



Socio-psychological Adjustment for Sustainable Inclusive Education in Nigeria: A focus on Students with Visual Impairment

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Abstract

In Africa, persons with disabilities (PWD) face multiple layers of barriers across various subsystems of society. The paper examined the social-psychological adjustment of students with visual impairment to support sustainable inclusive education in Nigeria. Extant literature indicates that school life can be more miserable for students with visual impairment (SWVI) when the ecosystem, school facilities, and services are not disability-friendly and inclusive. These students' experiences in the educational system are associated with several complex challenges that disrupt their academic and vocational aspirations. Existing barriers and systemic challenges in educating students with visual impairment pose precarious educational, psychological, and social imbalances that threaten the fabric and promotion of inclusive schools and society. Theoretically, Simonson's 1995 Equivalency Theory suggested an appropriate application of inclusive education to provide equivalent learning experiences and corresponding outcomes in special education. Despite the effectiveness of inclusive education in promoting an inclusive society, studies report that the absence of collective interest and sustainability strategies in the socio-psychological adjustment and educational management of these students repeatedly leads to psychosocial problems that disrupt their learning needs and adjustment. The paper discussed the need for counseling in sustainable inclusive education to support the adjustment of students with visual impairment and their educational management. It was recommended that mental health professionals, in partnership with special needs educators, should facilitate an individualized education and counseling plan (IECP) to help students with visual impairment advance an inclusive society.

Keywords: Inclusive Education, Inclusive Society, Persons with Disability, Psychosocial Adjustment, Sustainable Development Goal.

Introduction

Globally, persons with disabilities (PWD) face multiple layers of barriers in various subsystems of society. The condition of learners with visual impairment is associated with complex challenges in families, schools, the workplace, and larger society. These critical concerns stand as an existential threat to sustainable inclusive education far beyond the family and school environment. Studies have shown that these challenges continue to cause educational, vocational, psychological, and social maladjustment to these students in school and society (Bright-George, 2022a; Iwundu, 2020). In a dysfunctional society, life is more miserable for

them because the environment and school facilities are not disability friendly. Researchers show that the absence of a least restrictive environment and deliberate social barriers make these students invisible in society and threaten their psychological well-being (Bright-George & Briggs, 2023). Since the majority of these students are not considered in the designs of the school architecture, social infrastructure, and educational structure, they continue to suffer social and psychological issues in education. Stress, frustration, anxiety, uncertainty, and depression are psychological burdens experienced by students with visual impairment with little or no support from stakeholders.

Researchers indicated that poor psychological adjustment has been promoted by society over the years through intentional and unintentional social barriers (Briggs & Bright-George, 2024). Obviously, the attitude of society is the most potent barrier faced by students with visual loss. Students with impairment recurrently report cases of stigma, discrimination, bullying, collective neuroses, and absence of assistive technologies in schools that mitigate sustainable inclusive education (Bright-George et al., 2025; Kinanee & Ubani, 2019). The conscious and unconscious experience in the use of sight in school is a growing concern among special educators, researchers, and policy advocates.

The eye has different parts that work together to create the human ability to see and function in society. When a part of the eye does not work correctly or communicate accurately with the brain, vision is impaired. Literature acknowledges that visual impairment from a clinical perspective is viewed as a decrease in a child's visual acuity (VA) or visual field (VF) that cannot be corrected by conventional measures (Bright-George, 2022b). This definition is crucial for diagnosis and for public health investigations. From a functional perspective, it relates to how the condition directly affects a child's ability to perform daily activities, particularly in an educational setting (Bright-George et al., 2025; Chindah, 2025). This leads to practical barriers to learning and development. For a primary school child, visual impairment means an inability to fully engage with classroom activities. The absence of functional sight influences the educational, social, and psychological activities of students.

Conceptual Clarification

Visual impairment (VIP) is the partial or total inability of visual perception or loss of sight. A heterogeneous group of visual anomalies includes myopia (short-sightedness), hypermetropia (long-sightedness), astigmatism (blurred vision), cataract (diseased growth of the eye), and presbyopia (age-related visual defect) (Bright-George, 2022b). Children with visual impairment often complain of dizziness and headaches, constant pain in the eye, and not seeing well or not

seeing at all in integrated and/ or segregated settings. They have swollen or reddened eyelids, constantly moving eyes, reddened or watery eyes, punctured eyes and crossed eyes, which discharges mucous. Extant literature avowed that these children often confuse similar words or letters, skip letters or words while reading or writing, find it difficult to write between lines, and have poor eye-hand coordination in school in schools without technology (Chindah, 2025).

