Beyond Sight: A Systematic Review of the Challenges and Coping Mechanisms in Inclusive Education for Visually Impaired Students

Joyce B. Binlang¹; Renebeth G. Donguiz²
¹Advanced Studies-Student, College of Public Administration and Governance, Benguet State University
²Faculty-Adviser, College of Public Administration and Governance, Benguet State University
¹binlangjoyce@gmail.com; ²r.donguiz@bsu.edu.ph

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Abstract: Significant progress has been made on inclusive education for the visually impaired but achieving its smooth implementation remains a distant goal. This is the finding of the systematic review that examines the enormous difficulties that visually impaired students encounter in inclusive education environments in different locations. This paper argues that learners may experience challenges but more often, the visually impaired are the most vulnerable and often left behind, encountering multifaceted barriers that will hamper their ability to move freely and affect their quality of life. The systematic search method was employed to determine the challenges, responsiveness, and coping mechanisms employed by the visually impaired and this study involved a systematic review of qualitative. Three search engines used were– Elicit, Research Rabbit, and Semantic Scholar- resulting in reviewing 40 articles from a keyword search. Despite the different locale of the studies, the challenges encountered by the visually impaired students were almost the same. It is however worth noting that visually impaired individuals have been coping with the challenges they face in inclusive education.

Keywords: Inclusive education, visually impaired, systematic review

I. Introduction

The visually impaired students stand at a juncture where the promising access to an inclusive educational environment clashes with practical challenges in the school. In the Philippines, there have been various efforts to protect the vulnerable sector. Among the major efforts, Republic Act No. 7277, otherwise known as the Philippines' Magna Carta for Disabled Persons, lays down extensive guidelines for opening up educational and social integration to persons with disabilities. The State is committed to providing an adequate environment that enables disabled individuals to access services in an integrated way to improve their productivity, self-reliance, and social integration. In particular, public and private educational institutions should provide accessible education at every level to ensure equality of educational opportunities by providing necessary support services and facilities. RA 7277 further encourages the design of special academic programs for disabled students to break down discriminatory barriers that block their full access to participating in activities, including education.
Malik et al. (2020) found that children who are experiencing disabilities are vulnerable and often they are not provided with equal opportunities in terms of education. He argues that they are 10 times more susceptible and less likely to attend school compared to those without disabilities. So, even if these children wanted to participate in formal school, typically they drop out at an early and the degree of their education is not normal compared to their classmates. In addition, the structure of the buildings in the school does not meet the qualifications. Moreover, some teachers did not go through any training or experience on how they are going to deal with these special children (Plan International, 2021).

While laying down foundational principles for inclusive education and accessibility, Republic Act No. 7277 often remains deficient in its application, more so in attempting to address the specific needs of visually impaired students. The literature has fragmented insights into the challenges of visually impaired students within different settings, often constrained by small sample sizes and localized studies. It is with this gap that this systematic review synthesizes the existing knowledge to attain a comprehensive understanding of barriers encountered by visually impaired students around the globe. This study seeks to contribute to narrowing this wide gap between policy intent and effective implementation through a synthesis of diverse views consolidated on the challenges encountered and coping mechanisms employed by visually impaired students.

The study is significant in shedding light on the following: 1) To the educational institution, the findings of this study will provide relevant suggestions and recommendations to assist them in future educational planning in connection to visual impairments. 2) The teachers may be able to come up with new approaches and strategies in interacting with and approaching their students. It will also be the basis of the institution to formulate programs and activities to help those students experiencing visual impairment. 3) To the students and researchers, the study will also be a source of information for those interested in conducting similar research in this field of view. This study will be the basis for future researchers to conduct more research about visual impairment to help those students experiencing the said condition, and 4) The readers will be more aware of the problem and can assist students with visual impairment in their intellectual careers.

