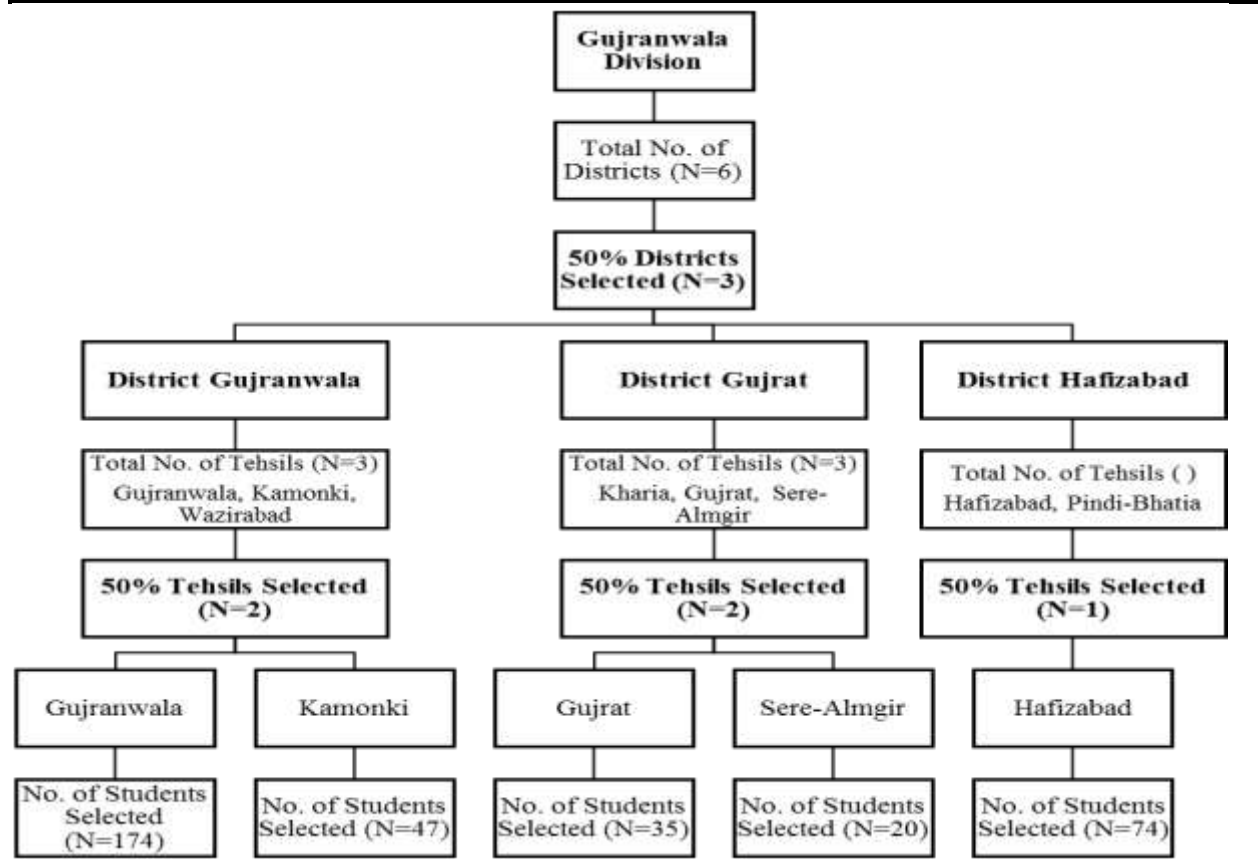
Population of the Study

The population of this study was comprised of students (grades 5th-10th) in the age range of 12-18 years from special education schools and centers of the Gujranwala division. There are six districts in Gujranwala division. 50% of the districts were taken as a sample of the study.

Sample and Sampling Techniques

Students with hearing impairment 12-18 years of age studying in 5th to 10th grade were selected as a samples through stratified sampling technique. A stratified sampling technique was used for equal representation of the sample because the sample size was huge and inaccessible to the researcher. This technique has high statistical precision. The sample drawn is shown with the help of the following flowchart.

