

Social Media And Personal Factors As Correlates Of Social Adjustment Among Persons With Visual Impairment In Lagos State, Nigeria

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Abstract

Social adjustment plays a vital role in the well-being of persons with visual impairment, shaping their ability to interact, engage in social activities, and live independently. Factors such as age, gender, and the onset of visual impairment can influence social experiences, while modern tools like social media may also play a role in fostering social connections. This study investigates social media and personal factors as correlates of social adjustment of persons with visual impairment in Lagos State. Using a survey research design, the study sampled 100 individuals with visual impairment, including 67 males and 33 females. Data were gathered through a validated questionnaire and analyzed with descriptive statistics frequency counts, percentages, mean, and standard deviation alongside inferential statistics, including Pearson Product Moment Correlation and multiple regression analysis, using SPSS version 25.0. The findings revealed that social media use had a positive and significant relationship with social adjustment ($r = 0.450$, $p < 0.05$), suggesting that engaging online can help persons with visual impairment connect and adapt socially. In contrast, personal factors such as age, gender, and onset of impairment showed a negative but non-significant relationship with social adjustment ($r = -0.035$, $p > 0.05$). Regression analysis further showed that while both social media and personal factors jointly explained 44.6% of the variance in social adjustment, only social media made a significant relative contribution ($\beta = 0.677$, $p < 0.05$), whereas personal factors did not. The study highlights the importance of social media as a tool for promoting social adjustment, recommending improved accessibility, digital literacy programs, and policies that support inclusive online

participation for persons with visual impairment. Personal factors alone, however, appear insufficient to significantly influence social adjustment.

Keywords: Social Media, Personal Factors, Social Adjustment, Visual Impairment

Introduction

Adjustment is the process of responding to the environmental demands and students who positively adjust to new circumstances are able to cope effectively with the demands of life. Neihart (2007) Adjustment refers to the extent to which an individual, regardless of impairment or condition, maintains alignment between themselves and their environment to function effectively. It encompasses various domains, including academic, psychological, social, physical, and emotional adjustment (Abodunrin & Adelabu, 2025). In every human society, individuals are continuously faced with situations that require some form of personal adaptation. Whether in response to life transitions, stressors, environmental pressures, disability, or changing roles, the capacity to adjust is a critical component of psychological and social well-being. Adjustment, as a concept, has gained increasing relevance in educational, clinical, and developmental psychology due to its broad application in understanding how people cope, adapt, and function effectively within their environments

Contemporary scholars agree that adjustment is not a one-time event, but a dynamic and ongoing process. Goldstein and Naglieri (2011), adjustment is a behavioral mechanism that enables individuals to harmonize their internal needs with external environmental conditions, thereby sustaining both emotional and social balance. Levesque (2014) emphasizes this process particularly during adolescence and other transitional phases of life, noting that adjustment allows individuals to respond flexibly to cognitive, emotional, and social demands. Cheng, Lau, and Chan (2014) highlight coping flexibility as an essential

determinant of adjustment outcomes. Their meta-analytic study reveals that individuals who alternate effectively between problem-solving and emotion-regulating strategies tend to achieve higher psychological resilience. This view presents adjustment not only as a reaction to stress, but also as a skill that determines successful adaptation. Ferguson (2022), writing under EBSCO Research Starters, further explains that effective adjustment contributes significantly to emotional regulation, reducing the risk of mental health breakdown and promoting interpersonal harmony.

Several psychological theories provide frameworks for understanding adjustment: Psychoanalytic theory (Freud) which view adjustment as managing internal conflicts between the id, ego and superego. Behavioural theory (Skinner) which views adjustment as learned behaviour reinforced by environmental stimuli. Humanistic theory (Rogers) which emphasizes personal growth, self- acceptance and congruence as indicators of good adjustment. For individuals facing challenges such as persons with disabilities, students in new environments, or individuals undergoing significant life changes, adjustment is a key factor in determining personal well-being, academic performance, and social integration. Social adjustment refers to the process by which individuals adapt to the interpersonal, cultural, and societal norms required to function effectively within their social environment. It encompasses the ability to initiate and maintain relationships, interpret social cues, respond appropriately to social demands and cope with challenges within a given social context. (Levesque, 2014; Ferguson, 2022) Social adjustment for persons with visual impairment