Studies showed that in the absence of intervention such as corrective eyewear, assistive technology, and medical management, this impairment causes children to have problems with regular daily lifestyle, including reading and mobility (Bright-George et al., 2025; Ozoji, 2023). Obviously, children with this problem cannot work, walk, read, write, recognize, and/or organize things with their eyes like those without the impairment. The various categories of visual impairments make it difficult for students to enjoy social security and receive education inter alia. Specifically, they are less likely to receive help in school, which is a limitation to the actualization of their fundamental right to sustainable education. This challenge calls for robust policy action to commence sustainable inclusive education in all states of the federation.

The thesis statement indicates that most students with visual impairment suffer multiple disabilities resulting from cognitive, developmental, social, and emotional issues. Negative social-psychological experiences predominantly lead to distress, depression, disillusion, and learned helplessness that overwhelm and distort teaching and learning, consequently reducing the quality and value of the education of students with visual impairment (Bright-George et al, 2025; Chindah, 2025). These issues threaten the development and sustainability of inclusive education in Nigeria. The absence of an individualized counselling plan, trained special educators, adaptive and creative pedagogy, least restricted environment, accommodation, and school orientation are required for the development and advancement of inclusive education.

Particularly, the psychosocial adjustment of students with visual impairment is a high priority in the practice of inclusive, sustainable education in Nigeria. Nigeria's readiness to holistically implement inclusive education at all school levels remains at the decision-making stage. Apparently, the psychological, social, and educational needs of students with visual impairment are narrowly considered in national, state, and grassroots educational agendas. There are issues of poor adjustment in the school environment among special students (Bright-George, 2022a). Consequently, this conversation addressed classifications of visual impairment; described educational programs for students with visual impairment; outlined the social, psychological, educational, and counselling needs of students with visual impairment in inclusive education; discussed the adjustment of students with visual impairment for sustainable inclusive education;

highlighted poor and psychosocial adjustment; identified educational management strategies in inclusive education; and finally drew up counselling implications for sustainable inclusive education and outlined suggestions.

Triad of the Education of Special Students

Special students are enrolled in educational institutions under the umbrella of various special programs. These include full integration, partial integration, and seclusion or exclusion. Full integration involves bringing persons with disabilities (PWDs) to play, connect, and learn side by side with their non-special needs counterparts; partial integration, on its own, involves bringing special needs learners to learn with non-special needs counterparts in some cases; while exclusion involves separating special needs learners from students without any known impairment (Bright-George et al., 2025). Numerous scholars recommend inclusive education, using various specialized instructional approaches to educate both learners with visual loss and those without vision loss (Adhiambo, 2021; Ugwu, 2020).

Inclusive Education

Particularly, this study showed that the idea behind inclusive education is a system that accommodates students with and without disabilities in one mainstream classroom that affords students access and rights to learn in a least restricted environment, improved welfare, socialization, and better adjustment and academic performance irrespective of their different abilities, backgrounds, and capacities (Adhiambo, 2021). Inclusive education was introduced by policymakers and scholars to fill the gaps existing in special and regular school systems and to foster an inclusive social structure (Ozaji, 2023). In inclusive education, PWDs with abilities stay in the same classroom to learn side by side with students without any known disability. Special needs educators are expected to recognize that students with visual impairment have abilities in social, emotional, mental, and cultural domains and perform optimally as their age-mates in regular schools. A study conducted in Rivers State reported the prevalence of stigma, discrimination, and increasing barriers among PWDs when educated separately (Bright-George, 2022a). Researchers agreed that PWDs reported heightened psychological burden, which often interferes with their cognitive abilities and academic performance when educated in an isolated school setting (Bright-George & Briggs, 2023).

Studies agree that teachers must build their capacity as a basis for embracing inclusive educational policies and practices that should be enforced at the federal, state, and local governments aimed at making access to quality education a basic human right and a veritable foundation for the attainment of an inclusive society (Encalada, 2021; Ugwu, 2020; Ugbo,

2017). These students are supposed to be part of excursions, academic debates, student leadership, sports, and other related school activities.

