

Evaluation of Social Adaptability of People with Blindness in Harare Metropolitan Province, Zimbabwe

Henry Wasosa., Dr. Sabina Mutisya., Dr. Vincent Munywoki

Catholic University of Eastern Africa, Harare, Zimbabwe

DOI: <https://doi.org/10.51584/IJRIAS.2024.907051>

Received: 26 July 2024; Accepted: 30 July 2024; Published: 20 August 2024

ABSTRACT

The purpose of this study was to evaluate the social adaptability of people with blindness in Harare Metropolitan province, Zimbabwe. People with blindness have a wide range of self-concepts just like sighted people. However, their experiences may impact their self-concept in unique ways. Some people with blindness may have a strong sense of identity and pride in their blindness while others may struggle with feelings of inadequacy or social isolation. Despite these they are required to develop high levels of social adaptability so that they may be able to navigate through their daily lives. The main objective of this study was to evaluate social adaptability of people with blindness in Harare Metropolitan province, Zimbabwe. The study used a mixed approach specifically a convergent parallel mixed method design to provide a roadmap for the research and it was grounded on Social cognitive theory by Albert Bandura. The study targeted people with visual impairment in Harare Metropolitan province in Zimbabwe. The researcher will use random and Yamane formula get the sample size of 384 participants. Quantitative data was collected using a sociodemographic questionnaire, Social Adaptation Self-evaluation Scale (SASS). An interview guide was employed in the collection of qualitative data. The quantitative data was analyzed using descriptive and inferential statistics. Thematic analysis was used to analyze qualitative data. The researcher integrated the quantitative and qualitative data. The findings of the study indicated that, the social adaptability of people with blindness had variations. The relationship between self-concept and social adaptability of people with was also varied. Some strategies to be used to enhance self-concept of people with blindness in Harare Metropolitan province, have been proposed. The study has also drawn conclusions and proposed some recommendations like Promoting Supportive Environments and Mentorship Programs, encouraging personal growth and skill development, be enhanced and this can be achieved through embracing the importance of accessibility and resources. to adopt individualized Support and Recognition of Diversity.

Key words: Evaluation, Social, Adaptability, Blindness, Self-concept, visual, Impairment

Wasosa, H., Dr. Mutisya, S. & Dr. Munywoki, V. (2004) Evaluate social adaptability of people with blindness in Harare Metropolitan province, Zimbabwe

INTRODUCTION

Background to the Study

World Health Organization (2019) reported that at least 2.2 billion people worldwide suffered from blindness, myopia and long sight. A person is regarded as visually impaired when they are unable to see because of injury, disease or congenital condition, or lacking a sense of sight (WHO, 2002). This can range from partial vision loss to complete blindness. Sense of sight is important to human beings. According to Dehghan, Kaboudi, Alizadeh, and Heidarishara (2020) learning, education, communication and emotion are greatly associated with the sense of sight and as such in the event that someone has visual impairment it creates an undeniable effect on the psychological and social state of the individual. Blindness leaves humans in a state of physical, psychological and economic dependency (WHO, 2019).

Loss of sight affects the individual's behaviors and ways of adaptation to the surrounding environment, where

anxiety and depression affect them emotionally (Zed & Ibrahim, 2022). Salimi, Mohammadi & Sadeghi, (2016), express that Visual impairment is not only blindness but is also accompanied by many problems, such as lack of basic skills. Ackerman (2019) echoes that self-concept is not only influenced by biological and environmental factors, but social interaction plays a major role as well. Self-concept is influenced by significant others, praise, or criticism, as well as attributes of one's behavior (Harris & Orth, 2020).

In Australia, Jessup, Bundy, Broom and Hancock (2017) noted that, adolescents with visual impairments have smaller social networks and participate less frequently in highly social activities (such as going out with friends) and more frequently in home-based activities and typically developing peers. People with visual impairment have a challenge to adapt in the society. Visual impairment can have a profound impact on an individual's daily life, affecting their ability to perform tasks, navigate their environment, and engage in social activities. Augestad (2017) discloses that young adults with Visual Impairment have more emotional problems than those who are sighted.

The importance of social adaptability in blind people cannot be overstated. Social adaptability refers to the ability to navigate and adjust to social situations, interact effectively with others, and engage in meaningful relationships. Zhou and Lin (2016) voice that adaptability is considered to be a kind of personal resource that helps individuals to accommodate changing conditions. For individuals with blindness, social adaptability plays a crucial role in their overall well-being and quality of life. According to Terziev (2019) the adaptation of the individual is always social. Social adaptability enables blind individuals to actively participate in social activities, engage in conversations, and form connections with others. Social adaptation is the accommodation of the individual or the social group to the social environment, (Terziev, 2019). A person with blindness who has adapted socially is able to overcome barriers and promotes their inclusion in various social settings, such as schools, workplaces, and community events.

Social adaptability is a crucial aspect of human interaction, encompassing the ability to navigate diverse social situations, build connections, and communicate effectively. For individuals with blindness, the absence of visual cues presents unique challenges, necessitating the development of alternative strategies and heightened reliance on other senses. People with blindness have to find ways to navigate interpersonal relationships in a predominantly sighted world. Individuals with blindness often rely on their other senses to gather information and communicate effectively. Moreover, their keen perception of nonverbal cues, such as tone of voice and body language, showcases their adaptability in understanding emotions and intentions. The unique communication strategies employed by individuals with blindness often lead to the development of heightened empathy and active listening skills (Peterson & Peterson, 2020).

Their ability to focus on spoken words and emotions expressed in speech fosters deep connections with others, underscoring their capacity for empathetic engagement and understanding. People with blindness adapt to various social environments by utilizing orientation and mobility skills. These skills include using a white cane or guide dog, allowing them to navigate safely in public spaces (Warren et al., 2019). Their adeptness in traversing unfamiliar places highlights their adaptability and determination to participate in social gatherings and events. Advancements in assistive technologies have empowered individuals with blindness to connect with others through social media platforms and virtual communities (Cutter & Lee, 2018). These technologies enable them to access and share information, contributing to their social integration and adaptability in the digital age.

Social adaptability contributes to positive emotional and mental well-being among blind individuals. By fostering social connections and a sense of belonging, it can alleviate feelings of isolation, loneliness, and depression commonly experienced by individuals with blindness. Social adaptability plays a crucial role in forming and maintaining personal relationships. It facilitates meaningful connections with family, friends, and romantic partners, enhancing the quality of these relationships and fostering a support system for blind individual.

In Australia, research on self-concept and social adaptability of people with blindness is focused on promoting independent living and social participation (Brown & Gordon, 2016). Support services, assistive technologies, and inclusive education have been important factors in fostering self-concept and social adaptability (Black & Gates, 2017).

In the Netherlands, research highlights the importance of social networks, access to education, and vocational training in enhancing the self-concept and social adaptability of people with blindness (Vervloed et al., 2015). The Netherlands has implemented inclusive policies to ensure equal opportunities for individuals with blindness (Van Pamelan, 2018).

Research from Namibia explores the challenges faced by people with blindness due to limited access to education, employment, and healthcare (Cloete et al., 2019). Lack of inclusive policies and societal stigma impact self-concept and social adaptability among individuals with blindness (Faul et al., 2017).

In Rwanda, research emphasizes the positive impact of inclusive education and vocational training on self-concept and social adaptability of people with blindness (Musabe & Mushyimiimana, 2019). The government has made efforts to improve accessibility and provide support services for individuals with blindness (Nsengumuremyi et al., 2018).

In Kenya, limited access to education, employment, and healthcare significantly affects the self-concept and social adaptability of people with blindness (Komba et al., 2015). Advocacy groups and NGOs play a crucial role in promoting inclusivity and enhancing social integration (Wainaina & McDermott, 2020).

In Zimbabwe, research emphasizes the role of family support, education, and vocational training in improving self-concept and social adaptability of individuals with blindness (Moyo, 2019). Challenges include limited access to resources, discriminatory attitudes, and stigma (Sibanda, 2017).

Physical health, mental health, good social adaptability and morality (Chirico, 2016). The self-concept of people with blindness may be influenced by their own perceptions of their blindness and how they perceive others attitudes towards blindness. Some blind people may view their blindness as an integral part of their identity while other may focus more on their abilities and strengths. In relation to mental health certain challenges faced by blind people such as the potential on their self-concept can contribute to mental health concerns. These concerns may make it a challenge for them to adapt in the society. This backdrop builds the foundation upon which this study aims to establish the relationship between the self-concept and social adaptability of people with blindness in Harare Metropolitan province, Zimbabwe.

Statement of the Problem

Individuals with blindness face unique challenges in developing their self-concept and adapting to social environments. These challenges are rooted in societal attitudes, limited access to resources, and the need for specialized support. People with blindness may encounter stereotypes and stigmatization in society. These negative perceptions can affect their social adaptation by eroding self-esteem and self-efficacy. The social outcry lies in the perpetuation of these stereotypes and the resulting barriers to social inclusion and acceptance. Accessibility issues persist in various aspects of life, such as education, employment, and public spaces. This lack of accessibility can limit opportunities for people with blindness, hindering their social adaptability. The outcry stems from the continued presence of physical and digital barriers that impede their full participation in society. The availability of psychosocial support systems for individuals with blindness is inadequate. The social outcry is evident in the limited access to counseling, mentoring, and peer support programs, which are crucial for the development of a positive self-concept and social adaptability. The educational system may not adequately address the unique needs of students with blindness, leading to lower educational attainment and diminished self-concept. The outcry centers on the disparities in educational opportunities and the lack of inclusive practices. Despite the existing social outcry surrounding these issues, there is a significant research gap in understanding the nuanced aspects of self-concept and social adaptability among people with blindness. While considerable progress has been made in advocating for the rights of people with blindness, many studies tend to focus on specific aspects, such as employment or education. A comprehensive understanding of the self-concept and social adaptability of individuals with blindness is lacking. Harare Metropolitan province, being the capital city, has a unique socio-cultural factor that may influence self-concept and social adaptability among individuals with visual impairment. This study explores these factors and provide insights into the intersection of cultural norms, societal attitudes, and the experiences of individuals with blindness. Conducting the study in Harare Metropolitan province will have practical implications for policy development and intervention strategies

tailored to the specific needs of individuals with visual impairment in the region. The findings can inform the development of support systems, educational programs, and social inclusion initiatives that are relevant and effective for the local population

Purpose of the study

The main purpose of the study was to evaluate social adaptability of people with blindness in Harare Metropolitan province, Zimbabwe so as to establish the way this target population adapted themselves and how they were adapted by others in the context of the support systems, such as family, friends, educational institutions, and assistive technologies, playing a role in shaping both self-concept among individuals with blindness.

Research Objectives.