refers to the process through which individuals with limited or no sight adapt to the expectations, norms, and interactions of their social environments. This adaptation involves developing the skills to initiate and maintain relationships, interpret social cues through alternative sensory means, and participate meaningfully in group or community settings. Unlike their sighted peers, persons with visual impairment often encounter additional challenges such as communication barriers, environmental inaccessibility, and social stigma (Sacks & Wolffe, 2011; Levesque, 2014; Kamrul & Miah, 2022).

Visual impairment is a condition characterized by deficiencies in the organ of sight which hinders individuals capability from performing certain functions that require the use of sight. (Abodunrin and Abodunrin 2020). The World Health Organization (2019) defines visual impairment as a condition where an individual's visual acuity is less than 6/18 in the better eye, even with the best possible correction. This means that people with visual impairment cannot see as well as others, even when they use glasses or other visual aids. In support of this, Ajobiwe (2021) notes that the definition of visual impairment must include its functional impact, that is, how it affects a person's daily living and independence.

Social adjustment is a major area of concern for persons with visual impairment, especially within societies where visual ability is often unconsciously linked to independence, intelligence, and participation in daily life. In many communities, including Nigeria, sighted individuals often take for granted the ease with which they interpret body language, facial expressions, and written signs, advantages that are not accessible to those with visual challenges. For individuals who are blind or have low vision, social adjustment involves much more than simply learning how to greet people or be polite. It is a long-term process of building self-confidence, developing alternative ways to communicate, and finding a sense of

belonging in spaces that are not always designed with them in mind. Often, persons with visual impairment face the difficult task of adjusting not only to their own disability but also to the negative attitudes, low expectations, or overprotection from family members, peers, and even educators. Though efforts have been made to promote inclusive education and equal rights for persons with visual impairment, the reality remains that many still face exclusion, particularly in social and academic settings. As such, understanding visual impairment from various angles; medical, functional, and social It is a necessary first step towards improving their inclusion and overall well-being.

Social media has grown to become a powerful force shaping how people communicate, express themselves, and build social networks. It is no longer just for chatting or sharing pictures; it has transformed into a space where individuals connect with others, access news, engage in discussions, and even advocate for social causes. Platforms such as Facebook, WhatsApp, Twitter, Instagram, and TikTok allow users to share their thoughts instantly, meet new people, and stay connected across borders. Kaplan and Haenlein (2010) describe social media as internet-based tools that allow users to create and exchange content, making it more interactive than traditional media. What makes social media unique is that it places power in the hands of users both in terms of content creation and engagement. Asemah (2020) sees social media as a tool for both communication and social transformation. It has redefined how relationships are built and sustained, especially among youths and students. For persons with visual impairment, social media can either serve as a bridge or a barrier depending on how inclusive these platforms are. When designed with accessibility features like screen readers, voice commands, and alt text, social media becomes a space where individuals with visual impairment can fully participate, share their experiences, and connect with others.

However, when such platforms are poorly designed, they may isolate users with disabilities, widening the social gap. Therefore, the role of social media in social adjustment for persons with visual impairment cannot be overlooked, it has the potential to enhance their confidence, voice, and social presence if made accessible.

Personal factors refer to the unique individual characteristics that shape how a person perceives, responds to, and interacts with their environment. These are internal traits or life circumstances that influence behaviour, emotions, and decisions. For persons with visual impairment, personal factors may include age, gender, onset of impairment (whether congenital or acquired). These elements are crucial because they affect how each person copes with their condition, adapts to social settings, and responds to support systems around them. Ajobiewe (2008), personal factors often determine the pace and success of social adjustment, especially when combined with external influences like family support and societal attitudes. The onset of the impairment, whether it is congenital (from birth) or acquired later in life. This distinction has significant implications for social adjustment. Pierangelo and Giuliani (2007) explain that individuals who lose their vision later in life often struggle more with emotional adjustment because they must relearn how to interact with the world. On the other hand, those born blind often develop alternative skills from an early age, which helps them integrate more smoothly. Chukuka (2014) added that persons with acquired impairment may battle with depression and loss of independence, while Olukotun (2003) noted that congenital blindness can allow for the development of refined compensatory behaviors.