II. Conceptual Framework

Education served as a cornerstone throughout the cultures and centuries, as a place where people, including those who are visually impaired obtain certain knowledge, skills, and abilities both through formal, non-formal, and informal education systems. Formal education is the type of learning that takes place in institutions such as public or private schools always following a set curriculum. Informal education on the other may be more structured, however, it occurs in places other than the classroom or school. The other education mentioned is through interaction and daily events. Hosking (2008) formally put them forward that disability and learning is a social model that is centered on the oppression of barriers within the society rather than an individual’s impairment. It is also an important theoretical perspective when analyzing seniors’ management of the high school context in terms of disability concerns and these concerns about institutional and individual factors.

This study is anchored on the Social Model of Disability by Oliver (2013), the elaboration of the said model by Thomas et al. (2012), and the good governance concepts. The model postulates the idea that the issue concerning impairment subsists outside of the
impaired individual. It regards every apposite facet that impacts any person’s capability to engross comprehensively and equally in society, despite their disability. Oliver corroborates the demand of addressing disabilities on in all and that should not be an obstacle for special accommodation. As implied in the 1987 Constitution, every individual including those with disabilities must have the right to enjoy everything like others who are non-disabled persons such as attending school and using public services among others. In light of the hurdles that learners with visual impairment, the social model introduced by Oliver encompasses; attitude, materials, teachers’ financial support, and attention.

Thomas et al. (2012) contributed to the evolution of the Social Model of Disability by Oliver (2013). Their added frameworks depart with a medical model of disability through which disability is perceived as being a medical or individual issue. They argue that such phenomena are best described as socially constructed events that are a result of other factors outside the person. Impairment according to them is an alteration from the normal or the individual’s reduced ability of body structure or physiological function. It concerns the disorders affecting the physiological and psychological activities, organization, and structure, hence, can be of the physical, sensory, cognitive, or even psychological nature that is inherent in the state of the given person. The model presupposes that disability can stem from impairments, yet it also originates from a multitude of barriers produced by society. By these, they refer to barriers of the physical kind, sexist, racist, or otherwise bigoted mentalities, ways of getting a message across including technology that is off limits to the disabled, and, structural prejudices in education, employment, and in the broader society. Disability suggested here is a social construct, defined from those social arrangements that create an exclusion or otherwise low-status slots for the impaired. Further, they assert that the disability is therefore more of a process involving more than one dimension and is dynamic thus calling for the formulation of a more encompassing societal response. Their model of thinking eliminates consideration of the deficits of those people with implement and directs attention to the societal and environmental causes of exclusion and prejudice and favors policies of integration, participation, and courtesy to any person with any form of impairment. In addition, it impacts the welfare of people with disabilities and expands social justice, and human rights to all human beings within societies.

Good governance has been recommended by the United Nations since 1992 as the underpinning of the inclusive educational setting. The key forms of governance include/building up the civil servant capacity, making the administrative process transparent, and involving stakeholders in the enhancement of human development and economic growth. In this paper, the author attempts to understand the connection between these theoretical frameworks and tenets of governance in the case of inclusive secondary education for the visually impaired. It is for this reason that in carrying out the research, the factors that inherently affect a student’s performance in their academic pursuits are considered to suffice for educational enhancement and the general integration of the disabled in learning institutions. The social and economic recourse for human progress is manufactured by good governance. The devised mechanisms that have been developed for creating a socially progressive atmosphere environment for economic growth are integrated into all. As reported by the United Nations (1992), Democratic governance focuses on the meaningful repercussions of Human Development, propound in the annual report. The United Nations Development Program (UNDP) is motivated to rectify Good Governance within the context
of civil servant capability building, staff incentive programs, administrative values, financial
devolution, and stakeholder communication between civil society and government.