Social-psychological Adjustment

Adjustment denotes the modification made to accommodate the needs, circumstances, and requirements within individuals and their learning environment. Adjustment is the process where one builds variations in behaviour to achieve harmony with oneself, others, or the environment to maintain a state of balance between individuals and their environments. Studies described social-psychological Adjustment as the ability to positively respond to the situational, behavioural, personal, and environmental demands placed on persons with disabilities (Bright-George, 2022b; Iwundu, 2020; Kinanee, 2020, 2026). Social-psychological adjustment is the behavioural response to stigma, discrimination, prejudice, absence of the least restricted environment, absence of assistive technology, and other potent barriers mitigating against educational participation, performance, and benefits of students with visual impairment (Bright-George et al, 2025). Adversative social-psychological issues suggest the existence of depression and anxious situations that overwhelm students and distort adaptive teaching and learning procedures. Social adjustment of students with visual loss remains a critical issue of concern to parents, teachers, and perhaps the community in the context of achieving the zero rejection policy and advance sustainable development goal four 4 (Dada & Amodu, 2016; Ubani et al., 2020).

Studies reiterated that social-psychological adjustment suggests that interventions in the form of support, counselling, and behaviour analysis should be applied to all students experiencing physical and social-psychological limitations. This would address factors inhibiting the expression of inclusive education and inclusive society consciousness. Students with visual loss need specialized training, orientation and mobility instruction (O & M), which can address the movement and challenges frequently associated with them. Each student may require individual adaptations to instructional practices and materials to learn effectively and participate in community development. Imperatively, there is a need for social and psychological adjustment of students with impairment in schools for sustainable inclusive education. This requires apt and timely adjustment of social-psychological factors for a better learning experience and outcomes for PWDs.

Sustainable Inclusive Education

Sustainable Inclusive Education involves an education system that ensures all learners, regardless of their ability, age, gender, background, socioeconomic status, ethnicity, language,

religion, disability, or geographical location, have equitable access to quality education and lifelong learning opportunities that can be maintained over time as enshrined in Sustainable Development Goal 4 (SDG 4), which states, to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, educational opportunities must be continuously available, adequately funded, environmentally responsible, socially relevant, and capable of meeting the needs of present and future generations. It is expected that every learner is valued and provided with all the support needed to participate fully and achieve meaningful educational outcomes without any form of stigma and discrimination (Bright-George, 2022b).

Sustainable Inclusive Education advocates for equity and equal opportunity, accessibility, quality teaching and learning, lifelong learning, respect for diversity, safe and supportive learning environments, community and stakeholder participation, and environmental and social sustainability education. It equips learners with visual disabilities with knowledge and values that promote sustainable development, responsible citizenship, and environmental stewardship (Ubani et al., 2020). The absence of social-psychological adjustment in inclusive schools fosters educational inequalities, discrimination, and exclusion. Special needs students encounter critical social-psychological problems in school with reference to some learning measurements in the absence of assistive technology and the least restricted environment. Education should be equally accessed and learning should be tailored to individuals' learning styles and responses.

Theoretical Framework

The Equivalency Theory proposed by Simonson in 1995 suggests that appropriate application of inclusive and regular education provides equivalent learning experiences for corresponding outcomes of the educational experience for all students. The design of inclusive pedagogy is geared towards providing appropriate learning experiences for each student based on their unique needs and different abilities. Equivalency theory emphasizes that students should have learning experiences designed and made available to them specifically tailored for the environment and situation in which they find themselves. A well-organized and designed inclusive education programme should accommodate all learners requiring different learning styles (Chinda, 2025; Ozoji, 2023).

Studies indicated that the design of most inclusive education programmes does not allow the full participation of students with visual impairment in the learning process (Bright-George et al., 2025). The key to a successful education programme lies in the availability and usability of all the material resources to enhance the instructional and communicative channels between the

instructor and the students with different abilities (Njue, 2021). Given this, studies agree that special needs software should be provided for students with visual loss to enlarge screen images, text-to-speech software, and electronic text-based descriptions to make programmes accessible and enjoyable in an inclusive school (Briggs, 2025; Chindah, 2025). The basis for Simonson's equivalency theory is that learning experiences should be equivalent, rather than identical, regardless of whether the learner is in an inclusive school or not (Simonson et al., 2011).

Studies noted that special students who reported excessive school demands, unmet needs, and poor adjustment in different academic roles often experience disparities in their physical characteristics and the expectations of the environment, programme, and instructional materials in their schools and homes (Kinanee & Ubani, 2019; Kinanee, 2022). Older literature affirmed that teaching children with visual impairment is not an easy task because of the implications of visual loss and social-psychological issues in classroom management in inclusive education (Atteng, 2019; 2020).

