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Parental Involvement and Peer Influence as Correlates of Academic Adjustment of Students with Visual Impairment in Osun State, Nigeria

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Abstract

The purpose of the study is to identify the relationship that exist among parental involvement, peer influence and academic adjustment of student with visual impairment, examining the joint contribution of parental involvement and peer influence to the academic adjustment of student with visual impairment and investigate the relative contribution of the parental involvement and peer influence to the academic adjustment of student with visual impairment. The study makes use of an ex-po factor type survey design. Respondent data was gathered using the questionnaire approach. There are seventy-five visually impaired respondents in the study's sample. In order to address the research question, the data from the study was analyzed using inferential statistics such as Person Product Moment Correlation (PPMC) and descriptive statistics such as frequency counts and mean for the respondents' demographic data. The results demonstrate that peer pressure and parental participation improved the academic adjustment of the study's visually impaired children. Additionally, it demonstrates that parental participation was substantial and that the independent variables together contributed significantly to the dependent variable, i.e., they could independently and significantly predict the academic adjustment of the study's visually impaired pupils. According to the study, parents of visually impaired pupils should be urged to provide for their children's academic needs and to ensure that harmful peer pressure is avoided.

Keywords: Parental Involvement, Peer Influence, Academic Adjustment, students with visual impairment

Introduction

Student with visual impairment are confronted with series of challenges which significantly affect their academic adjustment. Adjustment is the extent at which an individual irrespective of their impairment, condition or status was able to maintain an alignment between himself or herself and the immediate environment or circumstance in other to be fit or function in such environment. Adjustment ranges from academic, psychological, social, medical, physical, emotional and a host of others. Parental involvement and peer influence plays a crucial role in the realisation of good academic adjustment among student with visual impairment.

Parent's involvement plays a crucial role in the overall development of school age student. Part of the parental roles helps in developing the learning habit of their children as it helps in their academic adjustment. Such roles include; parents as parent, parents as teacher, parents as educational decision makers and parents as advocate. (turble,2003).

Adeyemo (2010) observed that a supportive family background plays an important role in the success and happiness especially student with visual impairment. Factors like parental educational background, income, exposure and family dynamic significantly impact the academic and social lives of these students. Family factors along with peer pressure can influence the academic adjustment of student with visual impairment making it important to investigate this aspect further. The academic adjustment of student with visual impairment is predetermined by their family life and peer influence (Abodunrin, Enweremadu and Edim, 2024).

Nonetheless, children with visual impairments can still attend school and learn new things with the right help and accommodations. They can learn in several ways, forming concepts and comprehending their environment through their tactile and aural senses. Their relatives, classmates, and specialized training can assist them in developing necessary abilities like listening, movement, and spatial awareness so they can move around their surroundings with ease.

Compared to their sighted colleagues, students with visual impairments frequently have mobility issues and may need more assistance and support when learning new concepts. Abodunrn and Abodunrin (2020) highlighted that visual impairment is a condition characterize by deficiency in the organ of sight which limit individual capability from performing certain functions that requires the use of sight. Studies have indicated that visual impairment can have a substantial impact on day-to-day functioning, making daily tasks, functional abilities, and educational goals more challenging, and ultimately compromising general well-being. Collaboration amongst stakeholders is essential to providing specialized services, such as special education and related support, in order to solve these problems. For people with disabilities, a higher education is a critical enabler for improved quality of life, meaningful work, and career development. Higher education's accessibility promotes social inclusion and greatly improves visually impaired students' employability, allowing them to achieve personal autonomy and financial independence.

The World Health Organization (WHO) and the World Bank's 2011 World Report on impairment states that 0.7% of children worldwide are classed as severely impaired, and 15% of the world's population experiences some sort of impairment. These figures highlight the significance of inclusive job and education programs in fostering fair opportunities and social integration for people with impairments. Through offering emotional support, cognitive stimulation, and chances for experiential learning that promote growth and development, parents have a critical role in influencing the educational and developmental outcomes of children with special needs. The home environment and parent-child relationships are greatly influenced by the degree of parental participation and education, which in turn affects academic achievement and advancement in development (Leichter, 1974). Parents may foster academic success and general well-being in their child by providing a stimulating and supportive environment that fosters cognitive, social, and emotional growth.