This study is also grounded on inclusive education. The provision of RA 10533 stresses inclusive education, mandating the Department of Education (DepEd) to guarantee that the curriculum is adaptable enough to empower all learners, including those people with disabilities to take part wholly in education. Furthermore, the provision aims to embrace the proper funding of services and infrastructure to expedite the materials needed by the students. Under RA 10533 inclusive education includes curriculum development, instructor training, sustenance services, and availability. Deliver equal chances for all learners to accomplish their full potential highlighted in RA 10533 to give prominence to inclusive education as a fundamental right to all learners. Students with disabilities especially the visually impaired deserve the chance to improve their academic performances. Current research shows that the inclusion of educational programs such as appropriate assessment, instructional adaption, and techniques and services will help them to complete current tasks in the schools and the community (Adhiambo et al., 2021). Inclusive education is very crucial wherein the DepEd must mandate the inclusion of education to all levels whether it is public or private institution. Under this inclusive education were the inclusion of policies and programs. The inclusion of policies and programs explains that all school institutions must adhere to these policies and programs to accomplish, and determine the lapses and obstacles faced by the institution. Through these, it will come up with a good plan so that the institution will operate well. On the other hand, accessible facilities must also be considered so that these programs and policies will flow smoothly, and operate well. These policies and programs were subcategorized into inclusive curricula and institutionalized guidelines. Inclusive education in the schools was found to explore works to improve school achievements, and also it verified field actions to contemplate special education to ensure the visibility of public policies (Forlin et al., 2013; Cangirana & Braga, 2020). In the study conducted by Gülistan and Arslantas, (2020), it was revealed that adaptation of mentoring will give opportunities for the teachers to be effective in their professional preparations. In the studies, specific strategies were employed such as compassion, empathy, self-reliance, and the use of emotion-focused coping and problem-focused strategies among the students (Sylvester, 2020; Kisanga, 2020). Furthermore, as revealed by Palad et al. (2021), positive attitudes toward disabilities can recuperate individuals’ perspectives.

Moreover, Kabuta (2014), and Rosetti and Henderson (2013) revealed in their study that some challenges faced by people with disabilities especially the visually impaired include infrastructural situations, academic and social difficulties, low self-esteem, and financial constraints. In addition, the construction of facilities, buildings, and infrastructures such as libraries must meet the standard of the visually impaired so that they will freely move independently, these will also help them to ease the barriers and issues that hamper their education (Ilako et al., 2020; Rumia & Simorangkir, 2021). The advances of technologies to date are fast becoming progressive such as information communication technology, and assistive technology. These powerful tools will cater to problem-solving, improve activities, and conceptual development in the realm of critical thinking for students with the visually impaired (McNicholl et al., 2019; Shampa Sarkar (2018). According to Ashforth and Mael (1989), social identity theory categorizes people based on their social categories, student tend to be aware of themselves regarding reading disability among their non-disabled peers.
III. Objectives

1. Determine the empirical challenges encountered by visually impaired individuals in inclusive education.
2. Document the implementation strategies of basic education in response to inclusive education.
3. Determine the coping strategies employed by visually impaired individuals on their challenges in inclusive education.

IV. Methodology

This study involved a systematic review of the literature. A systematic search method was employed to determine the challenges, responsiveness, and coping mechanisms employed by the visually impaired. As stated by Higgins et al. (2011), a systematic literature review is a thorough, arranged, and generated study that intends to discover and scrutinize information decisive/irrefutable. This study adheres to four research phases: documentation, filtering, eligibility, and inclusion, as articulated by Xiao and Watson (2019). Three search engines were utilized– Elicit, Research Rabbit, and Semantic Scholar – to determine the appropriate and high-quality articles and journals. The search terms incorporate and consist of ‘challenges’, ‘coping mechanisms’, ‘responsiveness’, ‘facilities’, ‘and school policies’, also some related terms like visually impaired, blind people, DepEd memo, and inclusion. Each idea was systematically evaluated to transcend the meaning of the issues discussed.

Moreover, to guarantee that the selection of the articles and journals utilized in the study met the standard, and was relevant, inclusion and exclusion criteria were applied: 1) Only articles published between 2012 and 2024 were included. It is expected that articles published in the last ten years are likely to have updated information concerning the research area of concern. 2) In addition, only the open-access articles were applied to streamline the article accession and downloadable process. 3) The researcher constituted only articles that were written in the English language. For the exclusion criteria, the researcher did not include publications that cover the visually impaired but not in formal education. A total of 40 articles were found related to the keywords employed by the researcher and thereby reviewed. The eligibility process includes the reading of both the abstract and the full articles.

