Influence of Self-Concept and Social Acceptance on Academic Achievement of Students with Visual Impairment in Oyo State, Nigeria

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Abstract

Students with visual impairment do experience discrimination, stigmatization, neglect and isolation from significant others around them. These unsavory experiences do have significant impact on their normal learning process. Although several studies have been conducted on the teaching and learning of students with visual impairment, little or no attention is paid to the impact of certain factors affecting their academic achievement. This study, therefore, examined the influence of self-concept and social acceptance on academic achievement of students with visual impairment in Oyo state. Using

descriptive research design of correlational type, twenty-seven students with visual impairment were selected using enumerative sampling technique from junior secondary schools in Oyo State. A structured questionnaire having three research instruments were used for data collection: Self-concept Scale for Blind Adolescents (r = 0.82), Social Acceptance Scale (r = 0.72) and Academic Achievement Test (r = 0.75). Two hypotheses were tested at the 0.05 level of significance. Data obtained were analysed using Pearson product moment correlation statistics. The results indicated that there was significant relationship between academic achievement and self-concept of students with visual impairment in Oyo state (r = 0.21; P < .05) and social acceptance and academic achievement of students with visual impairment in Oyo state (r = 0.36; P< .05). Based on the findings, recommendations were made that parents of children with visual impairment should treat all children equally with their sighted peers to improve their self-concept which will impact positively on their academic achievement in school, special educators should be given methodological guidance in order to work on this throughout the educational process for students with visual impairment to enhance their academic achievement.

Key words: Self-concept, Social acceptance, Academic achievement, Visual impairment.

Introduction

The importance of vision in the life of an individual cannot be overemphasized. Therefore, any problem that results to loss of sight will adversely affect the individuals concerned as this will lead to difficulties in understanding the world around such an individual. Many researchers have reported the challenges facing students with visual impairment in the conduct of the ordinary relationships of everyday life (Parry, 2007; Adebiyi, 2004 & Komolafe, 2004). They list the challenges to include restriction of movement, financial and social problems, restricted recreation choices, limited job opportunities, anonymity and personality integration as well as loss of confidence in themselves and their abilities.

Visual impairment refers to a condition of vision loss of a person to such a degree as to require an additional support for the ability to see but due to a significant limitation of visual capability resulting from either disease, trauma, or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction, medication or surgery, (Arditi & Rosenthal, 1998). Visual impairment is usually characterised by idleness, anti-social behaviour, poor self-concept, slow and restricted movement, irrational beliefs, socially withdrawn disposition as well as social stigma (Adebiyi, 2004; Komulainen & Aro, 1999). Adebiyi (2004) believes that the way the child with visual impairment is treated and the negative experiences he/she has with peers during the school years will contribute to those characteristics. Further, lack of adequate information on education, vocation as well as

socio-personal matters is associated with students having visual impairment. The overall effects of the challenges highlighted above on visual impairment constitutes problems for the students with visual impairment most especially on how they perceive themselves (self-concept) as well as how the society sees and interact with them (social acceptance) in order to enhance their social and academic status.

Academic achievement, which is the totality of the outcomes from the individual inputs mediated through group structure and operations is a major variable in this study. It is a multidimensional element of an individual's behaviour which can be described in broad and/or general terms, or described in minute details (Omotere, 2011). Performance is the degree of change in expectancy values resulting from group orientations. Psychologists, social workers, educationists and rehabilitation experts in the field of special education are becoming more concerned in the academic achievement of students in various subject areas especially for students with visual impairment and the factors responsible for such performance. In order to ensure that students with visual impairment achieve better educational outcomes, professionals in the field of visual impairment deem it important to understudy certain factors such as self-concept and social acceptance which affect their academic achievement.

Academic achievement of students with visual impairment in secondary schools and other institutions of learning can be enhanced and/or marred by several factors such as their personal or significant self-concept and social acceptance among others. Self-concept is the accumulation of knowledge about the self which provides the opportunity for the individual to understand the relationship between the self and their social world. Studies have confirmed that children and adolescents begin to integrate social information into their own self-concept in elementary schools by assessing their position among their peers. These activities affect children's behaviour thereby impacting on their academic achievement in schools.