Empirical studies have consistently demonstrated the significant influence that cooperative parental and instructional assistance has on visually impaired pupils' academic achievement, which in turn leads to enhanced exam performance and better educational results overall. Engaging parents in their child's education has a significant impact on social behavior, cognitive development, and problem-solving skills, and is a strong predictor of academic progress (Epistein, 2009). Moreover, better academic achievement, increased attendance at school, and improved social adjustment have all been associated with parental involvement in their kids' learning processes. In order to help visually impaired adolescents succeed academically and grow personally, parents and educators can work together to create a welcoming and inclusive school environment.

Beyond just affecting a child's ability to read and write, parental involvement in the educational process has a profound impact on a child's development and academic success. The attitudes of parents and the conditions of their homes have a big impact on how well children adjust and develop. Family dynamics and parental influences have a major impact on a child's personality formation throughout the key early infancy period (0–5 years) and set the groundwork for future development. by offering love, stability, and emotional support.

Children associate with their peers throughout their educational journey, which makes it easier for them to adjust to the special possibilities and challenges that each developmental stage presents. Outside of the house, peer groups do not always share parental beliefs and expectations, and kids might experience pressure to live up to the group's morals and conventions in order to fit in and not be rejected by others. Children's behavior, attitudes, and learning results can be greatly impacted by this peer influence as they negotiate the intricate social dynamics of childhood and adolescence.

Acceptance by peers has a significant effect on social development, resulting in better learning results and stronger social bonds. Children can concentrate better on academic work when they feel accepted by their classmates because they feel less emotionally tense. Studies have indicated that kids learn more effectively in their peer groups and frequently value their

peers' advice and criticism over that of their teachers. Peer-mediated learning fosters a cooperative and encouraging atmosphere that advances social and cognitive growth.

Parental engagement in their child's education can be complicated, and problems can arise when parents don't recognize that there is a problem or give their kids too much attention, which prevents the child from becoming independent at the right age. Peer pressure and parental participation can have a variety of consequences on the academic growth of visually impaired pupils, depending on the dynamics and particular circumstances (Addi-Raccah & Arviv-Elyashiv, 2008). Although parental guidance is essential, overprotection may restrict chances for autonomy and self-representation, which could impede academic advancement (Ungar, 2009). On the other hand, peer pressure can promote social support, motivation, and a feeling of community, all of which can help students succeed and become resilient in the classroom.

The acceptance and assistance that people with visual impairments receive from their peers, family, and society plays a crucial role in their transition. For psychological well-being and adaptation, positive factors like emotionally intelligent parents, a positive self-image, and active parental involvement are essential. People with vision impairments can overcome obstacles and realize their full potential in a supportive atmosphere that cultivates perseverance.

This study therefore takes a look into parental involvement and peer influence as correlate of academic adjustment of student with visual impairment in Osun State, Nigeria. The purpose of the study is to Investigate the relationship between parental involvement and peer influence on academic adjustment in students with visual impairments, examine the joint contribution of parental involvement and peer influence to academic adjustment in students with visual impairments and identify the relative contributions of parental involvement and peer influence to academic adjustment in students with visual impairments.

Research objectives

Specifically, the objective of the study is to:

1. Identify the relationship that exist among the parental involvement, peer influence and academic adjustment of students with visual impairment.

2. Examine the joint contribution of parental involvement and peer influence to the academic adjustments of students with visual impairments.

3. Investigate the relative contribution of the parental involvement and peer influence to the academic adjustment of students with visual impairment.

Research questions

The following research questions guides the study:

1. What are the relationship that exist among the parental involvement, peer influence and academic adjustment of students with visual impairment?

2. What is the joint contribution of parental involvement and peer influence to the academic adjustments of students with visual impairments?

3. What are the relative contribution of the parental involvement and peer influence to the academic adjustment of students with visual impairment?

