

Assessment of Psychological Wellbeing of Students with Visual Impairment in Kwara State School for Special Needs, Oyun

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Abstract: The term "visually impaired" refers to students who have vision that is so impaired that it results in issues that cannot be resolved with standard tools like glasses. They experience psychological side effects like anxiety, depression, suicidal thoughts, a negative self-concept, low self-confidence, and low self-esteem, and occasionally they even experience total personality disorganization. The study investigates the psychological wellbeing of students with visual impairment at Kwara State School for Special Needs, Oyun, based on this. The study was descriptive survey research. Purposive sampling was used to select the respondents for this study, which included thirty-two (32) students with visual impairment. ($r=0.78$) Only one research tool was used. Three research questions were formulated, along with three hypotheses that were tested at 0.05 significant levels for each.. To analyze the data acquired, frequency count, percentage, mean, and t-test were utilized. The results of the study showed that the psychological well-being of students with visual impairment in Kwara State school for special needs, Oyun Kwara State, is high (mean=2.8), the social well-being of students with visual impairment in Kwara State school for special needs, Oyun Kwara State, is high (mean=3.2), and the emotional well-being of students with visual impairment in Kwara State school for special needs, Oyun Kwara State, is high (mean The degree of psychological wellbeing of male and female students with visual impairment at the Kwara State School for Special Needs in Oyun Kwara State was also found to be similar ($P>0.05$). The level of social wellbeing between male and female visually impaired children at the Kwara State Special Needs School, Oyun Kwara State, differs significantly ($P 0.05$). The emotional wellbeing of male and female students with visual impairment at the Kwara State Special Needs School in Oyun, Kwara State, does not significantly differ ($P>0.05$). Therefore, it was suggested that teachers include students more in real-world activities rather than just theoretical ones. It was also suggested that the government provide appropriate support to address the psychological needs of students with vision impairment..

Keywords: well-being, psychological well-being, social well-being, emotional well-being and gender.

Introduction

The term "visually impaired" refers to students who have vision that is so impaired that it results in issues that cannot be resolved with standard tools like glasses. In addition to students who are less able to see because they lack access to spectacles or contact lenses, students with visual impairment also include those who do (World Health Organization WHO 2015). According to the American Foundation for the Blind, students with visual impairment are infants, toddlers, kids, and teenagers whose visual system is impaired, which affects their capacity to study. Students who are visually impaired display a variety of traits, such as a limited capacity to learn incidentally from their environment, difficulty walking, eating, reading, or writing, wearing ill-fitting clothing, getting irritated when conducting up-close work, and even acting out as a coping mechanism (American foundation for the blind 2011). Additionally, they struggle in the classroom with tasks like reading, comprehending what they are reading, and using common educational equipment like calculators and word processing software (Individuals with Disabilities Educational act IDEA 2013).

It's possible for a student's eyesight to change or be affected by things like poor lighting, bright glare, or exhaustion. There is no average student with vision impairment, therefore. The overwhelming amount of visual material to which visually impaired students are constantly exposed—including textbooks, class outlines, class schedules, chalkboards, writing, models, and other graphic materials—as well as the growing use of films, videos, computers, and television programs—represents their biggest challenge in the science classroom. To assist in instructing a student who has visual impairments and needs communication aids (Braille, speed listening, etc). (National science teaching association NSTA, Hoffman, kitchel 2006).

The factors that contribute to vision impairment in children differ greatly between nations. For instance, retinopathy of prematurity is more likely to be the cause than congenital cataract in low-income countries. Uncorrected refractive error continues to be the predominant factor contributing to vision impairment in children worldwide, just as it is in adult populations. WHO 2021 (World Health Organization). Students who are visually impaired experience psychological effects that negatively affect their general well-being and daily functioning. They are more likely to die, experience anxiety, sadness, suicidal thoughts, have low self-esteem, low self-confidence, and full personality disorganization. Children's vision impairment is caused by a variety of reasons that vary widely from country to country. For instance, in low-income nations congenital cataract is less likely to be the cause than retinopathy

of prematurity. Worldwide, uncorrected refractive error continues to be the main cause of vision impairment in both children and adult populations. WHO 2021 (World Health Organization). Students who are visually impaired face psychological repercussions that have a negative impact on their everyday functioning and general well-being. They are more prone to pass away, suffer from depression, anxiety, and suicidal thoughts, as well as have low self-confidence, low self-esteem, and a completely disorganized personality.