V. Findings

A. Inclusive Education: Challenges Encountered:

Figure 1 shows the challenges encountered by visually impaired individuals in the implementation of inclusive education. There are six identified themes. Of the six, two are categorized as personal challenges (Mental health and financial constraints), and four are found to be external to them.

1) Mental health: Khan et al. (2023) found in their study that some challenges encountered by the visually impaired are emotional distress from deteriorating mental health. This was also mentioned in the study of Tshuma et al. (2022), wherein visually impaired people face psychological that includes emotional strain. As revealed by Venkatesh et al. (2023), the visually impaired also face quite a few challenges that include hurdles in reading printed materials, like books, magazines, and newspapers. This confinement can substantially influence their education because they cannot access material, they need to delve into. They may also face difficulties in trying to access digital or printed materials having been said that it is not available in all establishments. For blind people, they may experience difficulty in
identifying objects especially when they are left alone, and they face frustrations in their situation. An example of visual differences is web content wherein it enables users to discern colors that may be inconvenient to those who are colorblind (Burgstahler, 2020). Visually impaired people may encounter challenges in which they cannot perform well their daily tasks. These challenges include localization, navigation, and communication with their fellow. The result of this study proposed the use of a microphone and speaker to familiarize the room types and a camera to solve these problems about the ambient environment and social status as revealed in the study of Ullah et al. (2022). These challenges are revealed in the study of Paul et al. (2019), where the visually impaired experience difficulty in deciphering people, and ascertain difficulties. According to Abdullah et al. (2012), emotional barriers during postsecondary education were enumerated as the major challenges encountered by visually impaired persons.

2) Social and Cultural Exclusion: According to the study of Khan et al. (2023) and Esere et al. (2016), students with visual impairment in regular secondary school’s experience challenges that include negative cultural, and traditional belief systems, obstacles in architectural impediments among others and this may include also social isolation. Furthermore, regulations related to social distancing and avoiding contact were considered barriers to those communities that rely on spatial awareness and touch. The challenges that visually impaired people face psychologically include desolation. Also, the result of the study shows that further challenges faced by visual impairment were lack of frequent falls, incapacity to achieve daily living activities such as cooking, and transportation and mobility. Further to this study, the visually impaired are more likely to experience social challenges (Tshuma et al., 2022). In the study entitled “Challenges among individuals with visual impairment “in connection to the challenges above, students with disabilities specifically, the visually impaired face challenges like social, school community, and peer involvement (Abdullah et al., 2012).

Fig 1. Challenges encountered by visually impaired individuals in the implementation of inclusive education
3) Resources, Environment, and Physical Accessibility Barriers: As revealed by Khan et al., (2023), some barriers that affect the visually impaired are accessing healthcare, receiving timely health information, and as illustrated by such regulations, adequately sanitizing, using technology, and completing activities are hindrances to day-to-day living. The analysis conducted has shown that challenges faced by visual impairment were lack of societal resources, frequent falls, incapacity to achieve daily living activities such as cooking, and transportation and mobility. Furthermore, the visually impaired are more likely to experience social challenges and environmental challenges such as unemployment, incapable to exercise the use of technology, and poor adequate of life (Tshuma et al., 2022). In support of the above-mentioned challenges, moving from one place to another without the help of somebody is one major challenge that is experienced by the visually impaired (Paul et al., 2019). In addition, moving around in unknown places can be a horrendous task for every visually impaired (Venkatesh et al., 2023). The findings of the study conducted by Okonkwo et al. (2017) revealed that the challenges experienced by students with visual impairment in regular secondary schools encompass incapacity to access modern technologies, improper teaching approaches, and non-availability of special courses. In addition, Ahmed (2019) revealed that the major challenges faced by persons with a disability specifically visually impaired students entail insufficient appropriate assistive technology, unaffordable information communication technology, and assistive technology devices. Students with visual impairment in regular secondary schools experience also challenges that include obstacles in architectural impediments among others (Ezere et al., 2016). Along with the previous statements physical challenges include accessing a building that has only one elevator and this could affect a person with disabilities especially the visually impaired who are unable to utilize stairs (Burgstahler, 2020).