Social acceptance is a term referring to the ability to accept, or to be able to tolerate differences and diversity in other people or groups of people. It consists of three types of characteristics: social awareness and interest in peers, communication and lay, and friendship making-social skills. When a child is born with visual impairment in a family, community and the larger society, people perceive him differently. Isolation is often experienced by persons with visual impairment because the sighted believes that by associating with them, their dignities are being reduced and fear that they might receive negative stigma and labeling from their sighted friends and others. The negative attitudes towards persons with visual impairment makes them passive, develop poor self-concept, slow and restricted movement as well as irrational beliefs which ultimately will impact negatively on their academic achievement.

Students with visual impairment do experience discrimination, stigmatisation, neglect and isolation in the course of their studies from significant others around them.

These unsavory experiences do have significant impact on their normal learning process. Previous studies have examined teaching and learning of students with visual impairment but little or no attention is paid to the impact of certain factors affecting their academic achievement. Therefore, this study, examined self-concept and social acceptance as they affect academic achievement of students with visual impairment in Oyo state, Nigeria.

Objectives

The main objective of this study was to examine self-concept and social acceptance as correlates of academic achievement of students with visual impairment in Oyo State, Nigeria. Specifically, the study examined:

- the relationship between self-concept and academic achievement of students with visual impairment in Oyo State.
- the influence of social acceptance on academic achievement of students with visual impairment in Oyo State.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between self-concept and academic achievement of students with visual impairment in Oyo State, Nigeria.
2. There is no significant relationship between social acceptance and academic achievement of students with visual impairment in Oyo State, Nigeria.

Literature Review

Self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles (Hoffman, Hattie & Borders, 2005). Beginning in infancy, children acquire and organize information about themselves as ways to enable them understand the relationship between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers.

During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Trautwein, Ludtke, Nagy & Marsh (2009) indicate that children and adolescents begin integrating social information into their own self-concept in elementary school by assessing their position among their peers. Gest, Rulison, Davidson, & Welsh (2008) reveal that peer acceptance has a significant impact on one's self-concept by age 8, affecting children's behaviour and

academic success. Both of these research examples capsulate the social influences on a person's self-concept. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into cognitive mental representations or self-schemas, which direct the processing of self-relevant information (McArthy, 2010).

The eye is a social organ that links an individual to his/her surroundings. In many societies such as Nigerian, there are certain misconceptions about persons with visual impairment. These general misconception and general negative attitudes towards persons with visual impairment tend to affect them adversely. This, according to Adebiyi (2004), makes them unconsciously accept wrong perceptions about themselves and internalize these negative misconceptions by the sighted. Thus, it leads students with visual impairment to have low self-concept. This low self-concept has effects on the way these students socialize and interact with people.

It has been shown by Cokely (2000) and Marsh (2006) that self-concept, whether high or low, is a primary predictor of achievement levels. As a result, a student with special needs who found him/herself in an educational setting with an already low self-concept tend to have, his or her academic achievement lowered. Several studies conducted in western countries to illustrate the relationship of self-concept to academic achievement of "special students" have found that reading disabled children have poor perception of not only their reading skills but also of their non-academic and cognitive abilities (Adebiyi, 2004; Nduromo, 1980). According to the findings, these children were first tested and then asked to rate their best performance on a point scale (l=positive; 1-negative). The findings indicated that the students viewed themselves as being inferior in many of the cognitive tasks. Also, they did accurately rate their performance in comparable cognitive areas as being positive or negative.

Similarly, a study conducted with Swedish students who perceived their competence negatively showed lower academic achievement and self-evaluations of competence, lower future expectations of success with respect to most academic school subjects, and higher levels of anxiety when compared to other students. Conversely, Cokely (2002) in a study conducted in the United States found that lower academic achievement did not affect perceived self-evaluation. Also, Awad, (2007) in a study carried out with African American students found an indirect causal relationship between self-concept and academic achievement. From these studies, it could be inferred that individuals' beliefs about the self are hierarchically organized and involve beliefs about general or global competence as well as beliefs about specific abilities that are valued by the culture.

It would seem logical to reason that a poor self-concept, which implies a lack of confidence in the environment, would be related to deficiency in one of the most important areas of accomplishment for children - their performances in school. It is not

surprising therefore, that studies by (Guay, Marsh & Bolvin, 2003; Mucherah, 2010) have documented a significant relationship among variables such as academic achievement, school satisfaction, and self-concept. The vacuum created in the literature of the relationship between self-concept and academic achievement of students with visual impairment would be bridged in the course of this work.