Literature review

Visual impairment

Ekere (2015), defined visual impairment as the malfunctioning of one or more visual organs, which results in a partial or whole loss of visual perception. There are many different causes of visual impairment, including ocular injury, physiological and neurological disorders that interfere with normal visual processing, and congenital malformations (Millais, 2010). Rather than using terms like "blind," "low vision," or "partially sighted," the word "visual impairment" is an umbrella term that covers a continuum of visual abilities, from total blindness to partial vision (Nkangwung, 2010).

Rosenthal (1998), defined visually impaired as individual who have medically confirmed visual impairments that limit their capacity to interact with their surroundings and obtain information. As a result, they frequently require specific educational support and related services. According to Risker (2004), visual impairment is defined as a substantial loss of vision that cannot be sufficiently corrected with traditional optical aids, which affects one's ability to do daily tasks.

Parental Participation

Parental engagement is the collection of all the ways parents participate in their child's educational journey and show that they are dedicated to their child's academic achievement. This involvement can take many different forms, such interacting with teachers, helping out with schoolwork, and going to school functions. There is a range in the amount of parental involvement; some parents are quite involved, while others are not as involved. Parental participation is a good indicator of how committed a parent is to their child's education; stronger parental involvement is usually linked to better academic results.

Higher degrees of parental participation are linked to authoritative parenting styles, according to Steinberg et al. (1992). Furthermore, parental involvement includes a wider range of attitudes, values, and beliefs that place a high priority on participating in their children's education in addition to particular behaviors. This entails being aware of the activities that kids engage in, being excited about their educational path, and supporting the growth of kids into responsible adults.

Parental engagement encompasses a variety of actions, such as decision-making at school, helping with schoolwork, communicating with teachers, attending events, and providing supportive parenting. Although it is simple to identify these activities, evaluating their effect on academic results is challenging because there are so many variables that affect students' achievement.

A child's initial and most important social environment is their family. Supplying socialization and a solid education. Children are greatly influenced by their parents and other family members in terms of their values, attitudes, and behaviors. A lot of African societies view raising children as a group endeavor. Parents who actively participate in their

child's education have a significant impact on the development of their offspring, who frequently model their morals and behaviors after them.

Parental participation and academic success are positively correlated, according to numerous research. Pupils who have interested parents typically do better academically, have fewer behavioral problems, and are less likely to drop out of school. Studies have repeatedly demonstrated that parental participation has a major positive impact on academic performance and improves educational outcomes (Adeyemo, 2013; Reyholds, 2005).

Peer influence

Peer groups are made up of people who have similar qualities, such age, occupation, or social standing. Peers are people who are normally the same age as a student's classmates and friends, with the exception of their best buddy who may be younger or older. Positive or poor peer interactions can have a big impact on a student's social and academic growth.

A student's development is greatly impacted by their relationships with peers, since social interactions between students of similar ages create the basis of their social world. Peer relationships change with time, from simple playdates in preschool to more intricate ones in later life. Peers who have grown to know one another better are shaped by emotional expectations and past experiences in these relationships (Hartup, 2006).

In peer relationships, people of a similar age engage in reciprocal interactions that ultimately impact each other's conduct (Janssen & Rissen-Waliaven, 2003). Adoption of characteristics and actions by people from peers they identify with or find admirable is known as peer influence (Dishon & Dodge, 2005). Individual behavior is greatly influenced by peer group allegiance and adherence to standards, which can either support or discourage particular behaviors (Vander Zanden, 2000).

Students with visual impairments are significantly shaped in their intellectual, social, and emotional development by their peers. Peer influence can affect a variety of things, such as interests in music, extracurricular activities, fashion, and academics. Peer pressure can encourage students to pursue athletics, volunteer work, and academic success, among other beneficial things (Guzman, 2007). However, it can also have unfavorable effects, such substance abuse or other unhealthy habits or risky actions.

Methodology

A descriptive research design of correlational type was used in this study. The sample of the study consists of seventy-five (75) students with visual impairment in selected schools. Purposive sampling technique was used to select samples for the study, this is done because of the unique attributes of the respondents and for equal evidence of representation. Questionnaire method was used to collect data for the study. The questionnaire was divided into four(4) sections. It contained section A, B, C and D. Section A sourced for information on personal data of the respondents, section B sourced for information on perception of students with visual impairment on parental involvement, section C source for information on peer influence while D

source on academic adjustment.