In order to prevent further serious occurrences of the impairment and to ensure that other students who are not visually impaired are not impacted, it is necessary to assess the psychological wellbeing of students with visual impairment. After looking at the history of these students and their impairment, we will discover that the students require adequate attention. Students who have visual impairments experience psychological effects as a result of the impairment that negatively impact their health, welfare, and day-to-day functioning.

In their study Psychological wellbeing in visually impaired and unimpaired individuals: a meta-analysis published in 2011, Martin and Pfeiffer integrated the findings from 198 studies that compared the psychological well-being of visually impaired people with that of unimpaired control groups or population norms. The psychological wellbeing related to eyesight generally declined significantly in visually impaired individuals. Measures that are not specific to eyesight, however, only saw slight reductions. Additionally, declines in psychological well-being were more pronounced in studies using convenience samples (as opposed to probability samples) and in studies using population norms as the standard of comparison (as opposed to control groups), in people with greater vision loss, in people with age-related macular degeneration as opposed to glaucoma, in adults as opposed to children, and, to some extent, in studies that were older. These elements need to help researchers and professionals when creating and putting into practice therapies meant to safeguard psychological well-being.

It is thought that poor vision performance has a detrimental effect on psychological health. The term psychological wellbeing refers to internal individual states like being free of mental illness, having high levels of positive emotions/low levels of negative emotions, self-acceptance, and being satisfied with life, taking into account the effects of vision loss on daily life (Tuttle and Tuttle 2004). A person's mental health and general functioning are referred to as their psychological wellbeing (Amy 2020). Based on this, a study will evaluate the psychological health of male and female visually impaired pupils in the state of Ilorin, Kwara.

Professor Carol Ryff studied "Well-Being" before it was cool. 20 years before we all start talking about well-being and thriving, Ryff was already quietly working on the problem at the University of Wisconsin-Madison. She ended up creating one of the first systematic models of Psychological Well-Being, and her model remain one of the most scientifically verified and empirically rigorous today. Carol Ryff was motivated by two things: firstly, well-being should not be restricted to medical or biological descriptions instead it is a philosophical question about the meaning of a good life. Secondly, current psychological theories of well-being at that time lacked empirical rigor—they had not been and could not be tested.

Ryff searched for building blocks in a varied array of well-being theories and studies, from Aristotle to John Stuart Mill, from Abraham Maslow to Carl Jung, in order to establish a theory that unites philosophical problems with scientific empiricism. Her new model of well-being was built on the intersections she found between these various theories' recurrence and convergence. The psychological well-being model developed by Carol Ryff differs from other models in one significant way: it stresses that wellbeing is multidimensional and goes beyond happiness and good feelings. Instead of being narrowly focused, a good life is balanced and comprehensive, involving all of the diverse facets of wellbeing. Ryff bases this idea on Aristotle's Nichomachean Ethics, which holds that the purpose of life is to live virtuously rather than simply to enjoy nice feelings. The six categories of wellbeing listed by Carol Ryff (1989) are: High self-acceptance: You have a favorable attitude toward yourself, you recognize and accept all of your attributes, both good and poor, and you have a positive outlook on your past. Low self-acceptance manifests as feelings of dissatisfaction with oneself, disappointment with past experiences, anxiety over particular aspects of one's personality, and a desire to change one's current circumstances.

Strong Personal Growth: You feel that your development is ongoing, that you are expanding and growing, that you are open to new experiences, that you are realizing your potential, that you have seen improvements in yourself and your behavior over time, and that you are changing in ways that reflect your increased self-awareness and effectiveness. Weak Personal Growth: You feel like you're standing still in life; you don't feel like you're becoming better or expanding over time; you're bored and uninterested in life; and you find it difficult to adopt new attitudes or habits.

Strong Life Purpose: You feel as though your present and past lives have meaning, you hold beliefs that give your life purpose, and you have goals and objectives for living. You also have goals in life and a feeling of direction in your life. Weak Life Purpose: You lack a feeling of purpose in life, have few objectives or aspirations, aren't very well-directed, can't understand the meaning of your former life, and don't hold any outlooks or beliefs that give life significance.

Strong Positive Relationships: You have relationships with others that are warm, fulfilling, and trustworthy; you care about their welfare; you have strong empathy; you can be affectionate and intimate; and you are aware of the give-and-take nature of relationships. **Weak Relationships:** You have few close, trusting relationships with people; it is difficult for you to be warm, open, and concerned about others; you struggle with interpersonal relationships; you are isolated and frustrated; and you are unwilling to make concessions in order to maintain significant relationships with people.