Theoretically, the impact of self-concept on academic achievement outcomes is compelling. Research indicates that self-concept influences academic achievement differently depending on race or culture (Hartman & Everson, 1996; Marsh & Hau, 2004; Worrell, 2007). Yet little empirical research has examined whether self-description influences student academic achievement outcomes across cultures (Marsh, Trautwein, Ludtke, Koller & Baumert, 2006). Marsh, Hau and Kong (2002), in discussing the impact of Chinese culture on self-concept, stated that previous research suggests that Chinese students differ from Western students in ways that may be relevant to how they construct their self-concepts. In a related study examining the self-description of American and Chinese children, Wang (2004) found that Chinese children focused on social roles and interactions in describing themselves while American children focused more on individual roles and personal goals. Wang suggests therefore, that cultural values and beliefs about self-play a crucial role in shaping an individual's self-concept. The study concludes that the framework of culture is embodied in the construct of the self. It has also been noted that this relationship has been reported for children at all grade levels, from the primary grade levels through college (Guay, Marsh & Boivin, 2003). Academic success and positive self-concept have also been shown to be positively correlated in Black and Hispanic children.

There is a strong empirical evidence indicating differences in the conceptualization of self and academic achievement according to sex and age (Awad, 2007; Cokely, 2000; Thomson & Zand, 2007). Research, mostly in Western and European cultures, has established that self- concept has a significant influence on student outcomes (Spinath, Spinath, Harlaar & Plomin, 2006). Students' perceptions of the fit between their self -concept and academic demands are important for learning outcomes. Indeed, self- concept researchers have found a relationship between the way students describe themselves and their academic achievement (Harter, 1996; Harlaar, Spinath, Spinath & Plomin, 2006; Marsh, 2006).

Further, the problem of under-achievement of children at school has a long history in educational psychological research. In the 1920s, psychologists generally assumed that the IQ was the major predictor of school achievement, but that other factors such as family background, personality characteristics, attitudes and interests also contributed to academic success or failure. Thus, the correlations either of achievement or of achievement discrepancy scores with measures of emotional stability

or neuroticism, positive or negative self-concept, anxiety, aggression and introversion have earlier been confirmed. (Worrell, 2007)

Many of the successes and failures that people experience in many areas of life are closely related to the ways they have learned to view themselves and their relationships with others. While considerable attention in educational psychology has focused on cognitive and instructional aspects of human learning, relatively little empirical effort has been applied to investigating the influence of affective factors in learning. But more recently, an upsurge of interest in self-referent constructs have become apparent. This interest is particularly evident in the areas of self-concept and self-efficacy. Research efforts, here strongly suggest that self-perceptions are important meditational influences which define for individuals the nature of their relationships with other people, the types of behaviour and tasks in which they will engage, the state of tension they will experience, and in turn, how individuals will perceive themselves, (Marsh, 2006).

Marsh (2006) opines that there is a continuous flow between the self and the stream of experiences involved in the process of living and learning in school. He further states that a student perceives, interprets, accepts, rejects, or resists what he/she encounters at school in the light of the way he/she sees himself/herself as a person generally and as a student. He then concludes that there is a mounting body of evidence to suggest that a student's performance in an academic setting is influenced, in both subtle and obvious ways, by his/her concept of self. For example, Hilton (1986) cited the work of Roth (1959) which investigated the role of self-concept in achievement and concludes that: in terms of their conception of self, individuals have a definite investment to perform as they do. With other things being equal, those who do not achieve, choose not to do so, while those who do achieve, choose to do so. Most of these studies have been mainly carried out on "normal" subjects. Hilton (1986), in supporting the assertion of Weiner states that: one key factor, and one thought to adversely influence achievement outcomes, is the negative labels commonly associated with handicapped individuals. And depending on the individuals, one or more labels could reinforce feelings of inferiority and isolation. These in turn, can result in negative or otherwise adverse effects on the development of one's self-concept.