The data used for the study were collected from the respondents who are students with visual impairments including male and female who are on senior secondary school session through the help of the research assistant.

The researcher requested for the willingness of the respondents before engaging them in the exercise which lasted for some weeks after seeking approval from the school management and the educational board to engage the students in the research activities.

Data collected was analysed using descriptive statistics of frequency counts and mean for the demographic information of the respondents and inferential statistics of Person Product Moment Correlation, (PPMC) to answer research question 1, multiple regression analysis to answer research question 2 and 3.

Results

Table 1 Demographic Characteristics of the Respondents

		Frequency	Percentage
Sex	Male	29	38.7
	Female	46	61.3
Age	6-12 years	14	18.7
	13-18 years	38	50.7
	19 and above years	23	30.7
Time of onset	Congenital	29	38.7
	Acquired	46	61.3
	Total	75	100.0
Degree of visual loss	Totally blind	33	44.0
	Low vision	42	56.0
	Total	75	100.0
Religion	Muslim	40	53.3
	Christianity	35	46.
Total		75	100.0

The table 1 shows that 29(38.7%) visually impaired students are male, and 46(61.3%) are female

The table 2 shows that 14(18.7%) students are between 6-12 years of age, 38(50.7%) are between 13-18 years, and 23(30.7%) are 19 and above years of age.

The table 3 shows that 29(38.7%) visually impaired students had congenital time of onset, and 46(61.3%) students had acquired time of onset.

The table 4 shows that 33(44.0%) visually impaired students are totally blind, and 42(56.0%) had low vision

The table 5 shows that 40(53.3%) students are Muslim and 35(46.7%) are Christian

Answering of research questions

Research question one: What are the relationship between the independent variables (Parental involvement and Peer influence) and the dependent variable (academic adjustment) of students with visual impairment?

Table 2 Pearson Product Moment Correlation (PPMC) showing the relationship between parental involvement, peer influence, and academic adjustment of students with visual impairment

	Academic adjustment	Parental involvement	Peer influence
Academic adjustment	1		
Parental involvement	.395* (.000)	1	
Peer influence	.283* (.014)	.433* (.000)	1
Mean ($\bar{X}$)	25.0400	25.7333	27.6133
S.D	3.63333	3.00150	2.87531

** Sig. at 0.05 level*

The table 2 shows that there is a significant relationship between academic adjustment of students with visual impairment and parental involvement (r= .395, p(.000)<.05), and peer influence (r= .283, p(.000)<.05). Hence, parental involvement and peer influence enhanced the academic adjustment of students with visual impairment in the study.

Research question two: What are the joint contribution of the independent variable (Parental involvement and Peer influence) to the dependent variable (Academic adjustment) of students with visual impairment?

Table 3 Summary of Regression analysis showing the joint effect of parental involvement and peer influence on academic adjustment of students with visual impairment

R	R Square	Adjusted R Square	Std. Error of the Estimate
.414	.172	.149	3.35243

ANOVA Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	167.688	2	83.844	7.460	.001	Sig.
Residual	809.192	72	11.239			
Total	976.880	74				

The table 3 shows the joint effect of parental involvement and peer influence on academic adjustment. The table also shows a coefficient of multiple correlation R = .414 and a multiple R^2 of .172. This means what did 17.2% of the variance was

accounted for by the two predictor variables when taken together. The significance of the composite contribution was tested at $\alpha = 0.05$. The table also shows that the analysis of variance for the regression yielded F-ratio of 7.460 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Research question three: What are the relative contribution of the independent variable (Parental involvement and Peer influence) to the dependent variable (Academic adjustment) of students with visual impairment?