The research was guided by the following objective:

- i. To evaluate social adaptability of people with blindness in Harare Metropolitan province, Zimbabwe.

Research Questions

This research sought to address the following research question:

- ii. What is the social adaptability of people with blindness in Harare Metropolitan province, Zimbabwe?

THEORETICAL FRAMEWORK

The study was carried out within the context of Social cognitive theory by Albert Bandura. Social Cognitive Theory emphasizes the concept of self-efficacy, which refers to an individual's belief in their ability to successfully execute specific tasks. In the context of people with blindness, self-efficacy beliefs play a crucial role in shaping their self-concept.

The theory suggests that individuals learn from observing others. For people with blindness, this could mean learning adaptive behaviors and social strategies by observing peers who are successful in managing social situations. Research could investigate how observing role models impacts their social adaptability and self-concept. Social Cognitive Theory proposes that individuals imitate behaviors they observe in others. In the context of individuals with blindness, this could involve imitating effective communication strategies, problem-solving approaches, and coping mechanisms demonstrated by others. Research could examine how imitation influences their social adaptability. The theory suggests that individuals learn from observing the consequences of others' actions. Research could explore how individuals with blindness observe the outcomes of adaptive social behaviors in others, leading to increased self-efficacy and positive adjustments in their self-concept and social interactions.

Justification and Significance

The study may provide valuable insights into self-concept and social adaptability of people with visual impairment. Understanding how blindness affects self-concept and social adaptability can lead to the development of tailored interventions and support systems that empower individuals to lead fulfilling lives and participate actively in society, promoting inclusivity and equal opportunities.

This research can also provide insights into the emotional and psychological challenges faced by people with blindness, leading to the creation of targeted mental health resources and strategies that enhance their overall well-being. By uncovering the barriers and facilitators of social adaptability, the study can contribute to designing environments and social interactions that are more accommodating and welcoming for individuals with blindness, fostering their integration into various social settings.

In addition, the research findings can empower individuals with blindness by increasing their self-awareness and

fostering a positive self-concept. This, in turn, can enhance their self-efficacy and belief in their abilities to navigate social situations effectively. Insights from this research can guide educators and educational institutions in developing more effective teaching methods and curricula that consider the unique needs of visually impaired students, fostering their confidence and success in academic settings.

Policymakers can use the research findings to advocate for policy changes that enhance accessibility, accommodation, and equal rights for individuals with blindness. This can range from public transportation improvements to workplace accommodations. The study may also contribute to a broader understanding of diverse human experiences, promoting empathy and reducing stigma around blindness. This knowledge can help reshape societal perceptions and attitudes toward people with blindness.

The research involves multiple disciplines such as psychology, sociology, and education. This interdisciplinary approach can yield innovative solutions and broaden the perspectives on addressing the challenges faced by individuals with blindness. Lastly, the study will also provide insights into areas for future research and development and references to mental health practitioners.

REVIEW OF RELATED LITERATURE

The study carried out a scholarly theoretical review as well as a scholarly critique of empirical studies that have been conducted the area of social adaptability of the people with blindness in Harare Metropolitan province, Zimbabwe.

Theoretical Review

A theoretical framework in research provides a structured foundation for a study by integrating existing theories, concepts, and models relevant to the research topic. It helps the researcher establish the context, rationale, and scope of your research, guiding the development of hypotheses or research questions. The study will be based on Self-Esteem Theory developed by Rosenberg, cultural Identity Theory, psychological empowerment theory and social cognitive theory.

Social Cognitive Theory

Social Cognitive Theory (SCT) started as the Social Learning Theory (SLT) in the 1960s by Albert Bandura. Bandura (1986) suggests that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. Bandura puts importance on social influence and its emphasis on external and internal social reinforcement. The Social Cognitive Theory considers the unique way in which individuals acquire and maintain behavior, while also considering the social environment in which individuals perform the behavior. The theory takes into account a person's past experiences, which factor into whether behavioral action will occur. These past experiences influence reinforcements, expectations, and expectancies, all of which shape whether a person will engage in a specific behavior and the reasons why a person engages in that behavior. Initially five constructs were developed which were reciprocal Determinism, Behavioral Capability, Observational Learning, Reinforcements and Expectations. Later the construct of self-efficacy was added when the theory evolved into Social Cognitive Theory. In relation to this study, self-efficacy is the level of a visual impaired person's confidence in her ability to successfully perform a behavior.

The theory explains how people may regulate their behavior through control and reinforcement to achieve goal-directed behavior that can be maintained over time. Social Cognitive Theory emphasizes the role of cognitive processes in shaping behavior. This allows researchers to explore how the self-concept and social adaptability of people with blindness are influenced by their cognitive processes, such as perception, attention, memory, and problem-solving. By considering these cognitive processes, researchers can gain a deeper understanding of the unique challenges and strengths individuals with blindness encounter in their social interactions.

Social Cognitive Theory highlights the significance of observational learning in acquiring new behaviors and skills. This theory suggests that individuals learn by observing the behaviors of others and imitating them. For people with blindness, observational learning can be particularly important as they rely heavily on learning from

others. By studying the role of observational learning in the development of self-concept and social adaptability, researchers can identify effective strategies for promoting positive outcomes in individuals with blindness.

Social Cognitive Theory emphasizes the important role of self-regulation and self-efficacy in shaping behavior. Self-regulation refers to an individual's ability to set goals, monitor their progress, and adjust their behavior accordingly. Self-efficacy refers to an individual's belief in their own ability to succeed in specific situations. For people with blindness, developing self-regulation and self-efficacy skills are essential for adapting to social situations and maintaining a positive self-concept. Exploring these constructs can help researchers identify factors that contribute to the development of self-regulation and self-efficacy in individuals with blindness.

Social Cognitive Theory has been criticized because it emphasizes the importance of observational learning, which may be limited for individuals with blindness who rely on auditory and tactile inputs. As a result, the theory may not fully capture the unique challenges and experiences faced by individuals with blindness. Researchers should take into account the limitations of observational learning when applying this theory to the study of self-concept and social adaptability in this population.

While Social Cognitive Theory acknowledges the role of social context, it primarily focuses on individual factors such as cognitive processes, self-regulation, and self-efficacy. This theory may not fully consider the complex social and environmental factors that impact the self-concept and social adaptability of people with blindness. Researchers should incorporate a broader ecological perspective to gain a comprehensive understanding of the experiences and challenges faced by individuals with blindness in social interactions.

Review of Empirical Studies and Related Literature

Social adaptability of people with blindness

In Sweden, Beteinaki (2019) conducted a comprehensive study focusing on the social interactions and friendships of adolescents with visual impairments. The primary objective was to review existing literature from the perspective of these adolescents and investigate any interventions designed to enhance their social interactions and friendships. The study employed a thorough literature search across ERIC, CINAHL, and PsycINFO databases, supplemented by a manual review of reference lists from relevant articles. The search criteria were limited to recent, peer-reviewed studies published in English that presented the viewpoints of adolescents aged 13 to 18 with visual impairments concerning their social interactions and friendships. Additionally, the study aimed to identify any intervention studies aimed at supporting these young individuals in these domains.

The findings of the study revealed that adolescents with visual impairments often engaged in less interactive, passive activities. While they generally expressed satisfaction with their social networks and friends, contradictions emerged concerning the perceived quality of their friendships and feelings of loneliness. The school environment appeared to be particularly challenging for them, with friendships in educational settings being relatively scarce. As per the voices of the adolescents themselves, friendships played a crucial role in helping them cope with their impairment and brought meaning to their lives, making the school experience more enjoyable. Compared to their sighted peers, adolescents with visual impairments tended to have smaller social networks and fewer friends, but these friendships often held unique and diverse qualities.

Lastly, while various barriers and facilitators affecting social interactions and friendships were identified, including factors related to physical health, attitudes, and the social environment, the study noted a scarcity of interventions specifically designed to support the social lives of adolescents with visual impairments.

A similar study conducted in Australia by Jessup and colleagues (2017) focused on the social experiences of high school students with visual impairments. The study aimed to delve into the social experiences of these high school students using an innovative research approach known as Experience Sampling Methodology. Twelve students participated in the study, including three who had additional disabilities. To measure their sense of inclusion, the researchers used the Psychological Sense of School Membership (PSSM) questionnaire. The students were also asked to complete an in-the-moment survey multiple times daily for one week, utilizing iOS

devices.

This survey focused on their activities and solicited ratings related to internal variables such as fitting in, acceptance, loneliness, awareness, and enjoyment. Additionally, each student participated in an interview. The study's results indicated that, on the whole, this group of students felt socially included, as indicated by their responses on the PSSM questionnaire. The students' most common activity was classwork, while activities where they reported feeling the least positive were those that involved doing nothing, which they perceived as unproductive time. In cases where students had additional disabilities, there was a noticeable negative impact on their sense of inclusion, as evidenced by correlations with fitting in, enjoyment, and loneliness.

Interviews with the participants revealed that adolescents with both visual impairments and additional disabilities often struggled to find common ground with their peers. Discussion and implications drawn from the study highlighted the students' efforts to establish a sense of parity with their peers and the importance of providing accessible and timely access to the curriculum. The study also suggested that developing friendships among these students required time, shared interests, and mutual engagement. Additionally, there was potential in exploring the role of out-of-class clubs as a means of supporting the development of friendships. Lastly, the findings underscored that students with additional disabilities may face increased challenges in feeling included within the school environment.

In their study, Gudonis and Klopa (2017) concentrated on the nuances of social and psychological training designed to enhance the communicative competence of blind and visually impaired students while improving their social standing within the student community. Their research unveiled distinct patterns in the interpersonal interactions of blind and visually impaired students within the student population, which were characterized by negative dynamics, a deficiency in forming friendships, and a reluctance to engage in informal communication. Furthermore, the study illuminated the discomfort experienced by blind and visually impaired students within a typical student group. Blind people often demonstrate high levels of empathy and sensitivity towards others. Their reliance on auditory and tactile cues can enhance their ability to pick up on emotional nuances, allowing them to connect with others on a deeper level and respond with understanding and support.

In Norway, Brunes, et al. (2019) examined the prevalence of and factors associated with loneliness in adults with VI, its association with life satisfaction in a cross-sectional interview study. The study sampled 736 adults (≥ 18 years old) with VI who were members of the Norwegian Association of the Blind and Partially Sighted. The interviews took place from January to May 2017, collecting information about sociodemographic, VI characteristics, adverse life events, loneliness (Three Item Loneliness Scale), and life satisfaction (Cantril's Ladder of Life Satisfaction). The study revealed that the prevalence of moderate and severe loneliness in the VI population was 28.7% (95% CI: 25.4, 32.1) and 19.7% (95% CI: 16.9, 22.8), respectively. The rates were consistently higher across age groups compared to the general population. Loneliness was associated with younger age, blindness, having other impairments, unemployment, and a history of bullying or abuse. In addition, higher scores on loneliness were associated with lower levels of life satisfaction (fully adjusted $\beta = -0.48$, 95% CI: -0.55 , -0.41). They concluded that loneliness is common in adults with VI. They mention that loneliness may be of particular concern for people with VI, as vision is a key sensory modality for interpersonal interactions and social communication. According to Jindal-Snape (2004) as cited by Brunes, et al. (2019). People who are blind or partially sighted have fewer opportunities to learn and modify social skills.