Classifications of Visual Impairment

Visual impairment is classified based on age of onset of visual impairment, degree of visual loss, and residual vision.

Age of onset of visual impairment: Ozoji (2016) described onset of visual impairment as the time at which the visual impairment occurred. It could be congenital or adventitious. Congenital visual impairment means the impairment is present at birth. Adventitious visual impairment means that the person developed visual loss later in life, after 2 years of birth.

Degree of visual loss: This is grouped into three: the blind, low vision, and partially sighted. An individual is said to be blind if his/her visual acuity is 20/200. Such a child may need or require special equipment to provide special instruction methods and materials. Low vision means that an individual's visual acuity cannot exceed 6/18 up to 3/60 or up to 10/200 (Snellen chart) in the better eye with the best correction. Put simply, low vision is an uncorrectable reduction in vision that interferes with daily life functions, makes everyday tasks difficult, encounter diminished capacity to function in school by using a magnified lens for reading and writing to be easy (Bright-George et al., 2025). Partial sight is characterized by incomplete vision. Students with partial sight have visual acuity that falls between 20/70 and 20/200 in the better eye with correction. Children with partial sight have defective vision irrespective of the

fact that they can read large printed materials and locomote without much difficulty. This condition is a result of an error of refraction.

Residual vision includes myopia, hypermetropia, presbyopia, cataract, and others. Myopia (short-sighted) is the inability to see clearly at a distance. The students suffering this defect find it difficult to read materials from the blackboard. Hypermetropia (long-sighted) is an error from the eyeball development which results in seeing distant objects clearly while close objects appear blurred. Presbyopia is the inability of the eye lens to accommodate near objects due to ageing (Bright-George, 2022b; Ugbo, 2017). Cataract refers to cloudiness of the eye lens of one eye leading to loss of transparency. Other forms of vision loss are astigmatism, onchocerciasis, ophthalmia neonatorum, cataract, and glaucoma (Chindah, 2025). Students with glaucoma may complain of blurred vision (Ozoji, 2016).

Educational Programmes for Students with Visual Impairment

Students with vision impairment learn in special, regular, and inclusive education programmes.

Special Schools

This is when all special learners are put in age-appropriate special training classes to receive adaptive instruction and curriculum (Bright-George, 2022B). In the view of Dada and Amodu (2016), isolating them as a deliberate educational development initiative, however, is often criticized as affording these students less exposure to experiences and knowledge in society.

Regular school

This is a conventional school programme where no special provision is made for students with vision loss. Studies revealed that negative cultural beliefs, lowered expectations among teachers and school staff, unavailability of adaptive and assistive devices, and architectural barriers affect special students in regular schools (Bright-George, 2022b; Dogbe, 2020; Iwundu, 2020). The basic limitations of this education are the inability to diagnose, recognize, place, and teach students with different abilities, and the absence of special educators. A study in Lagos State by Brydges and Mkandawire (2016) found a lack of instructional support and discriminatory attitudes directly or indirectly meted out to students with visual impairment in regular schools. Obviously, inclusive education remains the ultimate goal since students with and without impairment are living in the same society; hence, they should not be segregated in school.

Inclusive School

Inclusive school is an educational approach that values diversity and promotes full participation of all male and female students, irrespective of their different abilities, needs, or backgrounds,

who are put in age-appropriate classes to receive quality restructured pedagogy, interventions, and special supports that enable them to learn in a least restricted environment (Bright-George et al., 2025). In the revelation of Bethel-Eke and Eremie (2020), the uniqueness about inclusive education is that all students with different cultures, backgrounds, statuses, locations, and abilities enjoy comprehensive equal access and the right to quality teaching and learning to meet their unique individual learning and personal social needs to function effectively in an inclusive society. Inclusive education is both a civilized and rebranded regular and special education where students with vision loss are taught creatively. In a civilized society, difference is appreciated in learning.

Sustainable inclusive education emphasizes the following:

- **Non-discrimination:** This suggests the elimination of all legal, physical, communication, language, social, financial and attitudinal barriers to students' rights to education and support.
- **Aim of education:** It provides understanding of human rights, diversity, respect and tolerance to promote the adjustment and development of all students to take meaningful part in society.
- **No exclusions:** Any law, statute, legislation or norm that limits their equal access to education must be abolished. The school exists in the least restricted environment.
- **Equal access to primary and secondary education:** Students with vision disability must have access to inclusive, quality and free primary and secondary education in the communities where they live.