Gender is another personal factor that cannot be ignored. Females with visual impairment may experience a double burden: facing not just the social stigma of disability, but also the limitations placed on them by gender norms. While both males and females with visual impairment struggle with social acceptance,

females often face increased dependency, protectionism, or even exclusion from decision-making spaces. In contrast, visually impaired males might receive more social encouragement to be independent, but are still pressured by societal expectations of masculinity and provision. The intersection of gender and disability can, therefore, influence how much freedom a person has to explore social relationships or take part in group activities, especially in educational or professional settings. (Obani, 2006; Ajobiewe, 2006)

Age also matters. Younger individuals, particularly students or adolescents, are still forming their identities and may find it harder to cope with social rejection or misunderstanding. Their stage of development makes social inclusion especially important, as it shapes their long-term self-esteem and adjustment. On the other hand, older individuals with visual impairment may have more life experience, but they might also face greater isolation, especially if they lack access to assistive technology or community support systems. Age determines not only how society perceives them but also what support systems they are expected or able to access. (Ozaji, 2005; Papadopoulos, 2014).

This paper therefore investigates social media and person factors as correlates of social adjustment among persons with visual impairment in Lagos State Nigeria with the purpose of identifying the relationship between the independent variable (social media and personal factor) and the dependent variable (social adjustment) among persons with visual impairment, examine the joint contribution of the social media and personal factor to social adjustment among persons with visual impairment and to identify the relative contribution of the social media and personal factor to the social adjustment of persons with visual impairment.

METHODS

The study adopted a descriptive survey research design. This design was considered appropriate because it allows the researcher to collect data from a representative sample of persons with visual impairment and describe the relationship between personal factors, social media use, and social adjustment. A total of 100 persons with visual impairment were selected as the sample for the study. The sample was drawn using purposive sampling to ensure that only individuals who are visually impaired and actively use social media platforms were included in the study. Three instruments were employed for data collection:

Structured Questionnaire: This was designed to collect information on personal factors such as age, gender, onset of impairment, and participants' use of social media platforms.

Social Adjustment Scale (Adapted): This was used to assess the level of social adjustment of persons with visual impairment

in relation to their personal factors and social media use. The scale was slightly modified to suit the context of the study and to ensure accessibility for visually impaired participants.

Social Media Usage Checklist: This was developed to capture the frequency, duration, and types of social media platforms used by participants. It also included items on how social media influences their interaction, self-expression, and sense of belonging.

Data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used to summarize demographic data and responses. Inferential statistics, including correlation and regression analysis, were employed to determine the relationship between personal factors, social media use, and social adjustment among persons with visual impairment.

RESULTS

Analysis of Socio-Demographic Characteristic of the Respondents

Table 1 Frequency Distribution of Respondents by Age

Age group	Frequency	Percentage
Below 15years	3	3.0%
16 to 20years	20	20.0%
21 to 25 years	12	12.0%
26 to 30 years	20	20.0%
31 years and above	45	45.0%
Total	100	100.0%

Table 1 revealed the frequency distribution according to age range of the respondents. The result showed that respondents with age range of 31 years and above were 45 (45.0%) and respondents with age range of 16 to 20 years and 26 to 30 years were 20 (20.0%) respectively while those with age range of 21

to 25 years were 12 (12.0%) of the total respondents and respondents with age range of below 15 years were 3 (3.0%) of the total respondent. This showed that respondents with an age range of 31 years and above had the highest percentage.

Table 2 Frequency Distribution of Respondents by Gender

Gender	Frequency	Percentage
Male	67	67.0%
Female	33	33.0%
Total	100	100.0

Table .2 revealed that 67 representing 67.0% of the respondents were males, 33 of them or

33.0% were females. Therefore the above result implies that majority of the respondents were males.