4) Personal Development Obstacles: The personal development obstacle as revealed by Tshuma et al. (2022), the challenges that visually impaired people face psychologically include lack of self-confidence and pessimism. In connection, Abdullah et al. (2012) revealed that a dearth of knowledge in the school community was one of the major barriers encountered by visually impaired students during their postsecondary education. Confirmed in the study by Ullah et al., (2022), blind people may encounter challenges in which they cannot perform well their daily tasks. These challenges include communication with their fellow. The result of this study proposed the use of a microphone and speaker to familiarize the room types and a camera to solve these problems about the ambient environment and social status.

5) Challenging Implementation of Curriculum: As revealed in the study conducted by Okonkwo et al., (2017), the challenges experienced by students with visual impairment in regular secondary schools encompass incapacity to access or improper teaching approaches, and non-availability of special courses. In addition, the findings of the studies by Ahmed (2019), revealed that the major challenges faced by persons with a disability specifically visually impaired students entail insufficient schemes for visual students in the schools and a lack of teaching impotence to strategize content base.

6) Financial Constraints: According to one of the studies conducted by Sonja Alimović (2024), one of the biggest challenges faced by the visually impaired is financial constraints wherein 27 out of (75%) answered this challenge. In their conclusion, they stated some cost-effective technologies that need to be developed, and social policies and
opportunities will be given priority to the visually impaired to make themselves dive into more assistive technologies that meet their demands. Furthermore, to the social challenges by Abdullah et al., (2012), as revealed by Panchanathan et al., (2016), the same result was revealed that visual impairment may encounter challenges like social communication which if not corrected, may need comprehensive social and economic assistance.

B. Implementation practices on inclusive education:

Figure 2 presents the implementation strategies of basic education in response to inclusive education. Despite the challenges encountered, the review of the literature revealed that inclusive education implementers have been continuously improving their efforts toward inclusive education.

In basic education, two themed- strategies emerged. These include accessible facilities and inclusive policies and programs, whereas curriculum, and institutionalized policy and guidelines were evident results in the review conducted.
1) Inclusive policies and programs: The reviewed empirical studies revealed that inclusive policies and programs such as having institutionalized guidelines on the implementation of inclusive education as well as capacitation on the inclusive implementation of curriculum are crucial towards the attainment of the ambition to provide inclusive education. In inclusive education, it is important to have institutionalized guidelines wherein it creates a stronghold and equitable conducive environment for all learners including those with impairment. These guidelines enable and ensure that all learning schools have comprehensive policies and frameworks to support the various needs of the learners. Furthermore, constant and operative practices can encourage accessibility, and inclusivity to the well-being of learners including those with impairment if these guidelines are institutionalized.

According to DepEd Special Education (SPED) Programs and Services, it stated that in the secondary level, Special Education (Sped) programs and services should provide learners with disabilities. This program and services established by DepEd cater to the academic intervention curriculum adaptations, learning recourse support, and career and guidance counseling programs. Part of SPED services includes that the school should provide and address the health and medical conditions of the learners through a referral system by the medical allied services. With the collaboration of the government and nongovernment agencies through a strong school-community in partnership with parents, and families this will make to the end goal. Another example is Adaptive Physical Education (PE), teachers and faculties must prepare and regenerate activities to involve learners with disabilities. Learners with disabilities be supported by learning devices like assistive technologies and also, they will be part of the curriculum—technologies like materials in Braille, hardware, and software systems. Through the DepEd Order No. 046-14 the goal of ALS for PWD mandates guidelines to provide visually impaired learners with an ALS basic literacy program and the accreditation and equivalency program. In tune with the DepEd Order, training workshops especially in Braille must implemented by the SPED teachers to help the learners who have vision impairment. In addition, DepEd emphasized the aforementioned, DepEd Order No. 044. S. 2021 emphasizes that the government must adhere that learners with special education must have fair access to high-quality primary and secondary education within their communities and fair footing with other learners.