Table 4 Summary of regression analysis showing the relative contribution of parental involvement and peer influence on academic adjustment of students with visual impairment

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig. p
	B	Std. Error	Beta Contribution		
(Constant)	9.767	4.220		2.315	.023
Parental involvement	.406	.144	.335	2.817	.006
Peer influence	.175	.150	.139	1.164	.248

The table 4 shows that the relative contribution of the independent variables to the dependent variable, expressed as beta weights, viz: Parental involvement ($\beta = .335$, $p<.05$), and Peer influence ($\beta= .139$, $p>.05$). Hence, parental involvement was significant i.e. could independently and significantly predicts academic adjustment of students with visual impairment in the study.

Table 5 Measures of parental involvement as a correlate of academic adjustment of students with visual impairment

s/n	Variables	SD	D	A	SA	$\bar{X}$	S.D
1	The relationship between me and my mother is like cat and rat	37 49.3%	15 20.0%	10 13.3%	13 17.3%	1.99	1.157
2	I was allowed to partake in domestic work like my sighted counterpart at home	11 14.7%	16 21.3%	16 21.3%	32 42.7%	2.92	1.112
3	Through the help of my parents, my achievement has no limit	12 16.0%	13 17.3%	27 36.0%	23 30.7%	2.81	1.049
4	My mother encourages me to accomplished my goals in life	10 13.3%	16 21.3%	21 28.0%	28 37.3%	2.89	1.060
5	I enjoy equal right with my sighted siblings	18 24.0%	9 12.0%	21 28.0%	27 36.0%	2.76	1.184
6	I feel recognized through the love and affection by my parents	18 24.0%	7 9.3%	20 26.7%	30 40.0%	2.83	1.201
7	My father does not support me to accomplished my goals in life	26 34.7%	16 21.3%	18 24.0%	15 20.0%	2.29	1.148
8	My parents allows me to do things by myself	19 25.3%	21 28.0%	24 32.0%	11 14.7%	2.36	1.022
9	I wish I have a good father than the one I have	17 22.7%	26 34.7%	19 25.3%	13 17.3%	2.37	1.024
10	My parent provided me with all necessary materials needed in school	14 18.7%	22 29.3%	26 34.7%	13 17.3%	2.51	0.991
Weighted Mean = 2.57							

Table 5 showed the measures of parental involvement in relations to academic adjustment of students with visual impairment in Ibadan, Oyo State.

Table 6 Measures of peer influence as a correlate of academic adjustment of students with visual impairment

s/n	Variables	SD	D	A	SA	$\bar{X}$	S.D
1	My friends helps me in my class work	18 24.0%	1 1.3%	15 20.0%	41 54.7%	3.05	1.240
2	I love to always be in school with my friends	5 6.7%	2 2.7%	34 45.3%	34 45.3%	3.29	0.818
3	My friends encourages me to put in my best	17 22.7%	19 25.3%	28 37.3%	11 14.7%	2.44	1.003
4	I always find it more interesting to compete with my friends	36 48.0%	11 14.7%	10 13.3%	18 24.0%	2.13	1.256
5	My class works are better explained by my friends	15 20.0%	5 6.7%	24 32.0%	31 41.3%	2.95	1.138
6	My friends always assist me in school activities	10 13.3%	5 6.7%	27 36.0%	33 44.0%	3.11	1.021
7	My friends always discussed anything that require sight with me	12 16.0%	7 9.3%	31 41.3%	25 33.3%	2.92	1.037
8	I inculcate bad things from my friends	18 24.0%	15 20.0%	28 37.3%	14 18.7%	2.51	1.057
9	My friends familiarize me to the school environment	20 26.7%	14 18.7%	26 34.7%	15 20.0%	2.48	1.095
10	My friends does not support me in school	8 10.7%	11 14.7%	49 65.3%	7 9.3%	2.73	0.777
Weighted Mean = 2.76							

Table 6 showed the measures of peer influence in relations to academic adjustment of students with visual impairment in Ibadan, Oyo State.