Yildiz and Duy (2013) conducted a study aimed at assessing the efficacy of a psycho-educational program focused on improving the interpersonal communication skills and empathy of visually impaired adolescents. The research involved a sample of sixteen early adolescents who were attending an elementary school catering to visually impaired youth in Diyarbakir, Turkey. The study was designed using a factorial approach, which included two groups - a treatment group and a control group - and three measurement points (pre-test, post-test, and follow-up test). To evaluate the participants' empathy levels, the researchers utilized the KA-Sİ Empathic Tendency Scale for Children and Adolescents, while communication skills were assessed using the Communication Skills Evaluation Scale. During the study, the participants in the treatment group underwent nine sessions of interpersonal communication skills training, while those in the control group did not receive any form of treatment. The data collected from both groups were then subjected to analysis using mixed between-within subjects' analysis of variance. The results of the study demonstrated the effectiveness of the psycho-

education program in significantly enhancing the levels of empathy and communication skills among visually impaired adolescents.

Pandey (2018) conducted a study on Comparative Study of Adjustment of Visually Impaired Students. The purpose of this study was to gain insights into the adjustment patterns of visually impaired students attending both special and integrated schools. The research was conducted with a sample comprising 60 visually impaired students aged between 14 and 16 years. These students were enrolled in selected schools within the city of Varanasi, Uttar Pradesh, India. To gather data regarding their adjustment in various domains, including home life, school environment, and personal aspects, a survey methodology was employed. The researcher utilized an adjustment scale specifically developed and standardized for this study to collect information from the participants. The findings of the study revealed a significant difference in the adjustment levels of visually impaired students across the domains of home life, school environment, and personal aspects in both special and integrated school settings.

A comparative study was conducted in India by Banoo and Vaida (2019), focusing on the emotional and school adjustment of differently-abled adolescents. The study encompassed a sample size of 180 respondents, comprising 60 Hearing Impaired Adolescents, 60 Visually Impaired Adolescents, and 60 Physically Deformed Adolescents. The selection of participants was carried out using a purposive sampling technique, and the data collection took place within the Jammu Province region, specifically in the city of Jammu. The research tools employed for this study included the HOSOCES (Home, School, and Community Social and Emotional Scale) Adjustment Inventory. Data collection was facilitated through school visits. The study revealed that adolescents with hearing impairments, visual impairments, and physical deformities encounter a multitude of adjustment challenges, primarily revolving around emotional and school-related adjustments. These findings underscore the importance of understanding and addressing the unique needs and difficulties faced by differently-abled adolescents in the realms of both emotions and school life.

A study carried out in Ghana by Awini (2021) focused on understanding the dynamics of friendship formation among visually impaired and non-visually impaired students within selected inclusive basic schools in the country. This research aimed to shed light on the nature of friendships that develop between pupils with visual impairments and their peers who do not have visual impairments, particularly in three inclusive schools in Ghana. To conduct this study, a phenomenological research design was employed, involving the recruitment of 14 pupils with visual impairments as participants. Data collection was carried out through one-on-one interviews, allowing for in-depth exploration of the participants' experiences and perspectives. Thematic analysis was then used to manually analyze the data gathered from these interviews. The study's findings revealed the existence of varying levels of friendships between visually impaired and non-visually impaired pupils within the schools. These friendship formations predominantly revolved around the support and assistance provided by the non-visually impaired students. Some of the pupils noted that they engaged in mutually positive relationships with their non-visually impaired peers. However, it's important to note that not all experiences were uniformly positive, as some participants expressed differing opinions about the nature of these friendships. For some, the relationships were seen as perfunctory, suggesting that while connections existed, they might not always be deeply meaningful or genuine.

In south western Nigeria, conducted a cross-sectional observational study on "The Impact of Blindness on the Socioeconomic Lives of Young Adults in Southwestern Nigeria." The study focused on registered members of the Nigerian Association of the Blind, Ogun State Chapter, and a total of sixty-six adults participated in this research. The age range of the participants varied from 17 to 68 years, with an average age of 38.51 years, and the gender distribution showed that 42 (63.7%) were males. Additionally, 36 (54.5%) of the participants were married, with a significant majority of the married individuals (29 out of 36, or 80%) having three children each. In terms of housing, 35 (53%) of the participants resided in rented or institutional apartments, for which they either partially or fully covered the rent expenses. Regarding educational attainment, 25 (37.88%) participants had attained tertiary education. Employment status varied, with 50% being self-employed and 19 (28.8%) engaged in competitive employment. Notably, a substantial portion of the self-employed individuals, 44.8%, earned less than 19,000 Naira per month (equivalent to \$52.6), while those in paid employment earned up to 72,000 Naira per month (equivalent to \$193.9). The study's conclusion highlighted that, despite rehabilitation efforts, the earning capacity of blind adults in the study was relatively low. Furthermore, it emphasized that

blindness continued to have a negative impact on their social lives, even following rehabilitation interventions.

In Botswana, a study conducted by Mukhopadhyay, Moswela, and Habulezi (2021) explored the educational encounters of students with visual impairments. This research employed a multiple-case study design and involved the participation of nineteen learners with visual impairments. Data collection methods encompassed focus group discussions (FGDs), individual interviews, as well as observations within schools and classrooms. The outcomes of this study can be categorized into two primary themes, both centered around the experiences of the learners: (a) social aspects and (b) academic aspects. The findings indicate that, while learners with visual impairments generally had positive social interactions, they encountered obstacles in terms of curriculum access and participation within the classroom.

In a study conducted in Zimbabwe by Manyumwa (2018), the focus was on exploring the concept of inclusion and delving into the psychosocial experiences of students with visual impairments within a state university in the country. The research employed a qualitative research design and featured six students with visual impairments as participants who were purposefully selected due to their unique experiences within the university. The primary method for data collection was semi-structured interviews. The study's findings uncovered a range of positive and negative experiences among the visually impaired students. Positive experiences were attributed to the support they received from both their peers and university staff, as well as the assistance they obtained regarding the curriculum. Additionally, convenient hostel accommodations and effective traffic regulations contributed to their sense of confidence and security.

Conceptual Framework

This study developed a conceptual framework to diagrammatically show the relationship between self-concept of people with visual disability as depicted in Figure 1.

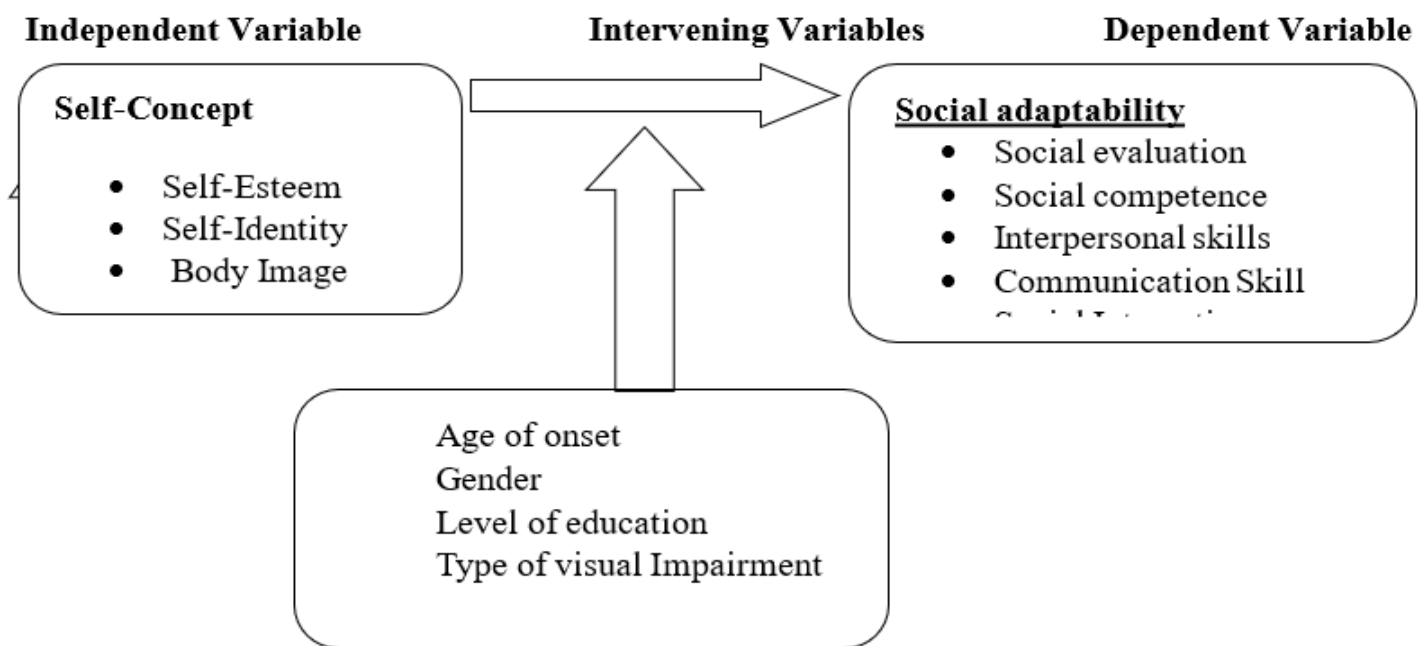


Figure 1. Relationship between self-concept and social adaptability of people with visual impairment

From the Independent Variables, Self-Esteem is a variable represents individuals' perceptions of their own worth and value. Higher levels of self-esteem may contribute to positive self-concept and enhance social adaptability among people with blindness. Individuals with higher self-esteem may feel more confident in social situations, leading to better social interaction and communication skills. Self-identity refers to the way individuals perceive themselves in terms of their characteristics, roles, and relationships. A strong sense of self-identity may positively influence self-concept and social adaptability by providing individuals with a clear understanding of who they are and how they relate to others. For individuals with blindness, a positive self-identity can mitigate the impact of societal stereotypes and facilitate social integration. Body image encompasses individuals'

perceptions and attitudes towards their physical appearance and abilities. In the context of blindness, body image may be influenced by factors such as acceptance of one's visual impairment and adaptation to alternative modes of perception. Positive body image can enhance self-concept and social adaptability by fostering self-acceptance and reducing self-consciousness in social interactions.