2) Accessible facilities: Accessible facilities are very significant to all learners including those with impairments. For them to participate completely in the learning environment and cohesive education, the schools must build an inclusive infrastructure, accessible classrooms, adjustable desks, and schedules that will be beneficial to the learners, especially those with those impairments. Furthermore, we give respect and equality to all learners so they thrive both educationally and socially. In terms of assistive technology, a study revealed that people with visual impairment use global positioning systems, cellphones, and white canes, for navigation and localization through the help of assistive technologies. This study endeavors to facilitate cognitive assistance to blind people to forecast the room types and find deliberate persons. The use of a microphone and speaker is proposed to decipher room types and a camera to comprehend the atmosphere and social status. The message will now then transfer to the blind person across/over haptic feedback (Ullah et al., 2022). A study found by Venkatesh et al. (2023), entitled “Virtual Eye – Revolutionizing Vision Assistance for People with Disabilities”, established a mobile application that is
utilized particularly for the visually impaired by providing a realm of pictures such as text-to-speech, speech-to-text, image-to-audio, and PDF-to-audio. Inclusively, virtual eye application is a very significant tool, especially for the visually impaired, it will help them navigate, and live their lives comfortably and independently. Through this app, they can easily access information, communicate, and recognize objects without the needs of any person. As revealed by Paul et al. (2019), in their study of the so-called “smart eye system”. It has been shown that this smart eye system is a voice-enabled system that would help transmit the visually impaired person in their everyday activities. The device incorporates various technologies and intertwines them into a single multipurpose tool that can be utilized by the visually impaired. A study in India entitled “Role and Challenges of ICT in Teaching and Learning Process” also found that the use of information communication technology has become a great influence on the teaching and learning process to the learners especially to the visually impaired. ICT can make opportunities to develop creativity, and communication skills and escalate each student’s learning gain. The introduction of ICT in the vast world created a massive impact learning environment in which students, teachers, administrators, and parents can communicate, and interface easily with others and it can secure information behind the clock. All these activities can be executed only through technology as argued by Choudhari (2022). 

To support the study concerning information communication technology, as revealed in a study entitled “ICT in Education: Enhancing Teaching and Learning” reveals that to date, education incorporates devices and technologies to involve learners to create a new methodology and teaching techniques, that enhance capabilities and expand interaction with local and global communities. The birth of elite theorists and practitioners contributes to the booming efforts to administer students learning while enhancing quality education practices. These prompted reasons to give the updated educational technology that become significant to integrate education. The students now experience the fastest and most easily accessible learning through the emergence of ICTs, internet, video, audio, graphics, text, images, and others (Kumar and Pasricha, 2014).

Classroom assignments and schedules are also found crucial. School administrators should see to it that in assigning classrooms and schedules of visually impaired individuals, they should be given reasonable accommodation. For instance, they may be prioritized and considered when assigning classrooms, such as first-floor rooms, rooms near the comfort rooms, and rooms that are easily accessible. On the scheduling, they may be given accommodations such as giving a modular and face-to-face schedule. It may be a week or two for face-to-face and so is the modular. Healthcare rehabilitation is also among the strategies undertaken in the implementation of inclusive education. As elucidated in the Republic Act No. 11650, the state shall apprehend the right of learners with disabilities to meet the standard and provide health facilities to treat the illness and rehabilitation of health to guarantee every right of the students with disabilities to access such health care and rehabilitation services provided by the institution.

C. Coping strategies employed by visually impaired individuals on their challenges:

The study by Kisanga (2020) revealed the use of emotion-focused became the most prevalent coping mechanism. Wherein these students with visual impairment engaged in emotion-focused coping techniques to conquer social hurdles. Also, students with visual
impairment can use social support networks to make up for these challenges. Furthermore, the study contends that to help students with visual impairment, a call to collaborate with the community to support these individuals to overcome educational constraints.

Ulmar (2022) also reveals that some of the coping techniques utilized by students with disability particularly the visually impaired are working arduously to work out their predicaments individually, to accept what special needs conditions given by God, and to avoid too much thinking about special needs situation in order not to be pressured. It is then recommended by the researcher that parents with special needs should be aware of administering personal and educational needs to gain benefits from the teaching and learning process; society should be able to provide financial, emotional, and medical support to those with special needs that enable them to acclimatize efficiently to the school environment.