Table 7 Measure of academic adjustment of students with visual impairment

s/n	Variables	SD	D	A	SA	$\bar{X}$	S.D
1	I performed better in school	54	-	10	11	1.71	1.171
		72.0%		13.3%	14.7%		
2	My teacher gives room for my contribution during class activities	3	4	8	60	3.67	0.759
		4.0%	5.3%	10.7%	80.0%		
3	My impairment does not affect my performance in academic	7	4	55	9	2.88	0.734
		9.3%	5.3%	73.3%	12.0%		
4	I often confronted with problems I cannot solve in academic	33	24	12	6	1.88	0.958
		46.7%	32.0%	16.0%	8.0%		
5	My academic bridges the gap that exist between me and my disability	35	15	14	11	2.01	1.121
		46.7%	20.0%	18.7%	14.7%		
6	My teacher always quarrel with me	29	15	13	18	2.27	1.212
		38.7%	20.0%	17.3%	24.0%		
7	My school environment is disability friendly	21	12	24	18	2.52	1.143
		28.0%	16.0%	32.0%	24.0%		
8	My teacher's attitude helps me academically	9	14	35	17	2.80	0.930
		12.0%	18.7%	46.7%	22.7%		
9	My colleagues find it difficult to interact with me in the classroom	12	18	33	12	2.60	0.944
		16.0%	24.0%	44.0%	16.0%		
10	My needs are always met in school	9	13	44	9	2.71	0.835
		12.0%	17.3%	58.7%	12.0%		
Weighted Mean = 2.50							

Table 7 showed the measures of academic adjustment of students with visual impairment in Ibadan, Oyo State.

Research question one: What are the relationship between the independent variables (Parental involvement and Peer influence) and the dependent variable (academic adjustment) of students with visual impairment?

Table 8 Pearson Product Moment Correlation (PPMC) showing the relationship between parental involvement, peer influence, and academic adjustment of students with visual impairment

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Table 8 shows that there is a significant relationship between academic adjustment of students with visual impairment and parental involvement (r= .395, p(.000)<.05), and peer influence (r= .283, p(.000)<.05). Hence, parental involvement and peer influence enhanced the academic adjustment of students with visual impairment in the study.

Research question two: What are the joint contribution of the independent variable (Parental involvement and Peer influence) to the dependent variable (Academic adjustment) of students with visual impairment?

Table 9 Summary of Regression analysis showing the joint effect of parental involvement and peer influence on academic adjustment of students with visual impairment

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Research question three: What are the relative contribution of the independent variable (Parental involvement and Peer influence) to the dependent variable (Academic adjustment) of students with visual impairment?

Table 10 Summary of regression analysis showing the relative contribution of parental involvement and peer influence on academic adjustment of students with visual impairment

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig. p
	B	Std. Error	Beta Contribution		
(Constant)	9.767	4.220		2.315	.023
Parental involvement	.406	.144	.335	2.817	.006
Peer influence	.175	.150	.139	1.164	.248

Table 10 shows that the relative contribution of the independent variables to the dependent variable, expressed as beta weights, viz: Parental involvement (β = .335, p<.05), and Peer influence (β= .139, p>.05). Hence, parental involvement was significant i.e. could independently and significantly predicts academic adjustment of students with visual impairment in the study.

Table 11 Measures of parental involvement as a correlate of academic adjustment of students with visual impairment

s/n	Variables	SD	D	A	SA	$\bar{X}$	S.D
1	The relationship between me and my mother is like cat and rat	37 49.3%	15 20.0%	10 13.3%	13 17.3%	1.99	1.157
2	I was allowed to partake in domestic work like my sighted counterpart at home	11 14.7%	16 21.3%	16 21.3%	32 42.7%	2.92	1.112
3	Through the help of my parents, my achievement has no limit	12 16.0%	13 17.3%	27 36.0%	23 30.7%	2.81	1.049
4	My mother encourages me to accomplished my goals in life	10 13.3%	16 21.3%	21 28.0%	28 37.3%	2.89	1.060
5	I enjoy equal right with my sighted siblings	18 24.0%	9 12.0%	21 28.0%	27 36.0%	2.76	1.184
6	I feel recognized through the love and affection by my parents	18 24.0%	7 9.3%	20 26.7%	30 40.0%	2.83	1.201
7	My father does not support me to accomplished my goals in life	26 34.7%	16 21.3%	18 24.0%	15 20.0%	2.29	1.148
8	My parents allows me to do things by myself	19 25.3%	21 28.0%	24 32.0%	11 14.7%	2.36	1.022
9	I wish I have a good father than the one I have	17 22.7%	26 34.7%	19 25.3%	13 17.3%	2.37	1.024
10	My parent provided me with all necessary materials needed in school	14 18.7%	22 29.3%	26 34.7%	13 17.3%	2.51	0.991
Weighted Mean = 2.57							

Table 11 showed the measures of parental involvement in relations to academic adjustment of students with visual impairment in Ibadan, Oyo State.