Spinath, Spinath, Harlaar & Plomin (2006) also share the same views with previous researchers that self-concept, whether high or low, is a primary predictor of achievement levels. Accordingly, if a student with special needs enter an educational setting with an already low self- concept, his or her academic achievement could be similarly lowered. Several studies have been conducted in western countries to illustrate the relationship of self-concept to academic achievement of "special students." One in particular (Nduromo, 1980) investigated whether reading disabled children have poor perception of not only their reading skills but also of their non-

academic and cognitive abilities. These children were first tested, and then asked to rate their best performance on a point scale (l=positive; 1-negative). The findings indicated that the students viewed themselves as being inferior in many of the cognitive tasks. Also, they did accurately rate their performance in comparable cognitive areas as being positive or negative.

Relative to an exploration of self-concept and specific school subjects, Marsh, Trautwein, Ludtke, Koller & Baumert (2006) found that fifth grade girls had lower Math self-concepts than did boys even though their Mathematics performance was better (on standardized tests and according to teacher ratings). Marsh et al suggest math self-concept for girls dropped in relation to that of boys before the corresponding drop in math achievement, suggesting that math self-concept may have a causal role in the subsequent decline in math achievement. In the same study, boys had lower scores for verbal achievement and verbal self-concept; however, the sex difference in verbal self-concept could be explained in terms of boys' lower verbal achievement. In further explaining the importance of these findings, Marsh et al (2006) states that because sex stereotypes suggest that girls have better verbal achievement than do boys, their verbal self-concept may be even higher than can be explained by objective achievement differences. The same explanation holds true for boys and Math self-concepts; that is, because sex stereotypes suggest that boys have better Math achievement than do girls, their Math self-concept may be even higher than can be explained by objective achievement differences. Indeed, these sex differences in academic self-concept may causally affect subsequent academic achievement.

The need to interact effectively among people in the society (both peers and adults) is one of the most important aspects of human development. Social competence describes degree to which children and youths are able to establish and maintain satisfactory inter personal relationship, gain peer acceptance make friendship and terminate negative or pernicious and interpersonal relationship. This predicts long term psychological and social adjustment and according to Kupersmidt, Coie & Dodge (1990), social interaction is the ability to satisfactorily maintain this interpersonal relationship. Social acceptance can be defined as ability of the people in the society to fully interact with students with visual impairment without any sort of restriction or discrimination.

Children in early and middle childhood develop an increasing ability to engage in social comparison and evaluate their global self-worth, both of which are closely tied to assessments of their social acceptance (Harter, 1999). As early as age 11, for example, positive social relationships have been associated with greater self-esteem, and poor relationships with peers has been associated with low self-esteem in a middle school sample (Frenzel & Pekrum, 2007). Positive relationships with friends predicted greater self-esteem in the same middle school sample (Frenzel & Pekrum, 2007).

Adolescents who struggle with social acceptance have also been found to be at risk for low self-esteem. High school students who perceive themselves to be lonely have been found to be at greater risk for low self-esteem (McWhirter, Besett-Alesch, Horibata, & Gat, 2002), and those who experience low levels of social acceptance have been found to have significantly more negative self-perceptions (Ginsburg, Greca & Silverman, 1998). According to Bullock (1992), adolescents who reported few positive friendships were significantly more likely to report low self-esteem. Data from Ginsburg and associates (1998) suggests that children who experience low levels of social acceptance can become habitual targets of their peers' teasing and have difficulty establishing any close friendships.

Adebiyi, (2004) and Ajobiewe, (2007) both agree that blindness isolates the victims from the coziness of the reference group to the less fortunate minority membership. The loss according to them is in most cases obvious and sets in motion a chain of actions from the society. Social acceptance is the active inclusion of children into peer group activity. Some children with disabilities (28 percent) were socially accepted by their peers. Social acceptance consisted of three types of characteristics: social awareness and interest in peers, communication and lay, and friendship making-social skills. When a child is born with visual impairment in a family, community and the larger society, people perceive them differently. This is particularly true because perception to a great extent is a learned process in which individual learns in his own way from his own experiences and this attitude could be positive or negative.

Ajobiewe (2007) opines that visual impairment places the individual concerned and members of his family at a lot of disadvantages; ranging from discrimination and negative attitudes, to lack of acceptance, isolation and neglect. The person with visual impairment on his part faces even more challenges and difficulties as he experiences problems in the areas of visual feedback, access to print information, mobility, self-care skills, money management and a host of other problems.