On the dependent Variables, the social evaluation refers to individuals' perceptions of how they are judged or evaluated by others in social situations. It reflects the extent to which individuals feel accepted, respected, and valued by their peers. Higher levels of social evaluation may indicate positive social adaptability, characterized by successful social integration and acceptance within social networks. Social competence encompasses individuals' ability to effectively navigate social interactions and relationships. It includes skills such as empathy, cooperation, conflict resolution, and assertiveness. Individuals with higher social competence demonstrate adaptive social behaviors and are better equipped to establish and maintain positive relationships, leading to enhanced social adaptability. Interpersonal skills refer to the ability to communicate and interact with others in a respectful and effective manner. These skills are essential for building and maintaining relationships, resolving conflicts, and collaborating with others.

On the intervening Variables, The age at which individuals experience blindness can influence their development of self-concept and social adaptability. Those who have been blind since birth (congenital blindness) may have different experiences and coping mechanisms compared to those who acquire blindness later in life (acquired blindness), impacting their self-concept and social adaptability. Gender plays a role in shaping individuals' experiences, perceptions, and social roles. It may influence the development of self-concept and social adaptability differently for males and females with blindness. Gender norms and expectations may impact how individuals navigate social interactions and relationships, affecting their social adaptability. Education level can impact individuals' self-concept and social adaptability by shaping their cognitive abilities, knowledge, and social skills.

RESEARCH METHODOLOGY

Research Design

The study adopted a mixed method approach research approach and specifically used a convergent parallel mixed methods research design. The quantitative and qualitative data collection was done separately and then converged at analysis, interpretation and presentation followed by comparing and integrating the results. This methodology is grounded in the idea of utilizing the strengths of both quantitative and qualitative methods to provide a comprehensive understanding of the research question (Creswell & Plano Clark, 2017). The convergent parallel mixed methods research design was used because, the primary purpose of this research design is to explain why phenomena occur and to predict future occurrences.

A convergent parallel mixed methods research design study is an approach to inquiry that combines both qualitative and quantitative methods prioritizing both methods almost equally. It is characterized by research hypotheses that specify the nature and direction of the relationships between or among variables being studied. Probability sampling is normally a requirement in explanatory research because the goal is often to generalize the results to the population from which the sample is selected. The data are quantitative and almost always require the use of a statistical test to establish the validity of the relationships. Accordingly, this study emphasized on the quantitative phase, and was followed by the qualitative phase (Creswell, 2011). A convergent parallel mixed method design is a type of mixed methods research approach that utilizes both quantitative and qualitative data collection in two distinct phases. It was aimed at explaining or providing deeper meaning to the findings from the quantitative phase through the use of qualitative methods. By adapting this method, the researcher was able to attain research objectives and give more comprehensive evidence in both qualitative and quantitative inquiries.

Target Population

The study target population for research was the people with blindness who comprised of the individuals who were blind or visually impaired. This population included people of varying ages, backgrounds, and experiences.

The current total population of persons with blindness in the disability according to Zimbabwe 2022 population and housing census report Harare province is shown is displayed in table 1.

Table 1:2022 population and housing census report of Harare province

Location	Male	Female	Total
Harare Urban	5,075	6,580	11,655
Chitungwiza	1,260	1,796	3,056
Epworth	677	751	1,428
Provincial Total	7,012	9,127	16,139

Sample Techniques and Sampling Size

This study used a combination of sampling techniques which included multistage, stratified, purposive and simple random sampling techniques which led to the drawing of the final sample size for the study. Multistage sampling was used to arrive at the three districts of Harare metropolitan province which included Harare urban, Chitungwiza and Epworth. For the calculation of the sample, the researcher employed Yamane formula which has a confidence level of 95% and a margin of error of 5%. Purposive sampling was used to select the key informant participants who were perceived to be information-rich cases related to the phenomenon of interest (Palinkas, et al., 2015). According to (2020) “Taro Yamane's (1967) formula has been simplified. The formula facilitates calculation of the sample size with consistence. The sample size was determined as follows:

$$n = N / (1 + N(e)^2)$$

In this formula: n = Sample size; N = the population; e = margin of error.

This is the detailed presentation of how the Researcher will arrive at the sample size:

$$N \text{ (Population size)} = 16,139 \text{ (Total from the population table)}$$

$$e \text{ (Margin of error)} = \text{Let's assume a desired margin of error of 5\% (you can adjust this value)}$$

$$\text{Formula: } n = N / (1 + (e^2) / N)$$

$$n = 16,139 / (1 + (0.05^2) / 16,139) \approx 384$$

After determining the sample size, a stratified sampling method was applied. The rationale for the choice of a stratified sampling method at this level will be the number of people with blindness varied from one district to another. The stratified sampling method helped in allocating proportionately the number of participants according to the size of their district.

Stratified Sampling = Total Sample Size X Population of Subgroups

Entire Population

$$\text{Harare Urban} = 11,655 \times 384 = 277$$

$$16,139$$

$$\text{Chitungwiza} = 3,056 \times 384 = 73$$

$$16,139$$

Epworth = 1,428 X 384 = 34

16,139

Thus, 277+73+34=384

For the qualitative phase, the researcher Creswell (2014) recommends that same individuals, used for first phase be used for follow up. A sample size should be neither too large nor too small, for sake of research cost, manageability, and generality (Creswell, 2012).

Accordingly the study purposively selected 6 people based on high levels of social adaptability so as to obtain qualitative data. Participants who have been diagnosed with blindness, either congenital or acquired, who were/must be over the age of 18, were selected for the study.

Data Collection tools.

The researcher used a structured questionnaire to collect quantitative data on the levels of self-concept. Section A of the questionnaire consisted questions on demographic profile of the participants. Quantitative data was collected using a sociodemographic questionnaire, Social Adaptation Self-evaluation Scale (SASS). An interview guide was employed in the collection of qualitative data. The quantitative data was analyzed using descriptive and inferential statistics. Thematic analysis was used to analyze qualitative data. The researcher integrated the quantitative and qualitative data. It consisted of 20 items in which the participants were asked to indicate how much they agree or disagree with each statement, according to how they typically felt. The answers were scored on a scale of 0-5. A high score represents high self-esteem and *visé vasa*. The SAQ has been proven to have good reliability (Cronbach's alpha of 0.89). Qualitative data was collected using a semi-structured interview guide whereby the interviews were conducted to gather in-depth qualitative data. These interviews allowed participants to share their personal experiences and perceptions in a more detailed and nuanced manner.

Data Analysis

Both Quantitative and qualitative methods of data analysis were used to carry out the data analysis. The study being a convergent mixed methods research design, the data analysis procedure was a systematic approach that will involves separately analyzing quantitative and qualitative data, followed by comparing and integrating the results. This methodology is grounded in the idea of utilizing the strengths of both quantitative and qualitative methods to provide a comprehensive understanding of the research question (Creswell & Plano Clark, 2017).

For the quantitative component, statistical techniques are employed to analyze numerical data. Descriptive statistics, inferential statistics, and correlation analyses were used to examine patterns and relationships within the data (Creswell & Plano Clark, 2017; Teddlie & Tashakkori, 2009). SPSS version 25 assisted in this analysis process. On the other hand, the qualitative component involves analyzing textual or narrative data to identify themes, patterns, and meanings. Thematic analysis will be applied to extract key insights from the qualitative data (Creswell & Plano Clark, 2017; Teddlie & Tashakkori, 2009).

Ethical Considerations

In this study, the acquired all the necessary licenses and permissions to carry out the study. The researcher visited the participants and provided them with a description of the study in advance to obtain their informed consent from those who voluntarily wished to participate. The researcher also assured participants of confidentiality and privacy and warranted that the research would not elicit psychological issues, offering psychological debriefing after data collection. This was realized by dedicating more time at the end of data collection to help participants return to normalcy and prevent harm. All recorded research data and filled questionnaires were held back in safe custody and will later be destroyed at the appropriate time once the dissertation was approved by the University. Additionally, throughout the process, participants' privacy and confidentiality were protected, and a supportive and comfortable environment was created for them during data collection. Finally, the researcher cited all work of other authors and carried out plagiarism checks to avoid any instances of academic misconduct.

FINDINGS OF THE STUDY

Social adaptability of people with blindness in Harare Metropolitan province

The question that this study sought to address was on the social adaptability of people with blindness in Harare Metropolitan province. To obtain this information, the researcher used a social adaptation self-evaluation scale (SASS) in which Four (4) scales of No, Minimal, Medium and maximum the participant was to rate their interest in the various activities and attributes. The information that was obtained in presented in this section starting with Table 2.

Table 2: Social Adaptation Self-Evaluation Scale (SASS)

	Statement	No	Minimal	Medium	Maximum	Total
		Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)
1	Job interest	43 (12.4)	151 (43.4)	131 (37.6)	21 (6.0)	346(100)
2	Homework interest	46(13.2)	145(41.7)	134(38.5)	21(6.0)	346(100)
3	Work enjoyment	56(16.1)	138(39.7)	132(37.9)	20(5.7)	346(100)
4	Interest in hobbies	73(21.0)	149(42.8)	104(29.9)	20(5.7)	346(100)
5	Quality of spare time	68(19.5)	144(41.4)	109(31.3)	25(7.2)	346(100)
6	Family-seeking behavior	46(13.2)	135(38.8)	124(35.6)	41(11.8)	346(100)
7	Family relationship quality	72(20.7)	135(38.8)	109(31.3)	30(8.6)	346(100)
8	Gregariousness	-	346(100.0)	-	-	346(100)
9	Relationship-seeking behavior	-	346(100.0)	-	-	346(100)
10	External relationship quality	-	346(100.0)	-	-	346(100)
11	External relationship appreciation	-	346(100.0)	-	-	346(100)
12	Social attractiveness	-	346(100.0)	-	-	346(100)
13	Social compliance	-	345(99.4)	1(0.6)	-	346(100)
14	Community involvement	204(58.6)	44(12.6)	72(20.7)	26(7.5)	346(100)
15	Social inquisitiveness	204(58.6)	44 (12.6)	72(20.7)	26(7.5)	346(100)
16	Intellectual interest	204(58.6)	44 (12.6)	72(20.7)	26(7.5)	346(100)
17	Communication difficulties	204(58.6)	44 (12.6)	72(20.7)	26(7.5)	346(100)
18	Rejection sensitivity	202(58.0)	46(13,2)	72(20.7)	27(7.8)	346(100)
19	Vainness	202(58.0)	46(13,2)	71(20.4)	27(7.8)	346(100)
20	Difficulties in coping with resources	202(58.0)	50(14.4)	78(22.4)	27(7.8)	346(100)
21	Control of surroundings	202(58.0)	50(14.4)	78(22.4)	14(4.6)	346(100)

The first variable in the social adaptability of people with blindness in Harare Metropolitan province was on the

Job Interest. Table 2 shows that, 43.4% of the participants indicated a minimal interest in the job, while 37.6% indicated medium interest and 12.4% indicated No interest on the same with a very small 6.0% who indicated maximum interest. This finding implies that more than half (55.8%) of the people with blindness in Harare Metropolitan province had minimal interest in the job. However, there were a significant percentage worth noting (43.6%) who had medium and maximum interest in the job despite their state. The findings concur with the study in Sweden by Beteinaki (2019) who conducted a comprehensive study focusing on the social interactions and friendships of adolescents with visual impairments. The findings of the study revealed that adolescents with visual impairments often engaged in less interactive, passive activities. While they generally expressed satisfaction with their social networks and friends, contradictions emerged concerning the perceived quality of their friendships and feelings of loneliness. The school environment appeared to be particularly challenging for them, with friendships in educational settings being relatively scarce. As per the voices of the adolescents themselves, friendships played a crucial role in helping them cope with their impairment and brought meaning to their lives, making the school experience more enjoyable. Compared to their sighted peers, adolescents with visual impairments tended to have smaller social networks and fewer friends, but these friendships often held unique and diverse qualities.