High environmental mastery: You are confident in your ability to manage the environment, have control over a wide range of outside activities, take advantage of available possibilities, and create or select contexts that are in line with your personal goals and values. **Low environmental mastery** means that you struggle to manage daily tasks, feel powerless to alter or better your environment, are oblivious of nearby opportunities, and lack a sense of control over your surroundings.

High autonomy means that you are self-determining and independent, can resist social pressure to think and act in certain ways, can control your conduct internally, and can judge yourself according to your own standards. **Low Autonomy:** You are concerned about the expectations and evaluations of others; rely on judgments of others to make important decisions; and conform to social pressures to think and act in certain ways.

In contrast to untested models, Carol Ryff's psychological well-being model has undergone numerous rounds of testing. And her model has proven to be fairly durable. There is the customary argument about the surveys that attempt to measure the six criteria in psychology. But generally speaking, researchers studying a variety of demographic samples discovered that the data is consistent with and best described by a six-factor model. Studies have effectively used Ryff's model across cultures, successfully applying it to people in Sweden, Columbia, Spain, and Hong Kong. There is some contradictory information suggesting that the six criteria could be streamlined due to significant redundancies. Other studies do not find this overlap, and Ryff argues that these inconsistent findings were due to overly short questionnaires, rather than the model itself.

In order for teachers, parents, the government, and students with or without visual impairment to understand that wellbeing is multidimensional and not just about happiness or positive emotions but also about a good life balance and engaging each of the different aspects of wellbeing, Carol Ryff's Psychological Well-Being model is relevant to this study. The Psychological Well-Being model developed by Carol Ryff offers a strong foundation for life analysis, life organization, and the generation of improved living suggestions.

Statement of the problem

Infants, toddlers, kids, and teenagers with visual impairments exhibit a variety of behaviors that are detrimental to their psychological health due to their reduced vision. The most prevalent impairment among the most at-risk groups appears to be visual impairment. Students who are blind or visually impaired face difficulties like pressures and strains (such as feeling irritated, frustrated, angry, or shocked), social issues (such as being less socially active), psychological deficits (such as poor self-image, lack of confidence, and low self-esteem), emotional problems, and depression. They struggle academically with things like getting about the classroom, reading, and writing. The difficulties that visually impaired pupils must overcome result in a low level of psychological wellbeing, which also has an impact on their social welfare, emotional state, and general functioning. Researchers have conducted studies on the psychological health of pupils without and with visual impairment in various states, according to a review of the literature. Students with vision impairment at Oyun, Kwara State School for Special Needs in Ilorin, Kwara State, have not been taken into account by any of these studies.

Research Question

1. What is the level of psychological wellbeing of students with visual impairment in Kwara state school for special needs, oyun Kwara state.
2. There is no significant difference in the level of psychological wellbeing of male and female students with visual impairment in kwara state school for special needs, oyun, Kwara state.

Methodology

This study will use a descriptive survey research design as its methodology. 32 visually impaired pupils from the kwara state school for special needs in Oyun make up the sample for this study. Purposive sampling strategies are used in this study to choose respondents. The study's instrument was a questionnaire on the psychological health of students with visual impairment. The researcher created a questionnaire on the psychological well-being of students with visual impairment, which has sections A and B. Section A focuses on demographic data of respondents while section B contains 30 questions (10 question for psychological wellbeing, 10 questions for social wellbeing and 10 questions for emotional wellbeing) with a four Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). The reliability co-efficient of 0.74 was obtained. A total number of

thirty-two (32) copies of questionnaires was administered and the completed questionnaire were collected back after completion from the respondents in Oyun. Mean, standard deviation was used to analyse research questions while hypothesis was analysed using T-test.

Result

Research question: What is the level of psychological wellbeing of students with visual impairment in Kwara state school for special needs, oyun Kwara state.