Although there is agreement that students without impairment interact more often with others without impairment than they do with those with visual impairment (Hestenes & Carroll, 2000), many children with disabilities have successful social relationships with their typically developing peers. According to Odom & Beckman (2002), frequent interactions with children with disabilities alone cannot be used to determine a complete view of their social relationships. They therefore, suggested that a multimethod approach be used in order to broaden the perspectives from which social relationship of children with special needs could be viewed. In their work, they combined observations of children's interactions with peers, peers' ratings of how much they like to play with others in their classrooms, and teachers' and parents' descriptions of friendships to develop indices of children who were socially accepted and socially rejected. Although children with disabilities were rejected more than their typically

developing peers, about one-third of the children in their sample of 80 were well accepted by their peers. Those well-accepted children had a number of characteristics and abilities in common. They had effective social skills, had at least one friend, could communicate with and show affection toward others, could engage in pretend play, and were interested in interacting with their peers. Children who were rejected had a number of characteristics in common as well. These children lacked effective communication and social skills, were disruptive, came into conflict with other children, and were often physically aggressive.

One of the major challenges a person with learning disability usually meets in life is social acceptance in spite of the enormous efforts put forth by families, the skilled special educators, and mental health professionals. According to (Frengut, 2011), a learning disabled (LD) student must be capable of gaining acceptance into a societal structure that can be cruel and rejecting at times. By definition, the learning challenged individual already feels marginalized from mainstream society, and entry into the world community places a tremendous burden on their shoulders. An LD student may have developed strategies for learning but be lacking in the social graces. Many students have commented that they spent too much time on their special academic needs and not enough time just socializing with friends. Sadly, and for many, without the necessary social skills, an LD student faces a bleak outlook for the future in the real world. (Frengut, 2011)

Fenzel (2007) found a bi-directional influence of social acceptance and self-esteem with regards to students' performance in grades 5 and 6. Therefore, although the preceding studies have provided much valuable information but not much work has been done on the effect of social acceptance on academic achievement. Weiner (1980) cited in Miller (2001), for example, has shown that labels can determine affective reactions to achievement outcomes. Hilton (1986), in supporting this assertion of Weiner states that: One key factor, and one thought to adversely influence achievement outcomes, is the negative labels commonly associated with handicapped individuals. And depending on the individuals, one or more labels could reinforce feelings of inferiority and isolation. As a result, it has negative effect on academic achievement of such persons.

Methodology

The research design adopted for this study is correlational design of *ex-post-facto* type. This was used to examine the relationship of self-concept and social acceptance on academic achievement of students with visual impairment in secondary schools in Oyo state. The population of the study consists of students with visual impairment in junior secondary schools in Oyo State. Though there was difficulty in getting accurate data on the number of students with visual impairment in junior secondary schools from relevant government ministries, it was however, evident from visits made to the schools

that there are approximately twenty-seven (27) students with visual impairment in JSS classes in the schools under study in Oyo State. The respondents were selected among students with visual impairment (totally blind) after screening them using Snellen chart to really ascertain their visual state in the selected schools using enumerative sampling technique in selecting respondents for the study. This non-probabilistic sampling technique is appropriate due to the peculiar nature and number of both the schools and the respondents used in this study. The main instrument used for data collection is a structured questionnaire for the purpose of eliciting information from secondary school-going respondents who have visual impairment. The instrument is a standardized one which is made of three sections. Section A was aimed at eliciting demographic information of the respondents, section B was for self-concept, section C was for social acceptance while section D was for academic achievement test.

Results

The findings of the study based on the hypotheses raised to guide the conduct of the study are presented in form of tables with references made to each of the hypotheses.

Hypothesis One: There is no significant relationship between self-concept and academic achievement of students with visual impairment in Oyo State, Nigeria.

This hypothesis was tested and the result is summarized in Table 1.1

Table 1: Summary of correlation between academic achievement and self-concept

Variable	Mean	Std. Dev.	N	R	P	Remark
Academic achievement	24.5373	12.7853				
			27	.210*	.027	Sig.
Self-concept	40.7313	7.5047				

** Sig. at .01 level, * Sig. at .05 level

It could be observed from table 1 that there was significant relationship between self-concept and academic achievement of students with visual impairment in Oyo State (r = .270*, N= 27, P < .05). The hypothesis which states that there is no significant relationship between self-concept and academic achievement of students with visual impairment in Oyo State is therefore, rejected. This implies that there is a significant relationship between academic achievement and self-concept of students with visual impairment in Oyo State.