This implies that: (a) sufficient numbers of inclusive schools must be available throughout the country, state and locality; (b) existing and new schools infrastructures (like buildings, transport, playgrounds, hygiene and toilets facilities), and services (like communications, curriculum, education materials, teaching methods, assessment and support services) must be accessible for all these students without any limitation; and (c) education services must be acceptable to the requirements, cultures and languages vision disability (Bright-George, 2022a,b).

The inclusive education system is strategically structured and planned to facilitate the learning process of students with differences in abilities. Literature noted that the practice of inclusion in education effectively enhances the interaction, socialization, and scholastic engagements among students. Teaching them in ways that best suit and help them to acquire skills,

knowledge, intellect, adaptability, self-efficacy, self-esteem, and high academic performance in school and society tenets (Elder et al., 2016; Kana & Hagos, 2024).

Common Challenges Experienced by Students with Visual Impairment in Inclusive Education

The following are some problems facing students with visual loss;

- 1. Mobility problem:** Atteng (2019) and Chindah (2025) explained that students with visual loss are noted to experience difficulty in learning and movement (mobility) due to an inability to see and interact freely in an environment (orientation).
- 2. Reading problem:** They are faced with difficulties in completing long reading materials and other school tasks involving extensive use of the eyes. They, at times, confuse and reverse letters of similar shapes such as p and q, b and d, and so on (Chindah, 2025).
- 3. Writing problem:** The spacing of letters by students with visual loss during writing is generally poor, and writing on a straight line is also affected (Bright-George, 2022a).
- 4. Communication/Speaking problem:** Students with visual impairment have some communication, psychological, or social problems that result from their way of life, the lack of (Bright-George, 2022b).
- 5. Absence of assistive technology:** This is a supportive device provided to aid their learning and interaction (Chindah, 2025; Ubani et al., 2020; MaClean, 2023).
- 6. Absence of resource room and poor learning approaches:** Most schools lack special learning materials and equipment and adaptive learning methods.
- 7. Psychosocial adjustment issues:** They are faced with traumata, discrimination, stigma, and barriers (Bright-George, 2022b; Briggs & Bright-George, 2024; Encalada, 2021).

Needs of Students with Visual Impairment in Inclusive Education

The study outlined and briefly discussed some needs of students with visual impairment in inclusive education, including: The needs include:

Educational Needs of Students with Visual Impairment

Studies showed that some special students lack access to learning materials, a rigid curriculum, absence of learning and instructional adaptation, specific barriers in realistic and participatory subjects, poor seating arrangements in the classroom, lack of learning materials and assistive technology, teacher attitude, and assessment issues (Chindah, 2025; Encalada, 2021). Educational needs pertain to the process, techniques, materials, and environment of teaching and learning.

Bright-George (2022b) identified some major educational needs of students with visual impairment below:

Identification: Identification is a situation where the child is identified by the parents, teachers, friends, etc. As soon as the child is identified, the need for the referral stage is imminent.

Referral: The child should be referred to medical professionals, special needs clinicians, teachers, and similar services available, such as assessment.

Screening and Assessment: This refers to the observational procedure in making the right judgement about the type of visual loss and its severity. This is done by special educators, social workers, nurses, counsellors, and parents of the child for applicable educational placement.

Placement: This is where multidisciplinary professionals meet to ascertain the best type of learning among numerous strategies in relation to the available education provision that are relevant to meet peculiar needs. It is preferred to adapt integrated approach in the child's schooling. All the professionals have a follow-up system so that necessary study facilities and equipment are suggested for the learning group. It is a continuous process throughout the schooling period.

Social-Psychological Needs

Studies emphasized that social-psychological factors such as negative attitude towards school, poor school readiness, poor self-efficacy, and disintegrated social relationships to a great extent predict the thinking, approach, socialization, and composure which are essential for the acceptance and assimilation of high-quality teaching and learning processes delivered in a sustainable inclusive education environment (Kolo et al., 2017; MaClean, 2023). Positive social-psychological factors enhance the belief, countenance, psychology, brainpower, and performance of both teachers and students.

The study briefly discussed social-psychological adjustment needs under three issues. They include social issues, psychological issues, and physical issues.