Specifically, a study entitled “Analysis of the Coping Process among Visually Impaired Individuals, Using Interpretative Phenomenological Analysis (IPA)” by In Ok Sim (2020) stated that there are superordinate themes on how to identify a good process of mechanisms: self-awareness and adaptation process, self-awareness of disability, Adaptation to Disability and the Environment, and Facing the Circumstances Process. Moreover, Lorenzana (2020), stated there were some established coping mechanisms employed by individuals with disabilities specifically the visually impaired. Among these were self-motivation, support from teachers, family, and peers, and self-awareness. Through these mechanisms, it will help them to move forward and survive in their life. Therefore, it recommends that all teachers, school administrators, and parents should be knowledgeable in dealing with various difficulties and problems faced by visually impaired students.

D. Problem-focused strategy:

The study by Khan et al. (2019) elaborated on The Goodness of Fit Model. Among these effective coping mechanisms are focused on three phases of student’s necessity in the university. Individuals with visual impairments in adaptive behavior on campus, mobility on campus, and reading materials and resources.

In addition, research carried out in southeastern states of Nigeria unveiled that the visually impaired manage with the following strategies; ignoring comments and attitudes of the society facing them; and tapping recorded materials in daily transmission. Hence, it recommends that the participation of the stakeholders is very essential in addressing different coping strategies that may be used by the visually impaired (Esere et al., 2016). Strategies used by a visually impaired include planning, making meaningful acts, challenging the mind, avoiding, using substances, staying accepted by family, and being optimistic (Tshuma et al., 2022).

VI. Discussion

This systematic review is therefore centered on the different mental health challenges that the student with visual impairment has to endure in the inclusive school setting. In this review, Khan et al. (2023) and Tshuma et al. (2022) have therefore presented findings showing that the blind experience high levels of emotional distress and psychological strain. This is mainly because of the barriers that need to be overcome to secure printed as well as electronic learning materials with which societal attitudes lead to marginalization. In light of this evidence, it must be reiterated that increased focus has to be directed toward the
paradigm of integrated mental support within schools to address these existing issues systematically.

Looking at Khan et al. (2023) and Esere et al. (2016) some consistent in their review is that the students with visual impairment are socially and culturally disadvantaged. I feel lonely and spend minimal time socializing due to societal attitude problems, architectural barriers, and challenges relating to spatial awareness. The implications pointed out that, in the same respect, there is a need for changes and improvements toward inclusive policies and community engagements for a better social environment for students with implied vision losses.

Aside from technology and transportation, other gaps discovered include congruent and immediate access to appropriate healthcare and its information, and the use of adaptive technologies are still other challenges that affect the visually impaired (Khan et al., 2023; Tshuma et al., 2022). Other factors even act as barriers to their schooling and overall well-being; these are difficult terrain and other physical barriers. As such it is agreed that targeted investment in inclusive technologies, infrastructural improvements, and specialty health services for visual impairments elevates the education productivity or daily quality of these students with vision impairments.

Personal Development Obstacles: That is why the problem of self-confidence, self-esteem, and independence mentioned by Tshuma et al. (2022) remains the main difficulty of the personal development of a visually impaired student described in the review. These mental barriers as mentioned above such as low self-esteem, fear, negativity, and or feelings of inferiority result in stalled or poor educational achievement and or integration. Therefore, the outcomes stress the importance of developing particular strategies which have been discussed in the present work among which are the issues of offering psychosocial services for children with VI and proper education for them within the framework of inclusion.

Implementation Strategies in Inclusive Education: The systematic review centers itself on the various implementation strategies concerning the enhancement of the delivery of flexible education to learners with visual impairment. To guarantee that support exists, some of the policies on the construction of barrier-free facilities, integration of learners with disabilities to mainstream classes, and integration of assistive technologies to learning are important in supporting the learners (DepEd SEPS; DepED Order No. 44 s. 2021). To support the knowledge regarding the necessary for professional practice, the above scholars have to undertake professional development which means the acquisition of newly emerging knowledge and positioning oneself in a process of learning for the developmental process of the classroom practice in the context of Inclusive Education and for the integration of all players in the implementation process of the Inclusive Education policies.