It also concurred with a similar study conducted in Australia, Jessup and colleagues (2017) focused on the social experiences of high school students with visual impairments. The study's results indicated that, on the whole, this group of students felt socially included, as indicated by their responses on the PSSM questionnaire. The students' most common activity was classwork, while activities where they reported feeling the least positive were those that involved doing nothing, which they perceived as unproductive time. In cases where students had additional disabilities, there was a noticeable negative impact on their sense of inclusion, as evidenced by correlations with fitting in, enjoyment, and loneliness.

Table 2 also shows that, 41.7% of the participants had minimal interest in homework, 38.5% had medium interest, while 13.2% had No interest and only 6.0% had maximum interest. These findings imply that, people with blindness in Harare Metropolitan province had minimal or No interest in homework. On whether, the participants had work enjoyment, 39.7% indicated that, they had minimal interest, 37.9% had medium interest while, 16.1% had No interest and only 5.7% had maximum interest in work enjoyment. The findings imply that, more than half (55.8%) of the people with blindness in Harare Metropolitan province had minimal or No interest in work enjoyment. The findings were aligned with the work of Pandey (2018) who conducted a study on Comparative Study of Adjustment of Visually Impaired Students. The purpose of this study was to gain insights into the adjustment patterns of visually impaired students attending both special and integrated schools. The findings of the study revealed a significant difference in the adjustment levels of visually impaired students across the domains of home life, school environment, and personal aspects in both special and integrated school settings.

The finding also aligned with a comparative study that was conducted in India by Banoo and Vaida (2019), focusing on the emotional and school adjustment of differently-abled adolescents. The study revealed that adolescents with hearing impairments, visual impairments, and physical deformities encounter a multitude of adjustment challenges, primarily revolving around emotional and school-related adjustments. These findings underscore the importance of understanding and addressing the unique needs and difficulties faced by differently-abled adolescents in the realms of both emotions and school life.

Table 2 also shows that, 42.8% of the participants had minimum interest in hobbies, 29.9% had medium interest while 21.0% had No interest at all and 5.7% indicated that they had maximum interest in hobbies. The implication of these findings is that a higher percentage of the people with blindness in Harare Metropolitan province had minimal interest in hobbies. The table also shows that, 41.4% of the participants had minimal interest in quality spare time, 31.3% had medium interest while 19.5% had No Interest and only 7.2% had maximum in quality spare time. This implies that majority (60.9%) of the people with blindness in Harare Metropolitan province had minimal interest in quality spare time. The study findings concurred with a study carried out in Ghana by Awini (2021) who focused on understanding the dynamics of friendship formation among visually impaired and non-visually impaired students within selected inclusive basic schools in the country. The study's findings revealed the existence of varying levels of friendships between visually impaired and non-visually impaired pupils within the schools. These friendship formations predominantly revolved

around the support and assistance provided by the non-visually impaired students. Some of the pupils noted that they engaged in mutually positive relationships with their non-visually impaired peers. However, it's important to note that not all experiences were uniformly positive, as some participants expressed differing opinions about the nature of these friendships. For some, the relationships were seen as perfunctory, suggesting that while connections existed, they might not always be deeply meaningful or genuine.

Data from table 2 also indicates that, 38.8% of the participants had minimal interest in family-seeking behavior, 35.6% had medium interest while 13.2% had No interest and only 11.8% had maximum interest. The data implies that the people with blindness in Harare Metropolitan province had minimal interest in family-seeking behavior. Table 2 further shows that 38.8% had minimal interest in family relationship quality, 31.3% had medium rating in the same while 20.7% had No interest in family relationship quality while 8.6% had medium interest. The table further shows that in terms gregariousness, relationship-seeking behavior, external relationship quality, external relationship appreciation, social attractiveness and social compliance all the 100.0% of the participants in all those aspects indicated that they have minimal interest in them. The findings imply that, all the people with blindness in Harare Metropolitan province had minimal interest in gregariousness, relationship-seeking behavior, external relationship quality, external relationship appreciation, social attractiveness and in social compliance. The study findings concurred with a study in Botswana, a study conducted by Mukhopadhyay, Moswela, and Habulezi (2021) explored the educational encounters of students with visual impairments. The findings indicate that, while learners with visual impairments generally had positive social interactions, they encountered obstacles in terms of curriculum access and participation within the classroom.

The findings concur with the study by, Gudonis and Klopa (2017) who concentrated on the nuances of social and psychological training designed to enhance the communicative competence of blind and visually impaired students while improving their social standing within the student community. Their research unveiled distinct patterns in the interpersonal interactions of blind and visually impaired students within the student population, which were characterized by negative dynamics, a deficiency in forming friendships, and a reluctance to engage in informal communication. Furthermore, the study illuminated the discomfort experienced by blind and visually impaired students within a typical student group. Blind people often demonstrate high levels of empathy and sensitivity towards others. Their reliance on auditory and tactile cues can enhance their ability to pick up on emotional nuances, allowing them to connect with others on a deeper level and respond with understanding and support.

Table 2 also shows similar equal percentages of 58.6% of the participants indicated No interest in social inquisitiveness, intellectual interest, and communication difficulties. The same equal percentages of 20.7%, 12.6% and 7.5% indicated medium, minimum and maximum interest respectively in all the three aspects of social inquisitiveness, intellectual interest, and communication difficulties. It implies that, the people with blindness in Harare Metropolitan province had minimal interest in social inquisitiveness, intellectual interest and communication difficulties. The findings concurred with a study in Norway, by Brunes, et al. (2019) examined the prevalence of and factors associated with loneliness in adults with VI, its association with life satisfaction in a cross-sectional interview study. The study revealed that the prevalence of moderate and severe loneliness in the VI population was 28.7% (95% CI: 25.4, 32.1) and 19.7% (95% CI: 16.9, 22.8), respectively. The rates were consistently higher across age groups compared to the general population. Loneliness was associated with younger age, blindness, having other impairments, unemployment, and a history of bullying or abuse. In addition, higher scores on loneliness were associated with lower levels of life satisfaction (fully adjusted $\beta = -0.48$, 95% CI: $-0.55, -0.41$). They conclude that loneliness is common in adults with VI. They mention that loneliness may be of particular concern for people with VI, as vision is a key sensory modality for interpersonal interactions and social communication. According to Jindal-Snape (2004) as cited by Brunes, et al. (2019). People who are blind or partially sighted have fewer opportunities to learn and modify social skills.

In terms of rejection sensitivity, 58.0% of the participants indicated No interest in the same, 20.7% indicated medium interest while, 13.2% indicated minimum interest and just a few 7.8% indicated maximum interest. This implies that, the people with blindness in Harare Metropolitan province had minimal interest in rejection sensitivity. Nearly similar results were obtained in vainness whereby 58.0% of the participants indicated No interest in vainness, 20.7% indicated medium interest while, 13.2% indicated minimum interest and just a few 7.8% indicated maximum interest. This implies that, the people with blindness in Harare Metropolitan province

had minimal interest in vainness. These findings align well with a study carried in Zimbabwe by Manyumwa (2018), the focus was on exploring the concept of inclusion and delving into the psychosocial experiences of students with visual impairments within a state university in the country. The study's findings uncovered a range of positive and negative experiences among the visually impaired students. Positive experiences were attributed to the support they received from both their peers and university staff, as well as the assistance they obtained regarding the curriculum. Additionally, convenient hostel accommodations and effective traffic regulations contributed to their sense of confidence and security.

The same Table 2 shows results for difficulties in coping with resources whereby, 58.0% indicated No interest, 20.4 indicated medium interest, while 14.4% indicated minimum interest and 7.8% indicated maximum interest. This implies that, the people with blindness in Harare Metropolitan province had minimal interest in the experiencing difficulties in coping with resources.

Finally, Table 2 shows that, 58.0% of the participants indicated that they had No interest in control of the surroundings, 22.4% indicated medium interest, 14.4% indicated minimum interest while 4.6% are the omnes who indicated maximum interest. The findings imply that, the people with blindness in Harare Metropolitan province had minimal interest in control of the surrounding environment.

Social adaptability of people with blindness

Using the mean and the standard deviation, the study undertook a descriptive analysis of the social adaptability of people with blindness and based on the computation, the results are presented in Table 3.

Table 3: Descriptive Analysis Social adaptability of people with blindness

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Job interest	346	1	5	2.38	.786
Homework interest	346	1	5	2.38	.797
Work enjoyment	346	1	5	2.34	.827
Interest in hobbies	346	1	4	2.21	.838
Quality of spare time	346	1	4	2.26	.856
Family-seeking behavior	346	1	5	2.48	.908
Family relationship quality	346	1	4	2.28	.891
Gregariousness	346	2	2	2.00	.000
Relationship-seeking behavior	346	2	2	2.00	.000
External relationship quality	346	2	2	2.00	.000
External relationship appreciation	346	2	2	2.00	.000
Social attractiveness	346	2	2	2.00	.000
Social compliance	346	2	4	2.01	.108
Community involvement	346	1	4	1.77	1.024
Social inquisitiveness	346	1	4	1.77	1.024

Intellectual interest	346	1	4	1.77	1.022
Communication difficulties	346	1	5	1.77	1.031
Rejection sensitivity	346	1	5	1.81	1.103
Vainness	346	1	4	1.78	1.027
Difficulties in coping with resources	346	1	4	1.73	.962
Control of surroundings	346	1	4	1.67	.936

From Table 3. both job interest and homework interest have a mean of 2.38 with standard deviations of 0.786 and 0.797, respectively. These relatively low mean scores suggest that participants have moderate to low interest in job-related and homework activities. Work enjoyment has a mean of 2.34 (SD = 0.827), and interest in hobbies has a mean of 2.21 (SD = 0.838). These scores indicate that participants derive limited enjoyment from work and hobbies. The quality of spare time (mean = 2.26, SD = 0.856) and family-seeking behavior (mean = 2.48, SD = 0.908) show that participants experience moderate satisfaction in these areas. Family relationship quality has a mean score of 2.28 (SD = 0.891), indicating a moderate perception of family relationship quality among participants. The results deviate from a study in Iran, by Kamali and Ashori, (2023) who conducted a quasi-randomized controlled trial design to survey the effect of orientation and morbidity training on the quality of life in students who are blind where 24 participants were randomly selected. The results showed significant increases in quality of life and all subscales (physical health, mental health, social relationships, and environmental health) in the experimental group than in the control group.