Table 12 Measures of peer influence as a correlate of academic adjustment of students with visual impairment

s/n	Variables	SD	D	A	SA	$\bar{X}$	S.D
1	My friends helps me in my class work	18	1	15	41	3.05	1.240
		24.0%	1.3%	20.0%	54.7%		
2	I love to always be in school with my friends	5	2	34	34	3.29	0.818
		6.7%	2.7%	45.3%	45.3%		
3	My friends encourages me to put in my best	17	19	28	11	2.44	1.003
		22.7%	25.3%	37.3%	14.7%		
4	I always find it more interesting to compete with my friends	36	11	10	18	2.13	1.256
		48.0%	14.7%	13.3%	24.0%		
5	My class works are better explained by my friends	15	5	24	31	2.95	1.138
		20.0%	6.7%	32.0%	41.3%		
6	My friends always assist me in school activities	10	5	27	33	3.11	1.021
		13.3%	6.7%	36.0%	44.0%		
7	My friends always discussed anything that require sight with me	12	7	31	25	2.92	1.037
		16.0%	9.3%	41.3%	33.3%		
8	I inculcate bad things from my friends	18	15	28	14	2.51	1.057
		24.0%	20.0%	37.3%	18.7%		
9	My friends familiarize me to the school environment	20	14	26	15	2.48	1.095
		26.7%	18.7%	34.7%	20.0%		
10	My friends does not support me in school	8	11	49	7	2.73	0.777
		10.7%	14.7%	65.3%	9.3%		
Weighted Mean = 2.76							

Table 12 showed the measures of peer influence in relations to academic adjustment of students with visual impairment in Ibadan, Oyo State

Table 13 Measure of academic adjustment of students with visual impairment

s/n	Variables	SD	D	A	SA	$\bar{X}$	S.D
1	I performed better in school	54	-	10	11	1.71	1.171
		72.0%		13.3%	14.7%		
2	My teacher gives room for my contribution during class activities	3	4	8	60	3.67	0.759
		4.0%	5.3%	10.7%	80.0%		
3	My impairment does not affect my performance in academic	7	4	55	9	2.88	0.734
		9.3%	5.3%	73.3%	12.0%		
4	I often confronted with problems I cannot solve in academic	33	24	12	6	1.88	0.958
		46.7%	32.0%	16.0%	8.0%		
5	My academic bridges the gap that exist between me and my disability	35	15	14	11	2.01	1.121
		46.7%	20.0%	18.7%	14.7%		
6	My teacher always quarrel with me	29	15	13	18	2.27	1.212
		38.7%	20.0%	17.3%	24.0%		
7	My school environment is disability friendly	21	12	24	18	2.52	1.143
		28.0%	16.0%	32.0%	24.0%		
8	My teacher's attitude helps me academically	9	14	35	17	2.80	0.930
		12.0%	18.7%	46.7%	22.7%		
9	My colleagues find it difficult to interact with me in the classroom	12	18	33	12	2.60	0.944
		16.0%	24.0%	44.0%	16.0%		
10	My needs are always met in school	9	13	44	9	2.71	0.835
		12.0%	17.3%	58.7%	12.0%		
Weighted Mean = 2.50							

Table 13 showed the measures of academic adjustment of students with visual impairment in Ibadan, Oyo State.

Discussion of findings

This research examined the relationship between parental involvement, peer influence, and academic adjustment in students with visual impairments. The results showed a positive correlation between both parental involvement and peer influence on academic adjustment. These findings support the notion that parental engagement is a critical factor in promoting academic success, as it aligns with existing research suggesting that students with involved parents tend to exhibit better academic outcomes and fewer behavioral issues.