Table 3 Frequency Distribution of Respondents by Onset of Visual Impairment

Onset of Visual Impairment	Frequency	Percentage
Congenital	35	35.0%
Acquired	65	65.0%
Total	100	100.0

Table 3 revealed that 65 representing 65.0% of the respondents were from Acquired, while those with Congenital were 35 (35.0%).

Therefore the above result implies that majority of the respondents Onset of Visual Impairment were Acquired.

Table 4: Frequency Distribution of Respondents by Level of Visual Impairment

Level of Visual Impairment	Frequency	Percentage
Low vision	27	27.0%
Total Blindness	73	73.0%
Total	100	100.0

Table 4 revealed that 73 representing 73.0% of the respondents were from Total Blindness birth, 27 of them or 27.0% were Low vision of

the total respondent. The above result implies that majority of the respondents were from Total Blindness.

Table 5: Frequency Distribution of Respondents by Educational Qualification

Educational Qualification	Frequency	Percentage
SSCE	55	55.0%
B.SC.	9	9.0%
B.Ed	3	3.3%
M.Sc	3	3.3%
NCE	30	30.0%
Total	100	100.0

Table 5 revealed that 55 representing 55.0% of the respondents had SSCE education, and 30 of them or 30.0% had NCE education, while BSc. holders were 9(9.0%) and B.Ed and M.Sc were

3 (3.0%) of the total respondent. The above result implies that majority of the respondents had SSCE education.

Table 6: Frequency Distribution of Respondents by Religion

Religion	Frequency	Percentage
Christians	56	56.0%
Islam	44	44.0%
Total	100	100.0

Table 6 revealed that 56 representing 56.0% of the respondents were Christians, 44 of them or 44.0% were Muslim. Therefore the above result implies that the majority of the respondents were Christians.

Research Questions

Rq1: What is the relationship between independent variables (social Media and personal factors) and dependent variables social adjustment of persons with visual impairment?

Table 7: Correlation between Social media and personal factors as correlates of social adjustment of persons with visual impairment

Variable	1	2	3
Social adjustment	1		
Social Media (P value)	.450** .000	1	
Personal factors (p value)	-.035 .752	-.038 .731	1
Mean	47.26	44.18	29.37
Standard Deviation	6.84	11.13	2.46

The results in Table 7 show the Pearson correlation analysis. Social Media value yielded 0.450, positively related to social adjustment of persons with visual impairment and significant with the p-value $0.000 < 0.05$. This shows a positive significant relationship. This implies that Social Media are positively related to the social adjustment of persons with visual impairment. In other hand, the Personal factors value is -0.035, which shows a negative and no relationship with social adjustment of persons with visual impairment cerebral palsy

is significant with the p-value $0.752 > 0.05$. This implies that personal factors are negatively and not related to the social adjustment of persons with visual impairment. Implies that there is significant relationship between social Media and social adjustment of persons with visual impairment.

Rq2: What is the joint contribution of social Media and personal factors on social adjustment of persons with visual impairment?

Table 8 Summary of Multiple Regression Analysis Showing the Composite effect of the Independent Variable on the Dependent Variable

Model	Sum of squares	Df	Means Square	F	Sig.	Remark
Regression	1333.349	2	666.674	35.223	.000 ^b	Significant
Residual	1570.977	83	18.927			
Total	2904.326	85				
R = .678 ^a R ² = .459 Adjusted R ² = .446 Std. Error of the Estimate = 7.299						

Table 8 shows the composite effect of the independent variables (social Media and personal factors) on social adjustment of persons with visual impairment. The results yield a coefficient of multiple regressions $R = .678$; $R^2 = .459$, and adjusted R-square = 0.446. This suggests that these two factors combined account for 44.6% (Adj. $R^2 = .446$) of the variance. This implies that there is a significant composite effect of the independent variables (social Media and personal factors) on social adjustment of persons with visual impairment. The other factors accounting for the remaining

variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there is a significant composite effect of the independent variables on social adjustment of persons with visual impairment ($F(2,83) = 35.223$; $P = 0.000 < 0.05$). This thus implies that there is a composite effect of the independent variables (social Media and personal factors) on social adjustment of persons with visual impairment.