These variables all have a mean of 2.00 with a standard deviation of 0.000, suggesting that the responses were uniform, indicating consistent levels of gregariousness, relationship-seeking behavior, external relationship quality, appreciation, and social attractiveness. Social compliance has a mean of 2.01 (SD = 0.108), showing a high level of social compliance among participants, though with slight variability. These factors all have a mean of 1.77 with standard deviations around 1.024, indicating low levels of community involvement, social inquisitiveness, and intellectual interest. The findings concurred with a study in the United Kingdom, Edwards (2016) explored the construct of resilience on the social life amongst visually impaired people. The findings suggested that whilst independence and confidence were amongst the protective factors located at an individual level, a number of risk factors located across a visually impaired person's ecologies pose a challenge to their participation. Social exclusion blocks the development of social adaptability (Liu et al., 2021).

Communication difficulties have a mean of 1.77 (SD = 1.031), suggesting participants experience moderate difficulties in communication. Rejection sensitivity (mean = 1.81, SD = 1.103) and vainness (mean = 1.78, SD = 1.027) indicate moderate sensitivity to rejection and vainness among participants. Difficulties in coping with resources (mean = 1.73, SD = 0.962) and control of surroundings (mean = 1.67, SD = 0.936) suggest that participants face challenges in these areas. The data suggests that people with blindness have moderate to low levels of social adaptability in various dimensions. Interest and enjoyment in job-related activities, hobbies, and spare time quality are moderate, while the consistency in gregariousness, relationship-seeking behavior, and social attractiveness suggests a stable but limited social engagement. Low scores in community involvement, social inquisitiveness, intellectual interest, and communication indicate significant challenges in social adaptability. These findings highlight areas where interventions could be targeted to improve the social adaptability and overall well-being of people with blindness. The findings concur with the study in South Korea, by Sim (2020) who conducted a semi-structured interviews from eight persons with visual impairments who had various experiences with resiliency. One of the resilience processes based on life experiences were identified as experience and adaptation. They are exposed to diverse and complex environments while coping with physical development, mental depression, frustration, and social adaptation.

Difference in Social adaptability in of people with blindness

The research sought to examine the various demographic characteristics of the participants across various

distribution of means differences of their social adaptability. The proposed measures comprised participant's age, gender, type of visual impairment, religion and educational level.

Difference in Social adaptability in Terms of Gender

The study sought to examine the way in gender of the participants influenced their social adaptability. Understanding how gender influences social adaptability is essential for grasping the intricacies of social interaction. These differences can affect communication styles, problem-solving methods, and coping strategies. This understanding is particularly vital when studying the self-concept and social adaptability of individuals with blindness. Navigating social environments without sight requires unique skills and approaches, and gender may play a role in shaping these strategies. By exploring these gender differences, we can gain insights into how individuals with blindness form their self-concept and interact socially, informing the development of more targeted support systems to improve their social integration and well-being. Results are shown in Table 8.

Table 4: Mean difference in social adaptability in Terms of Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Social Adaptability of People with Blindness	Male	254	1.97	.300	.019
	Female	92	2.15	.443	.046

Table 4: Mean difference in social adaptability in Terms of Gender

The group statistics reveal insightful differences in the social adaptability of individuals with blindness based on gender. With a sample size of 254 males and 92 females, it's evident that the male subgroup significantly outweighs the female subgroup, potentially skewing the representativeness of the data towards males. The mean social adaptability score for females stands notably higher at 2.15 compared to males' average score of 1.97, indicating a tendency for females to perceive themselves as more socially adaptable.

In Iran, Mirmohammadi et al. (2021) carried out a study aimed to determine the effectiveness of the acceptance and commitment group therapy on self-esteem of students with visual impairment in Tehran City. The results of multiple analysis of covariance for the data obtained from the self-esteem questionnaire showed that the participation of female students with visual impairment in the acceptance and commitment group therapy sessions led to significant increase ($P < 0.001$) in self-esteem (general, family, social, and educational) of them. In fact, according to Eta quotient, 71%, 78%, 78%, and 72% of variation in self-esteem (general, family, social, and educational respectively) of the experimental group can be explained by participating in the acceptance and commitment group therapy sessions. The results of the related t-test for comparing the self-esteem of the experimental group in posttest and follow-up situations showed that the effectiveness of group therapy based on acceptance and commitment has been lasted on the self-esteem (general, family, social, and educational) of the experimental group after two months follow-up later ($P > 0.05$). The study concluded that the acceptance and commitment group therapy can use for planning and policy making instructional courses suitable for students with visual impairments.

In Jordan, Al-Kenani (2022) conducted research aimed to investigate the impact of assessing mental orientation and social adjustment among individuals with visual impairment. The study's recommendations emphasized the importance of fostering more positive attitudes towards individuals with visual impairment within the home, classroom, and broader society. Recognizing and appreciating the unique qualities of individuals with visual impairment at all stages of their education, as advocated by parents and educators, may contribute to enhancing their social development and overall well-being.

Csernák and Gombás (2023) carried out qualitative research sought to find answers to how young (aged 18-30) women with congenital or acquired blindness perceive their body image (BI), and how they get information about the appearance of others in Hungary. Findings confirm that feedback from important others, especially

negative feedback, greatly influences young women with blindness in developing their BI, and that for many it is a concern to what extent they should internalize negative remarks which are related to their appearance. The study was concluded that since feedback and verbal information from others are essential for women with blindness in trying to understand what they and others look like, it is important for professionals, parents and for the women themselves to understand how vulnerable they may be to the criticism of others. The findings agree with Augestad (2017) who conducted a study with the purpose of the study was to summarize current scientific knowledge relating to self-concept and self-esteem among children and young adolescents with visual impairment (VI). A systematic review was conducted of articles published between 1998 and 2016. A total of 26 publications, representing 15 countries, met the inclusion criteria, and 24 of the studies had used a cross-sectional design. Some studies found that the age and degree of vision loss influenced perceived self-esteem. In general, independence in mobility, parenting style, social support, and friendship was reported as important for children with VI to enhance their self-concept and self-esteem.

However, this perception comes with a higher variability in responses among females, as evidenced by the larger standard deviation of 0.443 compared to males' 0.300. Moreover, the standard error mean for females (0.046) is substantially higher than for males (0.019), suggesting a greater variance in the sample means for females. While these findings imply a gender disparity in social adaptability perception among individuals with blindness, further analysis using inferential statistics and qualitative research methods is warranted to validate these observations and understand their underlying causes. Ultimately, such insights can inform tailored interventions and support systems aimed at enhancing the social integration and well-being of both male and female populations with blindness. Results are more explaining in Table 5.

Table 5: A t test of mean difference in social adaptability between genders

		T	df	Sig. (2-tailed)	Mean Difference
Social Adaptability of People with Blindness	Equal variances assumed	-4.250	344	.000	-.178
	Equal variances not assumed	-3.563	122.533	.001	-.178

Table 5: A t test of mean difference in social adaptability between genders

According to Table 5, the mean difference in social adaptability between genders is reported as -.178. This negative mean difference suggests that, on average, females with blindness have a higher perceived level of social adaptability compared to males with blindness. When equal variances are assumed, the significance value is reported as .000, indicating that the observed difference in social adaptability between genders is statistically significant at the .05 level. When equal variances are not assumed, the significance value remains significant at .001. When equal variances are not assumed, the degrees of freedom are reported as 122.533. The analysis reveals a significant difference in the perceived social adaptability between genders among individuals with blindness. Females tend to report higher levels of social adaptability compared to males, as indicated by the negative mean difference. This suggests that females may feel more comfortable and adept in social situations despite their visual impairment. The statistical significance of the findings reinforces the reliability of the observed difference. However, it's important to consider potential factors contributing to this difference, such as societal expectations, communication styles, and coping mechanisms unique to each gender.

These finding concur with Solihin, and Supriadi (2022) carried out a qualitative research strategy. It used open-ended questions through interviews with 6 participants consisting of the principal, physical education teacher, class teacher, and three visually impaired students. The study results indicated that visually impaired students who excel in sports activities such as swimming and athletics positively impact themselves, especially psychologically. The leading indicators of the psychological elements are confidence, motivation and emotional stability. Still, it needs cooperation between school officials and parents to support psychological peace, especially self-confidence, inspiration, and emotional stability of visually impaired students to get a good life in their environment.

These findings underscore the importance of addressing gender-specific needs in interventions aimed at improving social integration and well-being among individuals with blindness. From the open-ended items and based on the interviews, one of the participants when commenting about social adaptability in the interview noted that:

"Meeting new people energizes me! I love striking up conversations at events and finding common ground. Even if it's a slightly awkward situation, I can usually find a way to connect and make the other person feel comfortable. It's all about reading the room and adjusting my approach accordingly. Sometimes it's lighthearted humor, other times it's finding a shared interest to delve into. I thrive in diverse social settings and find the constant change stimulating." On the same issue one other participants noted that:

"Social situations can be draining for me. I prefer smaller gatherings where I can get to know people in a more intimate setting. Large crowds or fast-paced environments can be overwhelming. I need time to process information and formulate responses. While I value connecting with others, I find I function best when I can approach social interaction on my own terms. One-on-one conversations or smaller group discussions allow me to feel more engaged and comfortable expressing myself."

The findings are in line with Heppe, Kef, and Schuengel (2020) carried out a study with the aim of identifying people with visual impairment who become lonely in later life, trajectories of perceived parent and peer support from adolescence to adulthood of young people with a visual impairment. They conclude that peer support is important to psychosocial wellbeing in a way similar to people without visual disabilities. They also concur with Manitsa, and Doikou, (2022) conducted an integrative literature review to synthesize the results from 17 academic articles published during 1998 and 2018, which examined the topic of social support for students with visual impairments in educational institutions. They revealed that for students with visual impairments cooperation, empathetic behavior, and practical assistance are the main components of social support.