The combined impact of parental involvement and peer influence on academic adjustment was statistically significant, suggesting that both factors play a crucial role in shaping students' academic outcomes. This finding aligns with Ryan's (2000) research, which demonstrated that peer influence can significantly influence students' attitudes towards school, including their enjoyment and academic achievement. However, peer influence may not have a significant impact on students' perception of school's utility value. Moreover, associating with peers who have a positive outlook on school can enhance a student's satisfaction, while negative peer influences can have a detrimental effect. These findings highlight the importance of considering both parental involvement and peer influence in understanding students' academic adjustment.

Parental involvement emerged as a crucial factor in the academic adjustment of students with visual impairments, consistent with previous research. Studies have consistently shown that parental involvement positively impacts academic performance, leading to improved cognitive competence, problem-solving skills, attendance, and behavior (Fan & Chen, 2001; Feinstein & Symons, 1999; Flouri & Buchanan, 2004). Moreover, parental interest in their child's education is a stronger predictor of academic achievement than other family background variables (Feinstein & Symons, 1999). The positive effects of parental involvement on academic performance and behavior, reducing the likelihood of school dropouts, are well-supported by research evidence (Adeyemo, 2013).

Conclusion

The study investigated parental involvement and peer influence as correlates of academic adjustment of students with visual impairments. The findings from the study established that there is a significant relationship between parental involvement, peer influence and academic adjustment of students with visual impairment in the study. It was also clearly stated in the findings that there is a significant joint contribution of parental involvement and peer influence to the academic adjustments of students with visual impairments and the relative contributions of parental involvement and peer influence to the academic adjustments of students with visual impairments was also highlighted.

Recommendations

The study's conclusions have led to the

following suggestions being made:

1. It is advisable to urge parents of visually impaired pupils to attend workshops and seminars that emphasize ways in which they can help their children adjust academically. These meetings can offer insightful information and practical tips for successful parental involvement.

2. Students with visual impairments should get orientation and advice on cultivating strong relationships with their peers, given the importance of peer influence on academic adjustment. This can enhance their entire academic experience and assist them in forming social networks of support.

3. It is crucial to encourage visually impaired pupils to adopt good emotional behaviors and attitudes in adjusting to academic life. Promoting a growth mentality and cultivating a self-belief can have a favorable effect on their general well-being and academic achievement

Management implications

This research has revealed that parental involvement and peer influence significantly impact students' academic adjustment. However, the unique experiences of students with visual impairments have received limited attention. This study explores how parental involvement and peer influence intersect to impact the academic adjustment of students with visual impairments.

Key findings

Parental involvement: Parents of students with visual impairments often face unique challenges in supporting their children's education. High levels of parental involvement, particularly in individualized education program meetings and home-based learning activities, positively impact academic adjustment.

Peer influence: Peer relationships play a crucial role in students with visual impairments academic adjustment. Positive peer interactions, such as social support and inclusivity, enhance academic motivation and self-esteem.

Intersection of influences: Parental involvement can amplify the positive effects of peer influence, while negative peer experiences can be mitigated by strong parental support.

This study highlights the complex interplay between parental involvement and peer influence on the academic adjustment of students with visual impairments. By understanding these dual influences, educators and policymakers can develop targeted interventions to support the unique needs of students with visual impairments, promoting inclusive and supportive learning environments.

Future research implications

1. Longitudinal study should be conducted to explore the dynamic interplay between parental involvement and peer influence on academic adjustment of students with visual impairment across different educational stages in Nigeria.

2. Investigate the impact of parental

involvement and peer influence in various educational settings (e.g., special schools, inclusive schools, residential schools) and cultural contexts.

3. Examine the role of technology (e.g., assistive technology, online platforms) in facilitating parental involvement and peer interactions for students with visual impairment.

4. Investigate the effects of parental involvement in collaboration with teachers on academic adjustment, exploring the perspectives of both parents and educators.

5. Develop and evaluate peer mentoring programs that pair students with visual impairment with sighted peers or peers with similar experiences, examining the impact on academic adjustment.

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