Figure 1: Sampling technique



Research Instrument

A child abuse screening tool (ICAST) was used to collect data on physical abuse. It was developed by *International Society for the Prevention of Child Abuse and Neglect (ISPCAN)*, (2015). Scoring was adapted according to our cultural context. Scoring was based on 5 point rating scale, “Always” “Often” “Many times” “Sometimes” “Rarely”. The score of the subject on (ICAST) was sum of score on each item and total score ranged from 19-95. This tool (ICAST-C) was comprise 41 questions in which researcher was selected 19 questions which were relevant to physical abuse according to (WHO, 2002) definition. Researcher has adopted the instruments according to the present research nature and validated from the panel of professionals. (University academician, clinical psychologist, principles, Urdu language experts), The score of the subject on ICAST was sum of score on each item and total score ranged from 19-95. Score of sample (19-40) was categorized as mild child abuse score and 41-74 was consider moderate child abuse score and 75 and above 75 was consider severe child abuse score. Items were categorized into Mild, Moderate and Severe physical abuse and coded them as Mild (0), Moderate (1), Severe (2) according to Calark et al. (2016).

Data Collection and Data Analysis

Data was collected through child abuse scale. Researcher developed a complete documents file (consent form for principals and parents, departmental permission to collect data, copy of questionnaire), and took permission to schools/centers principals to start data collection. Researcher administered the tool in selected school/centers with the assistance of school psychologist. Psychologist assisted in distributing and collecting the questionnaire. Researcher personally administers the questionnaire in every class room and visited six days per school. Data collection was completed in more than one month from these schools and Centers of Gujranwala division. Responses of the students were reported in the form of frequencies. Independent sample t-test and ANOVA also applied on demographic variables of instruments.

Results

Table 1: Percentage distribution of participants by gender (n=350)

| Gender | F | % |
|--------|-----|-----|
| Male | 186 | 53 |
| Female | 164 | 47 |
| Total | 350 | 100 |

There was almost equal representation of both genders in sample of the study.

Table 2: Percentage distribution of participants by grade level (n=350)

| Grades | F | % |
|----------|-----|-----|
| 5 and 6 | 175 | 50 |
| 7 and 8 | 83 | 24 |
| 9 and 10 | 92 | 26 |
| Total | 350 | 100 |

Age wise distribution of the sample was not equal as the enrollment decreases with increasing the age of the adolescents in schools.

Table 3: Presentation of frequency data on physical abuse scale showing prevalence (n=350)

| Items/statements | Frequency of | | | | |
|--|--------------|-------|------------|------------|--------|
| | Always | Often | Many times | Some times | Rarely |
| Twisted your ear as punishment | 15 | 223 | 38 | 29 | 45 |
| Slapped you on the face or on back of head | 48 | 193 | 85 | 24 | 0 |
| Pulled your hair as punishment | 36 | 180 | 116 | 12 | 06 |
| Put you in time-out | 7 | 31 | 173 | 109 | 30 |
| Shook you aggressively | 8 | 74 | 132 | 121 | 15 |
| Hit you on the head with knuckles | 22 | 112 | 105 | 99 | 12 |
| Spanked you on the bottom with bare hand | 105 | 137 | 67 | 39 | 02 |
| Hit you on the buttocks with an object (such as stick, broom, lane or belt) | 101 | 153 | 53 | 36 | 07 |
| Hit you elsewhere (not buttocks) with an object (such as stick, broom, lane or belt) | 87 | 130 | 63 | 49 | 21 |
| Kicked you. | 16 | 77 | 73 | 140 | 44 |
| Pinches you to cause pain | 07 | 33 | 72 | 181 | 57 |
| Crushed your fingers | 03 | 19 | 36 | 184 | 108 |
| Locked you up or tied you to restrict movement | 46 | 44 | 79 | 63 | 18 |
| Forced you to stand, sit, kneel in a position that caused pain | 50 | 173 | 46 | 60 | 21 |
| Hit you over and over again with an object or fist (beat-up) | 38 | 100 | 37 | 73 | 102 |
| Choked you to prevent you from breathing | 01 | 11 | 06 | 92 | 240 |
| Burned or scalded or branded you | 01 | 03 | 05 | 15 | 326 |
| Put hot papers, soap or spicy food in your mouth that cause pain | 00 | 03 | 15 | 27 | 305 |
| Threatened you with knife/to hurt or kill you | 04 | 12 | 24 | 164 | 146 |

It is evident from the table that Majority of adolescents of special education school/centers have faced mild physical abuse in the form of twisted ear, pulled hair, hit on heads with knuckles, spanked with necked hand, hit on backside, or hit elsewhere, forced to stand or fall to one's knee that give rise to pain, as punishment. Mild physical abuse is very common in our institution.