Table 1: Table showing the percentage and mean distribution of level psychological well-being of students with visual impairment in Kwara State school for special needs, Oyun Kwara State

S/N	ITEMS	SA	A	D	SD	MEAN
1.	I am happy when classes are ongoing.	7(21.9)	16(50.0)	6(18.8)	3(9.4)	2.8
2.	I am determined to learn something new in class.	3(9.4)	12(37.5)	15(46.9)	2(6.3)	2.5
3.	I readily concentrate when teaching and learning is going on.	3(9.4)	21(65.6)	6(18.5)	2(6.3)	2.7
4.	I am interested in class participation.	15(46.9)	11(34.4)	5(15.6)	1(3.1)	3.3
5.	I am enthusiastic to learn in the class.	6(18.8)	20(62.5)	5(15.6)	1(3.1)	3.0
6.	I am useful to my colleagues in the class.	6(18.8)	19(59.4)	6(18.8)	1(3.1)	2.9
7.	I contribute creatively in the class when teaching and learning is going on.	6(18.8)	19(59.4)	6(18.8)	1(3.1)	2.9
8.	I am optimistic that there will be a change in my life if teaching and learning takes place with necessary support to me.	2(6.3)	19(59.4)	10(31.3)	1(3.1)	2.7
9.	I accept myself the way I am	4(12.5)	11(34.4)	16(50.0)	1(3.1)	2.6
10.	I am bold to contribute during teaching and learning in the classroom.	—	22(68.8)	9(28.1)	1(3.1)	2.7
WEIGHTED MEAN		2.8				

Note: The figures in parentheses are in percentages

Table 1 showed the level of psychological well-being of students with visual impairment in Kwara State school for special needs, Oyun Kwara State. The following shows the level of psychological well-being of students with visual impairment in Kwara State school for special needs, Oyun Kwara State as follows: I am happy when classes are ongoing (2.8), I am determined to learn something new in class (2.5), I readily concentrate when teaching and learning is going on (2.7), I am interested in class participation (3.3), I am enthusiastic to learn in the class (3.0), I am useful to my colleagues in the class (2.9), I contribute creatively in the class when teaching and learning is going on (2.9), I am optimistic that there will be a change in their life if teaching and learning takes place with necessary support to them (2.7), I accept myself the way I am (2.6), I am bold to contribute during teaching and learning in the classroom (2.7). The weighted mean was 2.81, which means that calculated mean was greater than fixed mean (2.5). This implies that the level of psychological well-being of students with visual impairment in Kwara State school for special needs, Oyun Kwara State is high.

Ho1: there is no significant difference in the level of psychological well-being of male and female students with visual impairment in Kwara State school for special needs, Oyun Kwara State.

Table 2: Summary of t test result showing the level of psychological well-being of male and female students with visual impairment in Kwara State school for special needs, Oyun Kwara State

	Gender	N	Mean	T	F	Df	Sig	Decision
Psychological Adjustment	Male	11	31.64	2.04	0.22	30	0.64	Not Sig
	Female	21	28.05					

Table 2 showed Summary of t test result showing the level of psychological well-being of male and female students with visual impairment in Kwara State School for special needs, Oyun Kwara State. It was revealed that male students had mean score 31.64 while female students had mean score 28.05, the t was 2.04, degree of freedom 30, F was 0.22 and significant level of 0.64 ($P > 0.05$). This implies that there was no significant difference in the level of psychological well-being of male and female students with visual impairment in Kwara State school for special needs, Oyun Kwara State.

Therefore, the null hypothesis that states that there is no significant difference in the level of psychological well-being of male and female students with visual impairment in Kwara State school for special needs, Oyun Kwara State was not rejected.

Discussion of findings

The study's initial finding indicated that students with visual impairment in Kwara State School for Special Needs, Oyun Kwara State, have high levels of psychological well-being. This could be due to their ability to control their internal states, such as having high levels of positive emotions or low levels of negative emotions, and being content with their lives. This result did not support the findings of Pinquart and Pfeiffer (2011), who claimed that visually impaired patients had a sharp drop in their psychological well-being related to their vision. The decreases in measurements that are not specific to eyesight, however, were modest. Additionally, declines in psychological well-being were more pronounced in studies using convenience samples as opposed to probability samples, in studies using population norms as the standard of comparison as opposed to control groups, in people with greater vision loss, in people with age-related macular degeneration as opposed to glaucoma, in adults as opposed to children, and, in part, in studies that were older.

The level of psychological wellbeing of male and female children with visual impairment at the Kwara State school for special needs in Oyun Kwara State was found to be similar. It's possible that both male and female visually impaired students received equivalent assistance from those around them.

Conclusion and Recommendations

In conclusion, whether or not pupils with visual impairments have high or low psychological well-being will depend on the help provided. The government should provide appropriate support to satisfy the psychological needs of pupils with vision impairment, it was advised based on the study's findings.

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