Visually impaired individuals employ a range of coping strategies to navigate the challenges inherent in inclusive education. Emotion-focused coping stands out as a prevalent approach, as highlighted in studies by Kisanga (2020) and Ulmar (2022). Through handling emotional stress and looking for social support, the visually impaired students endeavor to reduce stress and gain coping strength in academic activities and social relationships. At the same time, there are utilitarian coping styles, which should help people solve certain educational and daily practice tasks. Adopted behaviors like strategic planning, adaptive behavior, and using technology adaptations (Khan et al., 2019; Esere et al., 2016) enable visually impaired students to break barriers concerning physical as well as academic ones.
including accessibility to learning resources and social interaction hence ensuring independence and increased performance.

Thus, it is social support networks that become identified as major coping assets supported by some of the works such as those of Sim (2020) and Lorenzana (2020). These include family, peers, teachers, and the community and they offer social, instrumental, and informational support. Some of the social needs of the students that are met through the provision of strong social relationships include counseling, encouragement, and physical help which in one way or another enhances the lives of visually impaired students. In addition, adaptive technologies also occupy the prominent position of coping mechanisms. Technological advancement for instance smart eye systems, and virtual eye applications (Paul et al., 2019; Venkatesh et al., 2023) that support learners to attain independence in the learning process, movement, and interactions with the environment help learners overcome barriers in education. Adoption of these technologies into the persons’ day-to-day activities makes a positive difference in the way the visually impaired receive information as well as participate in activities and overall well-being.

Other coping includes educational and psychosocial which are supported by interventions such as Abdullah et al. (2012) and Tshuma et al. (2022). These interventions aim at strengthening the student’s ability to cope with difficult situations, build up their self-esteem, and provide them with the requisite skills to excel in class work and social relations as well as be accepted by their peers as equals despite their impairment. As a result of advocacy for the education of visually impaired individuals and the provision of equal opportunities for enrollments educational institutions are useful in supporting them to have successful educational experiences.

VII. Conclusions and Recommendations

The systematically reviewed empirical researches were conducted in different places. Despite this, the formidable obstacles faced by visually impaired students in inclusive education settings were the same.

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<th>Conclusions</th>
<th>Recommendations</th>
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<td>Scientifically, it is documented already that individuals who are blind face vast challenges ranging from; issues of mental health, to those of social-cultural exclusion, physical inaccessibility in environments, personal developments, and curriculum implementation up to financial inaccessibility. These challenges reflect the provision of many diversified assistance systems and practices ensuring that the policies governing the situation are inclusive to the person with such a disability.</td>
<td>Develop comprehensive mental health services in educational settings to meet successfully the emotional and psychological difficulties among visually impaired students. Conduct continued training and development programs for teachers and administrators to promote mental health issues and interventions.</td>
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<td>Inclusive education inculcated in the practices of implementers brings about</td>
<td>Establish mechanisms for an effective and dynamic monitoring and evaluation framework—</td>
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key strategies in the creation of facilities, accessible policies, and programs. It spans such items as guidelines, adaptation of curriculum, provision for assistive technologies, and forging partnerships with various communities. Evaluation not just of practice but also effectiveness in various types of interventions made to support inclusive education.

Develop specific funding schemes and scholarship programs to address the constraints in finances that are experienced by visually impaired students regarding education.

Continuously revisit and review feedback from visually impaired students, teachers, and stakeholders of educational services for improvements in evaluation.

The coping strategies are mostly involved in dealing with emotional distress, barrier elimination, and enhancing independence within academic environments.

Resilience that is evidenced therein indicates the need for integrated support systems with available resources.

Inform parents and families of available resources and networks to help them advocate for the educational needs of visually impaired students.

Ensuring Feedback: Available feedback from the majority and visually impaired students, teachers, and other stakeholders ensures continuous improvement in the services provided in education to grapple with emerging challenges.

References


42. Ziegler, E. (2020). A phenomenological study on the lived experiences of high school students with a reading disability. Retrieved from https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=3681&content