Majority of adolescent of special education school/centers facing moderate physical abuse in the form of put in time out, shook aggressively, pinched to cause pain, locked up or restricted the movement, faced kicking, crushed fingers, threatened with knife/to hurt or kill you as punishment. Majority of adolescent of special education school/centers facing severe physical abuse in the form of hit over and over again with an object, choked to avert from breathing, burned or scorch or branded, put red paper, soap, or hot food in mouth that caused pain but this practice is rarely found.

Table 4: No. of cases for each type/level of physical abuse (n=350)

| Physical Abuse Scale | f | % | Valid % |
|-------------------------------|-----|------|---------|
| Mild Physical Abuse score | 3 | .9 | .9 |
| Moderate Physical Abuse score | 308 | 88.0 | 88.0 |
| Severe Physical Abuse score | 39 | 11.1 | 11.1 |

Table 7: Mean physical abuse score difference of younger and older adolescence (n=350)

| Factors | Sub-Scale & Total Scale | Age | n | Mean | S.D | MD | t-values | Sig. |
|----------------|----------------------------|------------|-----|-------|-------|-------|----------|------|
| Physical Abuse | Mild Physical Abuse | 12-15 Year | 1 | 40.00 | 0.00 | 0.00 | --- | --- |
| | | 16-19 Year | 2 | 40.00 | 0.00 | | | |
| | Moderate Physical Abuse | 12-15 Year | 173 | 59.62 | 8.04 | 0.54 | .560 | .576 |
| | | 16-19 Year | 135 | 59.09 | 8.67 | | | |
| | Severe Physical Abuse | 12-15 Year | 10 | 78.80 | 3.71 | 0.83 | .783 | .439 |
| | | 16-19 Year | 29 | 77.97 | 2.60 | | | |
| | Total Physical Abuse Scale | 12-15 Year | 184 | 60.56 | 9.09 | -1.60 | -1.490 | .137 |
| | | 16-19 Year | 166 | 62.16 | 10.94 | | | |

* $p < 0.05$

There was no significant difference between the young and older adolescent on physical abuse score.

Table 8: Mean Physical Abuse score difference of number of siblings (n=350)

| Factors | Sub-Scale & Total Scale | No. of Siblings | n | Mean | S.D | MD | t-values | Sig. |
|----------------|----------------------------|-----------------|-----|-------|-------|-------|----------|------|
| Physical Abuse | Mild Physical Abuse | 1-5 | 2 | 40.00 | 0.00 | 0.00 | --- | --- |
| | | 6-10 | 1 | 40.00 | 0.00 | | | |
| | Moderate Physical Abuse | 1-5 | 231 | 59.65 | 8.13 | 1.04 | .950 | .343 |
| | | 6-10 | 77 | 58.61 | 8.83 | | | |
| | Severe Physical Abuse | 1-5 | 29 | 77.97 | 2.90 | -0.83 | -.783 | .439 |
| | | 6-10 | 10 | 78.80 | 2.94 | | | |
| | Total Physical Abuse Scale | 1-5 | 262 | 61.53 | 9.79 | .83 | .674 | .137 |
| | | 6-10 | 88 | 60.69 | 10.74 | | | |

* $p < 0.05$

The table 8 shows that there was no significant difference between physical abuse score of adolescent having different number of siblings.

Table 9: Mean score difference of physical abuse by mothers' occupation (n=350)

| Factors | Sub-Scale & Total Scale | Mothers' Occupation | n | Mean | S.D | MD | t-values | Sig. |
|----------------|----------------------------|---------------------|-----|-------|-------|-------|----------|-------|
| Physical Abuse | Mild Physical Abuse | House Wife | 3 | 40.00 | 0.00 | --- | --- | --- |
| | | Working Lady | 0 | --- | --- | | | |
| | Moderate Physical Abuse | House Wife | 264 | 59.11 | 8.51 | -1.93 | -1.430 | .154 |
| | | Working Lady | 44 | 61.05 | 6.87 | | | |
| | Severe Physical Abuse | House Wife | 28 | 78.64 | 2.93 | 1.64 | 1.631 | .111 |
| | | Working Lady | 11 | 77.00 | 2.53 | | | |
| | Total Physical Abuse Scale | House Wife | 295 | 60.77 | 10.14 | -3.46 | -2.366 | .019* |
| | | Working Lady | 55 | 64.24 | 8.96 | | | |

* $p < 0.05$

A noteworthy finding of the study is that there was a significant difference in overall total physical abuse score in terms of their mothers occupation. The mean physical abuse score of 61% (house wife) 64% (working lady) shows that children of working women are more physically abused than the mother being house wives although this difference was significant at alpha 0.05 level of significance.