Hypothesis Testing

The study tested one hypothesis which were formulated as both the null and the research hypothesis. The hypothesis was stated as follows:

H₀: There is no relationship between the Self-Concept and Interpersonal Skills of People with Blindness

H₁: There is a relationship between the Self-Concept and Interpersonal Skills of People with Blindness

Table 6: Correlation between the Self-Concept and Interpersonal Skills of People with Blindness

Correlations			
		Self-Concept of People with Blindness	Interpersonal Skills of People with Blindness
Self-Concept of People with Blindness	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.000
	N	346	346
Interpersonal Skills of People with Blindness	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.000	
	N	346	346

** . Correlation is significant at the 0.01 level (2-tailed).

According to Table 6 and using a two - tailed Pearson correlation test of hypothesis and 0.05 significance level to test the relationship between the Self-Concept and Interpersonal Skills of People with Blindness, the results

yielded a p-value of 0.000 implying that relationship was positive and significant ($p\text{-value} = 0.000 < \text{significance level} = 0.05$) and at 5% confidence level. On the basis of this result, the null hypothesis which stated that, there is no relationship between the between the self-concept and interpersonal skills of people with blindness is also rejected.

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

Summary of the Study

Social adaptability of people with blindness in Harare Metropolitan province

The first variable in the social adaptability of people with blindness in Harare Metropolitan province was on the Job Interest. The finding that, more than half of the people with blindness in Harare Metropolitan province had minimal interest in the job, with a significant percentage worth noting who had medium and maximum interest in the job despite their state. These results showed that, people with blindness in Harare Metropolitan province had minimal or No interest in homework. and that, more than half of the people with blindness in Harare Metropolitan province had minimal or no interest in work enjoyment.

The implication of these findings is that a higher percentage of the people with blindness in Harare Metropolitan province had minimal interest in hobbies and that, majority of the people with blindness in Harare Metropolitan province had minimal interest in quality spare time. The data showed that, the people with blindness in Harare Metropolitan province had minimal interest in family-seeking behavior. The results further showed that, in terms gregariousness, relationship-seeking behavior, external relationship quality, external relationship appreciation, social attractiveness and social compliance all the participants in all those aspects indicated that they have minimal interest in them. The findings indicated that, all the people with blindness in Harare Metropolitan province had minimal interest in gregariousness, relationship-seeking behavior, external relationship quality, external relationship appreciation, social attractiveness and in social compliance.

It implies that, the people with blindness in Harare Metropolitan province had minimal interest in social inquisitiveness, intellectual interest and communication difficulties. The results also indicated that, the people with blindness in Harare Metropolitan province had minimal interest in rejection sensitivity. This further showed that, the people with blindness in Harare Metropolitan province had minimal interest in vainness. This showed that, the people with blindness in Harare Metropolitan province had minimal interest in the experiencing difficulties in coping with resources. The findings also indicated that, the people with blindness in Harare Metropolitan province had minimal interest in control of the surrounding environment.

Social adaptability of people with blindness

Using the mean and the standard deviation, the study undertook a descriptive analysis of the social adaptability of people with blindness and based on the computation. The results indicated that, there was a relatively low mean scores suggest that participants have moderate to low interest in job-related and homework activities. In terms of work enjoyment, the scores ratings indicate that participants derive limited enjoyment from work and hobbies. The data showed that, the quality of spare time show that participants experience moderate satisfaction in these areas. Family relationship quality indicated a moderate perception of family relationship quality among participants. The study further showed that, there were uniform responses, indicating consistent levels of gregariousness, relationship-seeking behavior, external relationship quality, appreciation, and social attractiveness. Social compliance showed a high level of social compliance among participants, though with slight variability. These factors indicated low levels of community involvement, social inquisitiveness, and intellectual interest.

In terms of communication difficulties, it was found that, participants experienced moderate difficulties in communication. Rejection sensitivity and vainness indicated moderate sensitivity to rejection and vainness among participants. In terms of difficulties in coping with resources and control of surroundings the results suggested that, participants face challenges in these areas. The data also suggested that people with blindness have moderate to low levels of social adaptability in various dimensions.

Interest and enjoyment in job-related activities, hobbies, and spare time quality are moderate, while the consistency in gregariousness, relationship-seeking behavior, and social attractiveness suggests a stable but limited social engagement. Low scores in community involvement, social inquisitiveness, intellectual interest, and communication indicate significant challenges in social adaptability. These findings highlight areas where interventions could be targeted to improve the social adaptability and overall well-being of people with blindness.

Difference in Social adaptability in of people with blindness

The research sought to examine the various demographic characteristics of the participants across various distribution of means differences of their social adaptability. The proposed measures comprised participant's age, gender, type of visual impairment, religion and educational level. The study sought to examine the way in gender of the participants influenced their social adaptability. Understanding how gender influences social adaptability is essential for grasping the intricacies of social interaction. These differences can affect communication styles, problem-solving methods, and coping strategies. This understanding was particularly vital when studying the self-concept and social adaptability of individuals with blindness. Navigating social environments without sight requires unique skills and approaches, and gender may play a role in shaping these strategies. By exploring these gender differences, we can gain insights into how individuals with blindness form their self-concept and interact socially, informing the development of more targeted support systems to improve their social integration and well-being.

The results revealed insightful differences in the social adaptability of individuals with blindness based on gender. With a sample size of 254 males and 92 females, it's evident that the male subgroup significantly outweighs the female subgroup, potentially skewing the representativeness of the data towards males. The mean social adaptability score for females stood notably higher compared to males' average score, indicating a tendency for females to perceive themselves as more socially adaptable. However, this perception came with a higher variability in responses among females, as was evidenced by the larger standard deviation compared to males. Moreover, the standard error mean for females was substantially higher than for males suggesting a greater variance in the sample means for females.

Notably, the mean difference in social adaptability between genders was negatively reported which suggested that, on average, females with blindness have a higher perceived level of social adaptability compared to males with blindness. The analysis revealed a significant difference in the perceived social adaptability between genders among individuals with blindness. Females tend to report higher levels of social adaptability compared to males, as indicated by the negative mean difference. This suggests that females may feel more comfortable and adept in social situations despite their visual impairment. The statistical significance of the findings reinforces the reliability of the observed difference. However, it's important to consider potential factors contributing to this difference, such as societal expectations, communication styles, and coping mechanisms unique to each gender.

Recommendations

Thus, far the study has proposed some of the recommendations that can be put in place in order to mitigate and resolve the issue of blindness in Harare Metropolitan province, Zimbabwe. The recommendations are tailored to correspond with the study objective and the research question. Thus, Social adaptability of people with blindness in Harare Metropolitan province.

The study also recommends that in order to address the social adaptability of people with blindness in Harare Metropolitan province the relevant stake holders can do this by encouraging personal growth and skill development. This can be achieved through:

Self-Esteem Building Activities: The study suggests that some individuals with blindness struggle with self-criticism. Interventions that promote self-acceptance and positive self-esteem are crucial. These may include workshops on self-advocacy, celebrating strengths and accomplishments, and developing a growth mindset that emphasizes the potential for learning and improvement.

Social Skills Training: Considering the impact of demographics on interpersonal skills, the study suggests the need for targeted social skills training programs. These programs can address communication techniques, navigating social cues, and building rapport. Training can be tailored to specific needs, such as those who were born blind versus those who acquired blindness later in life.

REFERENCES

1. Abadali, K.R., Asatsa, S., & Ntaragwe, M. (2021). Adolescents' Social Networking and Self-Concept in Public Mixed Day Secondary Schools in Kajiado North Sub-County, Kenya. *International Journal of Research and Innovation in Social*. 2454-6186.841.
2. Ackerman, C. (2019). What is Self-Concept Theory? A Psychologist Explains. *Positive Psychology*.
3. Al-Kenani, R.A. (2022). Assessment of Mental Orientation and Social Adjustment of Persons with Visual Impairment. *Journal of Positive School Psychology*. 6(1), 1894-1899.
4. Awinii, A. (2021). Friendship formation between visually impaired and non-visually impaired pupils in selected inclusive basic schools in Ghana. *European Journal of Special Education Research*.7(4) Doi: 10.46827/ejse. V 7i4.4056.
5. Banoo, J., & Vaida, N. (2019). Comparative study on emotional and school adjustment of differently abled adolescents. *International Journal of Economic Perspectives*,13(1), 35-45.
6. Tunde-Ayinmode, M.F., Akande, T.M., & Ademola-Popoola, D.S. (2011). Psychological and social adjustment to blindness: Understanding from two groups of blind people in Ilorin, Nigeria. *Annals of African Medicine*. (10)2.
7. Atmowardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*. 197-204.
8. Augestad, L. B. (2017). Self-concept and self-esteem among children and young adults with visual impairment: A systematic review. *Cogent Psychology*, 4(1), 1319652. Doi: <https://doi.org/10.1080/23311908.2017.1319652>.
9. Augestad, L. B. (2017). Mental health among children and young adults with visual impairments: A systematic review. *Journal of visual impairment & blindness*, 111, 411- 425.
10. Beteinaki, E. (2019). Social interactions and friendships of adolescents with visual impairments. School of education and communication (HLK) Jönköping University.
11. Brunen, A., B. Hansen, M. & Heir, T. (2019). Loneliness among adults with visual impairment: prevalence, associated factors, and relationship to life satisfaction. *Health Qual Life Outcomes* 17(24). <https://doi.org/10.1186/s12955-019-1096-y>.
12. Chirico, F. (2016). Spiritual well-being in the 21st century: It's time to review the current WHO's health definition. *J. Health Soc. Sci.* 1, 11–16.
13. Chu, H.Y., & Chan, H S. (2022). Loneliness and Social Support among the Middle-Aged and Elderly People with Visual Impairment. *Int J Environ Res Public Health*. 19(21):14600. Doi: 10.3390/ijerph192114600.
14. Cmar, J. L., & Markoski, K. (2019). Promoting self-determination for students with visual impairments: A review of the literature. *Journal of Visual Impairment & Blindness*, 113(2), 100-113. Doi: <https://doi.org/10.1177/0145482X19839796>.
15. Cook, T. D., & Campbell, D. T. (1979). *Quasi-Experimentation: Design & Analysis Issues for Field Settings*. Houghton Mifflin.
16. Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and Conducting Mixed Methods Research* (3rd ed.) Sage Publications.
17. Dehghan, F., Kaboudi, M, Alizadeh, Z., & Heidari sharaf, P. (2020) The relationship between emotional intelligence and mental health with social anxiety in blind and deaf children, *Cogent Psychology*, 7: 1716465.
18. Demmin, D.L., & Silverstein S.M. (2023). Visual Impairment and Mental Health: Unmet Needs and Treatment Options. *Clinical Ophthalmology*.
19. Datta, P. & Talukdar, J. (2015). The impact of vision impairment on students' self-concept. *International Journal of Inclusive Education*. 20(6). DOI: 10.1080/13603116.2015.1111441.
20. Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*, 10, 85.

21. Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Personality and Social Psychology*, 44, 113-126.
22. DeVellis, R. F. (2017). *Scale Development: Theory and Applications* (4th ed.). Sage Publications.
23. Edwards, A. (2016). Understanding the resilience processes involved in social participation amongst visually impaired adults in the UK.
24. Eguavoen E.O., & Eniola M.S. (2016). Influence of self-concept and social acceptance on academic achievement of students with visual impairment in Oyo State, Nigeria. *An International Journal of Arts and Humanities*.5(3):213.
25. Fatima, I., Ashraf, S., & Jahan, M. (2022). Identifying the factors that impact self -concept and self-esteem of persons with visual impairment .*Pakistan journal of humanities and social sciences*.1487 - 1496.
26. Guba, E. G. (1981). Criteria for Assessing the Trustworthiness of Naturalistic Inquiries. *Educational Communication and Technology*, 29(2), 75-91.
27. Gudonis & Klopota (2017). Features of Interpersonal Interaction of Blind and Visually Impaired Youth with Student Group. *Pedagogy*. 132–142.
28. Habeeb, K.T. (2017). An Analysis of Self-Concept in Middle Adolescents. *Research Journal for Interdisciplinary Studies*.
29. Harris M.A., & Orth, U. (2020). The link between self-esteem and social relationships: A meta-analysis of longitudinal studies. *J. Personal. Soc. Psychol.* 2020 ;119 :1459–1477. Doi : 10.1037/pspp0000265.
30. Heppe, E. C. M., Kef, S., de Moor, M. H. M., & Schuengel, C. (2020). Loneliness in young adults with a visual impairment: Links with perceived social support in a twenty-year longitudinal study. *Research in Developmental Disabilities*, 101, 1-10. [103634]. <https://doi.org/10.1016/j.ridd.2020.103634> .
31. Hosseini, A. A., Allahi, Z., & Kahrazahi, M. (2022). The effect of teaching handicrafts through study methods on self-esteem of visually impaired students. *Research in Teaching*, 10(1), 181-163. Doi: [HTTPS://WWW.DOI.ORG/10.34785/J012.2022.007](https://www.doi.org/10.34785/J012.2022.007).
32. Jabeen, S. M., & Ahter, M. (2018). A Comparison of Students' Self-Concept on the Basis of Visual Impairment and Normal Vision. *Bulletin of Education and Research*, 40(3), 145-156.
33. Jessup G., Bundy A. C., Broom A., & Hancock N. (2017). The social experiences of high school students with visual impairments. *J. Vis. Impair. Blind.* 111, 5–19. Doi: 10.1177/0145482x1711100102.
34. Jindal-Snape, D. (2004). Generalization and maintenance of social skills of children with visual impairments: self-evaluation and the role of feedback. *JVIB*. 98(8):1–23.
35. Justin, A., Haegele, J. A., & Zhu, X. (2019). Physical Activity, Self-efficacy and Health-related Quality of Life among Adults with Visual Impairments. *Disability and rehabilitation. Taylor & Francise online*. <https://doi.org/10.1080/09638288.2019.1631397>.
36. Kamali, N., & Ashori, M. (2023). The effectiveness of orientation and mobility training on the quality of life for students who are blind in Iran. *British Journal of Visual Impairment*, 41(1), 108–120. <https://doi.org/10.1177/02646196211019066>.
37. Kapinga, O. S., & Aloni, M. (2021). Measuring levels of self-esteem of students with visual impairments in regular schools in Tanzania. *Br. J. Vis. Impair.* 026461962110516. Doi: 10.1177/ 02646196211051685.
38. Kombo, D., & Tromp, D. (2016). *Proposal and Thesis Writing*. Nairobi: Paulines.
39. Krejcie, R.V., & Morgan, D.W., (1970). *Determining Sample Size for Research Activities*. Educational and Psychological Measurement.
40. Leat, S. J., & Lovie-Kitchin, J. E. (2013). Self-assessment of the frequency of completion and the difficulty of daily vision tasks for people with visual disability. *Ophthalmic and Physiological Optics*, 33(6), 652-660.
41. Luca, C. & Liliana, M. (2020). *Study on the Level of Self-Esteem in Visually Impaired Students*.
42. Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Sage Publications.
43. Liu, Y., Liu, H., and Liu, Z. (2021). The relationship of self-presentation, psychological needs, and exercise dependence in college students with overweight. *Front. Psychol.* 11:625501. Doi: 10.3389/fpsyg.2020.625501.
44. Majid, U. (2018). *Research Fundamentals: Study Design, Population, and Sample Size*.
45. Manitsa, I., & Doikou, M. (2022). Social support for students with visual impairments in educational institutions: an integrative literature review. *Br. J. Vis. Impair.* 40, 29–47. Doi:

10.1177/0264619620941885.

46. Maniu, E., A., Maniu, D., A., Grosu, V., T., & Grosu, F., E. (2019). Movement activities and quality of life of visually impaired students. In V. Chis (Ed.), *Education, Reflection, Development – ERD 2019*, vol 85. European Proceedings of Social and Behavioural Sciences (pp. 560-567). European Publisher. <https://doi.org/10.15405/epsbs.2020.06.56>.
47. Manyumwa, E. (2018). Inclusion and the psychosocial experiences of students with visual impairments in a Zimbabwe state university. *African Educational Research Journal*6(3). 190-196.
48. Messick, S. (1980). Test Validity and the Ethics of Assessment. *American Psychologist*, 35(11), 1012-1027.
49. Miklyaeva, A. V., & Gorkovaya, I. A. (2018). Self-esteem of adolescents with visual impairments as a predictor of hardiness. *Soc. Welfare Interdiscip. Approach* 8, 94–105. Doi: 10.21277/sw. v 2i8.331.
50. Mishra, S. B., & Alok, S. (2017). *Handbook of Research Methodology*. Edu creation.
51. Mukhopadhyay, S., Moswela, E.M., & Habulezi, J. (2021). Experiences of learners with visual impairments in Botswana primary schools. *International Journal of Inclusive Education* DOI: 10.1080/13603116.2021.1965802
52. Olaz, F., & Castejón, J. L. (2017). Perceived quality of life and subjective well-being in adults with visual impairment: A literature review. *Qualitative Vision Rehabilitation and Therapy*, 1(1), 14-23.
53. Onabolu, O.O., Jagun, O. O., & Ebonhor. M. (2019). The impact of blindness on the Socio-economic lives of young adults in South Western Nigeria. *International Journal of Current Research and Review*. DOI: <http://dx.doi.org/10.31782/IJCRR.2019.11192>.
54. Pandey, R.K. (2018). Study of Adjustment of Visually Impaired Students. *Universal Journal of Educational Research* 6(11): 2562-2571, 2018 <http://www.hrpub.org>. DOI: 10.13189/ujer.2018.061121.
55. Pandith, A., Malik, M., & Ganai, M. (2012). Self-concept and level of aspiration among hearing impaired, visually impaired and crippled secondary school students of district Baramullah, J & K. *International Journal of Current Research*, 4(1), 115-118.
56. Papadopoulos, K. & Papakonstantinou, D. (2020). The Impact of Friends' Social Support on Depression of Young Adults with Visual Impairments. *International Journal of Disability, Development and Education*, 67:5, 484-496.
57. Reema, (2010). A study of relationship between self-concept and adjustment of visually impaired adolescents studying in inclusive and special schools, Ph.D. (Education). Jamia Millia Islamia, New Delhi.
58. Robertson, A.O., Tadić, V., & Rahi, J.S. (2021) This is me: A qualitative investigation of young people's experience of growing up with visual impairment. *PLoS ONE* 16(7): e0254009. <https://doi.org/10.1371/journal.pone.0254009>.
59. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of personality and social psychology*. 57(6), 1069.
60. Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of personality and social psychology*, 69(4), 719.
61. Saikia, R. (2020). A Study on Self-Concept. *International Education and research Journal*.
62. Saleem, J., Saleem, S., Ikram, S., Inam, S., Siddiqui, A., & Ain, Q. (2022) Self-esteem and Social Intelligence in Visually Impaired Adolescents. *Pakistan Journal of Medicine and Health Sciences*. 17(1).
63. Samokhvalova, A. G. & Kryukova T. L. (2017). Teens' coping/non-coping with communication difficulties in a special boarding school setting. *Social Welfare: Interdisciplinary Approach*, 7 (1), 104-117, DOI: <http://dx.doi.org/10.21277/sw.v1i7.288>.
64. Sarma, A.M. (2020). Gender Difference in Self Concept of Visually Impaired and Sighted Students of Barhampur Block of Nagaon District of Assam -A Case Study. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 17 (9).
65. Shenton, A. K. (2004). Strategies for Ensuring Trustworthiness in Qualitative Research Projects. *Education for Information*, 22(2), 63-75.
66. Siedlecki, S. (2020). Understanding Descriptive Research Designs and Methods. *Clinical nurse specialist*. 34(1):8-12.
67. Sim, O. (2020). Analysis of the resilience process experienced by people living with visual impairment. *J. Environ. Res. Public Health*. 17, 2819.
68. Teddlie, C., & Tashakkori, A. (2009). *Foundations of Mixed Methods Research: Integrating Quantitative*

- and Qualitative Approaches in the Social and Behavioral Sciences. Sage Publications.
69. Terziev, V. (2019). Conceptual Framework of Social Adaptation.
 70. Trochim, W. M. K. (2006). Validity. Research Methods Knowledge Base.
 71. Toyon, M.A.S. (.2021). Explanatory sequential design of mixed methods research: Phases and challenges. *International Journal of Research in Business and Social Science* 10(5).253-260.
 72. WHO (2002). Total blindness, World Health Organization, Geneva.
 73. Yildiz, M.A., & Duy, B. (2013). Improving Empathy and Communication Skills of Visually Impaired Early Adolescents through a Psycho-education Program. *Educational Sciences: Theory & Practice* - 13(3).1470.
 74. Yuan, W., Xie, Z., Dong, P., & Yang, Y. (2022). Linking perceived social support to self-esteem and social integration among adolescents with visual impairment: A cross-lagged study. *Front Psychol.* Doi: 10.3389/fpsyg.2022.
 75. Zed, N.N.A., & Ibrahim, S.A. (2022). & Emotional intelligence and its relationship to future anxiety for blind adolescents. *Egyptian Journal of Social Work (EJSW)*
 76. Zhou, M., & Lin, W. (2016). Adaptability and Life Satisfaction: The Moderating Role of Social Support. *Front Psychol.* 7 :1134. Doi : 10.3389/fpsyg.2016.01134. PMID: 27516753; PMCID: PMC4963457.