Social issues: Recent literature showed that society makes impairment a disability due to the negative social structures designed for PWDs. The attitude of society is the most potent barrier to the adjustment and education of students with vision impairment (Bright-George et al., 2025). Study students face unique psychosocial problems in schools in Nigeria that should be addressed to foster inclusive education and an inclusive society. Some of the common social

issues are stigma, labelling, discrimination, isolation, barriers and disability bullying are common social issues that traumatize these students (Ozoji, 2023).

Psychological issues: Researchers showed how distress, anxiety, hopelessness, withdrawal, irritability, frustration, posttraumatic stress disorders, and unhealthy self-esteem pose as major mental health issues experienced by students with vision impairment (Briggs & Bright-George, 2024). To foster a proper inclusive school, the psychological well-being of special children must be at the forefront of every inclusive school for it to be sustainable. If they are not addressed, it will be a mere exclusive school in inclusive education.

Physical issues: Dizziness, headache, irritation of the eye, itching eyes, discomfort, and tearing of the eye are some tangible issues associated with vision impairment. Studies stated that some school environments and classrooms were not designed to accommodate these students because they lack tactile markings, proper lighting, or clear pathways. Students experience mobility issues, coordination and motor issues, and accessibility barriers (Atteng et al., 2020; Chindah, 2025). Consequently, any existing obstacle in their classrooms is an obstacle to their education.

Counselling Needs of Students with Visual

A study described counselling as a diagnostic, prognostic, coping, and supportive conversational relationship existing between two or more persons to help the other individual overwhelmed by the concern of life or tossed by mental processes. This suggests that counselling plays the roles of prevention, intervention, and promotion of educational, vocational, and personal social wellbeing in an inclusive education, which leads to quality of life (Briggs, 2019). Researchers suggested that an Individualized Counselling Plan (ICP) should be used to address psychological or collective neuroses for students with disability (Briggs & Bright-George, 2024).

A study showed that interventions targeted at helping students adapt to the educational, social, and physical environments of the school need to be intentional and coherent with the needs of each student, taking into consideration. Counselling should be student-environment fit; that is, the match between characteristics of the student and the demands of the student's school environment should always be balanced for school adjustment and learning to take place (Bright-George & Briggs, 2023). Thus, to effectively remediate behavioural challenges, counsellors need to be specific with the social-psychological adjustment that they need to address to support the mental health welfare of students with visual impairment.

Adjustments of Students with Visual Impairment for Sustainable Inclusive Education

Social, psychological, and educational adjustments of students with vision impairment are gaining serious attention among social workers, policy makers, educators, counsellors, and researchers (Bright-George, 2022a,b).

Some causes of poor adjustment of students with visual impairment in inclusive education include:

- i. Absence of an individualized Education plan in public inclusive schools
- ii. Absence of shadow and special needs caregivers in public inclusive schools
- iii. Absence of special needs educators in inclusive schools
- iv. Absence of an Individualized Counselling Plan in public inclusive schools
- v. Inadequate resource rooms for special needs students in public inclusive schools
- vi. Poor disability accommodation and absence of orientation on attitude change.
- vii. Unresolved behavioural barriers of students without disability in public inclusive schools
- viii. The absence of proper adjustment; this jeopardizes proper functionality of inclusive education for students with vision loss.

Social Adjustment of Students with Visual Impairment for Sustainable Inclusive Education

Social adjustment is the tendency of members of a group to work hard when the performance is measured than when individual performance is measured to improve one's performance on individual projects. A well-adjusted person will be able to have a good relationship with people. The social model proposed that what makes someone disabled is not their medical condition, but sometimes it is society that disables people with visual impairment. Adjustment is required in school, family, community, and interacting with peers and the environment. School adjustment is one of the challenging issues in the field of special education that determines how students are coping. Proper orientation is needed to guide teachers and peers to stop getting irritated sometimes with the strange behaviours of students with vision loss.

Psychological Adjustment of Students with Visual Impairment for Inclusive Education

Psychological adjustment is an effort made by an individual to cope with acceptable standards, values, and norms of the society as well as mental health issues. Psychological adjustment can be called the reaction to the demands and pressures of the environment imposed upon the individual. It is the behavioural process by which humans maintain equilibrium among their various needs or between their needs and the obstacles of the environment (Iwundu, 2020). The psychological adjustment of students with disabilities as a process can be described and

explained as the means of an individual's adaptation to himself and his environment (human and non-human) with respect to the quality of such environment or outcome in terms of success and failure.