Table 10: Mean score difference of physical abuse score of children having varied mother qualification (n=350)

| Factors | Sub-Scale & Total Scale | Variance | SS | Df | MS | F | Sig. |
|----------------------------|-------------------------|----------|-----------|-----|---------|-------|-------|
| Mild Physical Abuse | Between Groups | | 0.000 | 1 | 0.000 | --- | --- |
| | Within Groups | | 0.000 | 1 | 0.000 | | |
| | Total | | 0.000 | 2 | | | |
| Moderate Physical Abuse | Between Groups | | 643.868 | 5 | 128.77 | 1.891 | .096 |
| | Within Groups | | 20561.37 | 302 | 68.08 | | |
| | Total | | 21205.24 | 307 | | | |
| Severe Physical Abuse | Between Groups | | 44.588 | 5 | 8.918 | 1.077 | .391 |
| | Within Groups | | 273.156 | 33 | 8.277 | | |
| | Total | | 317.744 | 38 | | | |
| Total Physical Abuse Scale | Between Groups | | 1578.605 | 5 | 315.721 | 3.238 | .007* |
| | Within Groups | | 33541.192 | 344 | 97.503 | | |
| | Total | | 35119.797 | 349 | | | |

* $p < 0.05$

There was significant difference in physical abuse score of students at 0.05 level of significant in term of their mother's qualification. This difference lies mainly in the range of moderate physical abuse as 0.096 is significant at 0.10 level of significant. Mother's qualification was found as a variable affecting physical abuse in adolescents with hearing impairment.

Table 11: Mean score difference of physical abuse score of children having varied father occupation (n=350)

| Factors | Sub-Scale & Total Scale | Variance | SS | Df | MS | F | Sig. |
|----------------------------|-------------------------|----------|-----------|-----|---------|-------|------|
| Mild Physical Abuse | Between Groups | | 0.000 | 1 | 0.000 | --- | --- |
| | Within Groups | | 0.000 | 1 | 0.000 | | |
| | Total | | 0.000 | 2 | | | |
| Moderate Physical Abuse | Between Groups | | 12.272 | 3 | 4.091 | .059 | .981 |
| | Within Groups | | 21192.974 | 304 | 69.714 | | |
| | Total | | 21205.247 | 307 | | | |
| Severe Physical Abuse | Between Groups | | 50.329 | 3 | 16.776 | 2.196 | .106 |
| | Within Groups | | 267.414 | 35 | 7.640 | | |
| | Total | | 317.744 | 38 | | | |
| Total Physical Abuse Scale | Between Groups | | 94.937 | 3 | 31.646 | .313 | .816 |
| | Within Groups | | 35024.860 | 346 | 101.228 | | |
| | Total | | 35119.797 | 349 | | | |

* $p < 0.05$

It is clear that there was no significant difference in total physical abuse score in terms of their father's occupation.

Discussion

The study's conclusions showed that teenagers with hearing loss are frequently the targets of mild, moderate, and severe physical abuse, which had a negative impact on their academic performance. Adolescents with hearing impairments are more likely to experience moderate than severe physical abuse; yet, roughly 14% of the study population experienced severe physical abuse. Demographic data indicates that female adolescents experience higher rates of exploitation than male adolescents. More working women are abused than those of housewives.

The same findings have been reported by Khawaja et al. (2015) that various types of abuse were completely widespread in adolescents that were remarkably related with poor schools accomplishment and poor mental well-being.

According to William (2011), a study at Rochest institution of technology reports that physical, sexual and maltreatment is 25% higher among deaf adolescent as compared to hearing adolescent. In another study Kelly et al. (2016) described that the children with disabilities and lower middleclass families are at greater risk to face violence and maltreatment compared to their peer groups.

Conclusion

It is concluded that majority of adolescents of different special education schools/centers of Gujranwala division are facing mild and moderate level of physical abuse and rarely faced severe physical abuse but approximately 1/7th of the sample was severely abused. Adolescents with hearing impairment victimized and have to face mild, moderate and severe physical abuse. Female adolescent are more abused than male. Working women children's are more abused than house wives.

Recommendations

Based on the conclusions following recommendations are made:

- This study can be conducted on large sample size by including the students of other disabilities. Sample was only drawn from Gujranwala Division which limits the generalizability of its findings.
- The subject Abuse can be explored in many other ways, (emotional, sexual abuse) for next researches.
- The result of this study reveals that female are more abused than male, so parents /teachers should focus on them because female adolescent are shy and hesitate to report any types of abuse. Train the females at homes, institution to report the physical abuse and parents and teachers should intervene.

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