RQ3: What is the relative contribution of social media and personal factors on social adjustment of persons with visual impairment?

Table 9: Relative contribution of the independent variables to the dependent variables (Test of significance of the regression coefficients)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	33.599	5.985		5.613	.000
Social Media	.345	.041	.677	8.382	.000
Personal factors	-.022	.191	-.009	-.113	.910

Table 9 reveals the relative contributions of each of the independent variables (social media and personal factors) on social adjustment of persons with visual impairment. These independent variables constitute the significant predictors of social media and personal factors to social adjustment of persons with visual impairment. The results show that there is a significant relative contribution of social media ($\beta = .677$; $t = 8.382$; $P < 0.05$) to social adjustment of persons with visual impairment, while there negative and no relative contribution of social media ($\beta = -.009$; $t = -0.113$; $P > 0.05$) to social adjustment of persons with visual impairment. As the results reveal, the most potent predictor is social media, followed by Personal factors respectively. Thus, there is significant relative contribution of social media on social adjustment of persons with visual impairment.

Discussion of Findings

The findings from the study reveals that there was a significant relationship between social Media, personal factors and social adjustment among persons with visual impairment. This findings correlate with the view of Akinyemi and Abiola (2023) who found that the role of social media in social adjustment among individuals with visual impairments in Nigeria. Their findings indicated that social media provided significant opportunities for interaction and information access; however, accessibility challenges and limited digital literacy constrained optimal usage. Also Abodunrin and Komolafe 2017 supported these findings. According to the authors they maintained that the adjustment of persons irrespective of their impairment, condition or status depends on individual level of acceptability, recognition and accomplishment as part of the society.

The result also was in line with the finding of Oladeji (2023) who examined the influence of self-concept on academic performance and social adjustment among adolescents with visual impairments in Southwest Nigeria. The

findings showed that a positive self-concept significantly enhanced social adjustment, suggesting that interventions targeting self-esteem development could improve social outcomes for this population.

The results of the research question two implies that there was a composite effect of the independent variables (social Media and personal factors) on social adjustment of persons with visual impairment, The result thus matched with that of Abodunrin and Emmanuel (2023) who reported that social media and social support significantly and jointly influenced social adjustment of persons with visual impairments. The study highlighted that platforms such as WhatsApp, Facebook, and YouTube served as vital tools for communication, education, and social engagement. Results also support the finding of Nwachukwu, Archibong, and Etim (2021) who investigated the relationship between family size and social adjustment among learners with visual impairments in Akwa Ibom State. The research revealed that both large and small family sizes significantly influenced social adjustment, suggesting that family structure plays a pivotal role in the social integration of individuals with visual impairments and highlights the importance of nurturing family environments.

The findings on research questions three implies that there is significant relative contribution of social media on social adjustment of persons with visual impairment. The result thus matched with that of Abodunrin and Emmanuel (2023) in Ibadan, Nigeria, examined the impact of social media and social support on the social adjustment of adolescents with visual impairments. Their findings revealed that both social media usage and social support significantly correlated with improved social adjustment, with social media usage accounting for 45% of the variance in social adjustment outcomes. This shows the transformative potential of digital platforms in enhancing social integration for individuals with visual impairments. Abodunrin and Olutoyosi 2020 highlighted that utilizing

social media effectively by the visually impaired helps in shaping their life and giving them a sense of belonging as an individual in the society.

Conclusion

The findings from the study established that there was a relationship between social Media and personal factors as correlates of social adjustment of persons with visual impairment, there was a joint contribution of social Media and personal factors on social adjustment of persons with visual impairment and there was significant relative contribution of social media and personal factors on social adjustment of persons with visual impairment.

Recommendations

1. There should also be mentorship programmes so as to connect visual impairment students from low-income backgrounds with successful role models in using phones to acquire knowledge through social media.
2. There should be effort aimed at improving visual impairment students by targeted interventions from personal factors to developed and implemented based on the identified barriers. This could include offering alternative learning pathways, promoting flexible social activists options, or fostering a more supportive local and state environment.
3. Government and school shareholders should allow visually impaired individuals to participate in online communities, follow updates, engage in discussions,

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