Educational Management of Students with Visual Impairment for Inclusive Education

An inclusive education programme should be characterized by the least restricted environment, a health bay for the sick, issues of medical relapses, assistive technology, attitude change, counselling units where rehabilitative, educational, and mental health psychotherapies are administered. The following strategies will support the adjustment to students' learning needs:

- a) Braille system for reading and writing and machine as a means of communication;
- b) Mathematical aids and equipment such as ABACUS, Taylor's frame, Cubarythm, etc;
- c) Special device and aid for physical education, motor development and integrated sciences;
- d) Adapted materials for creative and cultural arts and other subjects;
- e) Counselling units: Administration of psychological tests and psychological management;
- f) Support services: This may involve special services, maintenance, storing and assisting in the proper utilization of the learning equipment and facilities;
- g) Assistive artificial intelligence technology: AI can provide personalized learning experiences, enhancing accessibility and supporting teachers. AI can help tailor learning materials to individual students' needs, abilities, and learning styles. AI-powered systems can offer one-on-one support, real-time feedback, and adaptive assessments.
- h) Special education programme: Inclusive schools should have sufficient Braillists, special teachers, shadow teachers, and therapists to offer special services within the learners' environment.
- i) Resource Room Services: This is where children with visual impairment do special training, private work, and similar learning skills, peculiar to their needs. Such as braille reading and writing, mobility acquisition, and similar services of explicit importance.

Conclusion

The recurrent barriers surfacing in the teaching and learning experiences of students with visual loss in regular and special schools contributed to the emergence of inclusive education. The paradigm shift in the awareness and policy effort of inclusive educational practice is gaining strong advocacy globally. The enrolment of special students is increasing since the pronouncement and implementation of inclusive education. The sustainability of inclusive education is suffering huge systemic and psychosocial challenges. Students with visual loss suffer prolonged educational, social, and psychological problems which impede their learning

ability and academic performance. These issues often result in academic frustration and isolation. Socio-psychological adjustment in inclusive education intends to reform and support the learning and quality of life of students with vision loss in Nigeria. In an attempt to engage in best practices, inclusive education should be localized to enable males and females with vision loss to build self-efficacy and stable emotional and social energies while interacting with students without disabilities for an inclusive society.

Implications for Inclusive Society

The following are the implications for inclusive education;

1. An inclusive society could be sustainable in an inclusive teaching space and unrestricted societal participation where students are given leadership tasks to lead school/home activities daily.
2. The attitude of students and teachers without disabilities could be transformed through orientation, rules, and support to accommodate special students to remove barriers and stigma.
3. Teachers and counsellors could create support groups that feature students with and without vision loss to share experiences and learn how to work as a team in an inclusive society.
4. Equivalent accessibility to school facilities, guidance counselling services, and community spaces would foster the least restricted environment and promote a sustainable Inclusive Society.

Counselling Implications

The transformation process of inclusive education requires that counselling should involve using cognitive behaviour therapy and existential counselling to overcome: a) existing special ethos and beliefs, b) lack of understanding of disability policy, c) lack of special needs education skills among teachers, d) limited resources, and e) unsuitable school organization and environment. Counsellors provide strategies for the restructuring of the thinking of special students to adjust to the challenges they encounter in school. Counsellors are expected to change the attitude of society towards students with visual impairment (SWVI) through guidance, information, and counselling services. Counselling practitioners are expected to support special students to find meaning and inner freedom irrespective of the barriers they experience in the environment. Individual counselling would empower all students and teachers to build and respect disability friendly and promote the least restricted environment. An individualized counselling plan and culturally responsive and inclusive psychotherapies are supportive approaches for students with vision loss to be well-adjusted for an inclusive society.

Suggestions

The following suggestions were made for the sustainability of inclusive education in Nigeria:

1. Mental health counsellors in partnership with special needs teachers should develop individualized education plans to help students with vision loss maintain a high quality of life.
2. The government should deploy rehabilitative counselling psychologists to inclusive schools to support learners and help them learn coping skills and vocational adjustment.
3. State governments should employ and retrain teachers in special needs education to provide adaptive instruction and serve as shadows or caregivers to special needs students.
4. School administrators should collaborate with counsellors to conduct periodic attitude change/modification to create a disability-friendly environment for sustainable inclusion.

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