Hypothesis Two: There is no significant relationship between social acceptance and academic achievement of students with visual impairment in Oyo State.

This hypothesis was tested and the result is summarized in Table 2.

Table 2: Summary of relationship between social acceptance and academic achievement of students with visual impairment in Oyo State

Variable	Mean	Std. Dev.	N	R	P	Remark
Academic achievement	24.5373	12.7853	27	.358*	.000	Sig.
Social acceptance	67.9851	6.6935				

** Sig. at .01 level, * Sig. at .05 level

It is shown in the above table that there was significant relationship between social acceptance and academic achievement of students with visual impairment in Oyo State, Nigeria (r = .358*, N= 67, P< .05). The hypothesis which states that there is no significant relationship between social acceptance and academic achievement of students with visual impairment in Oyo State is therefore rejected. This means that there is a significant relationship between social acceptance and academic achievement of students with visual impairment in Oyo State.

Discussion

Hypothesis One: Hypothesis one stated that there is no significant relationship between self-concept and academic achievement of students with visual impairment in Oyo State. The result indicated that there was a significant relationship between self-concept and academic achievement of students with visual impairment in Oyo State. This finding corroborates the findings of Cokely (2000) as well as Marsh (2006) that have found that self-concept, irrespective of whether high or low, is a primary predictor of achievement levels. In addition, studies with African American students found an indirect causal relationship between self-concept and academic achievement (Awad, 2007). It is therefore not surprising that; the findings by (Guay, Marsh & Bolvin, 2003; Mucheraha, 2010) have equally documented a significant relationship among variables such as academic achievement, school satisfaction, and self-concept with learners.

This finding interestingly partly supports Smith (2007) who submitted that the loss of vision often affects the individuals in significant ways limiting their mobility, access to printed information and independent living and academic achievement. Although the finding also corroborated earlier research outcomes of Hartman & Everson, (1996), Marsh and Hau, (2004) as well as Worrell, (2007), in their various studies, found that self-concept influences academic achievement differently

depending on race or culture and of course physical disposition and as it were, that of the physically challenge persons.

Hypothesis Two: Hypothesis two stated that there is no significant relationship between social acceptance and academic achievement of students with visual impairment in Oyo State. This hypothesis was tested and the result revealed that there was a significant relationship between academic achievement and social acceptance of students with visual impairment in Oyo. The finding corroborated the finding of Hatkin and Taggart (2001) who found that students with high level of social acceptance achieved high academic standards. It also confirmed the finding of Frengut, (2011) who found that the learning disabled (LD) students are capable of gaining acceptance into a societal structure that could be cruel and rejecting at times.

Although there is agreement that students without impairment interact more often with others without impairment than they do with those with visual impairment (Hestenes & Carroll, 2000), many children with disabilities have successful social relationships with their typically developing peers. Odom & Beckman (2002) suggested that looking only at the frequency of interactions for children with disabilities, a complete view of their social relationships could not be ascertained.

Conclusion

The challenges facing students with visual impairment are enormous and most of the challenges emanate from the individuals concerned most especially on how they perceive themselves (self-concept) as well as how the society sees and interacts with them and vice versa (social acceptance) to enhance their social and academic status. These usually affect their academic achievement. This study has found correlations in these variables and academic achievement and recommendations were made to better enhance the performance of students with visual impairment in junior secondary schools not only in Oyo State, but the country at large.

Recommendations

Based on the findings of this study the following recommendations are given:

- ❖ Parents of children with visual impairment should treat all children equally with their sighted peers in order that they will see themselves like every other child and this will make them have positive self-concept about themselves.

- ❖ It is necessary to give adequate attention to the issue of self-concept of students with visual impairment; therefore, special educators should be given methodological guidance in order to work on this throughout the educational process. This will serve as avenue to improve academic achievement of students with visual impairment.

❖ The society will do a lot of good to help students with visual impairment by having positive attitudes towards them and accepting them as being equal in all ramifications. This will bring about positive social acceptance of students with visual impairment and thereby enhance their academic achievement.

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