

A Study on Self-Efficacy In Relation To Psychological Well-Being of Visually Impaired Students

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I. INTRODUCTION

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another. Etymologically, the word education is derived from educate (Latin) "bring up", which is related to educate "bring out", "bring forth what is within".

Special education is quite a stimulating and interesting field for the educators and for those who are concerned with the welfare of exceptional children. It is particularly an important area of study and research for those who have accepted teaching as a profession. In India, it is quite a new field which was totally neglected until the last two decades. The field of special education attracted the attention of teachers, parents, administrators, psychologists, social scientists as well as educators recently. No attention was paid to cater to the needs of exceptional children and hardly any institution was started in the past for this purpose. Special education is instruction designed for students with special needs or disabilities who need our special attention as well as gifted and talented children who also have special learning needs. Some of these students have difficulty in learning in regular class-rooms; hence they need special care, special class-rooms and special schools as they need special education to function in school.

II. REVIEW OF LITERATURE

Keyes & Annas (2009) In contrast to psychological ill-being (i.e., pervasive negative feelings and poor functioning in life), positive psychological well-being (or "well-being") reflects the positive components of psychological health that characterize individuals who feel good about life and function well.

Gallagher, Lopez, & Preacher (2009) Well-being is a broad construct that encompasses a variety of theoretical approaches including eudaimonia well-being, hedonic well-being, and social well-being.

Gallagher et al. Keyes & Annas (2009) Thus, multiple constructs are included under the broad category of positive psychological well-being and then further described according to more specific approaches to well-being.

Bewick, Koutsopoulou, Miles, Slaa, & Barkmam (2010) Mental health was shown as a concern through several studies. Known factors revealed through previous research such as, financial debt and/or concerns come into play while a student is enrolled in a college program.

Demir and Orthel (2011) Within the context of this current study, the research suggested that those with plentiful support have a better overall psychological well-being as indicated in the positive relations with others subscale from the Ryff Scale. Notably, Christie, et.al. (2008), proposed that support from family and friends is not always the only support that allows for increased well-being, but academic support from their Chao, (2012) university is crucial as well. Also, it was suggested by Chao, (2012) that positive support is crucial to manage stress. Another similar study from shared those women and men crave friendships to permit more closeness and less conflicting experiences to create a better overall well-being.

Castillio, Molinia-Garcia, & Queralt (2011) Psychological well-being increased with high leisure time physical activity among college students. Hence the best well-being and lifestyle was to endorse leisure-time physical activity into universities.

Garcia et. al (2011) The present study suggests that possibly there is some connection between the way women look for care and receive care more often than men which may increase women's actual state of psychological well-being, this study

also concurs with a similar study, by St-Jean-Trudel, Guay and Marchnad (2009), who found that women reported significantly higher levels of affection, emotional, and tangible support and positive social interactions than men.

Falahati, & Paim (2011) On financial issues, higher levels of financial satisfaction were seen in female students when compared to male students. Lower levels of financial knowledge and late-age financial socialization were seen in female students when compared to male students.

Chao (2012) The years that someone spends in college are often one of the most stressful periods; especially the beginning of college and often the transition from childhood to adulthood, (Burris, Brechting, Carlson, Salsman, 2009). Often these stressors can throw students off track, causing a decrease in their psychological well-being.

Self-Efficacy

Self-efficacy is defined as a personal judgment of "how well one can execute courses of action required to deal with prospective situations". Expectations of self-efficacy determine whether an individual will be able to exhibit coping behavior and how long effort will be sustained in the face of obstacles. Individuals who have high self-efficacy will exert sufficient effort that, if well executed, leads to successful outcomes, whereas those with low self-efficacy are likely to cease effort early and fail. Psychologists have studied self-efficacy from several perspectives, noting various paths in the development of self-efficacy; the dynamics of self-efficacy, and lack thereof, in many different settings; interactions between self-efficacy and self-concept; and habits of attribution that contribute to, or detract from, self-efficacy. Self-efficacy affects every area of human endeavor. By determining the beliefs, a person holds regarding his or her power to affect situations, it strongly influences both the power a person actually has to face challenges competently and the choices a person is most likely to make. These effects are particularly apparent, and compelling, with regard to behaviors affecting health.

Self-Efficacy Theory

The concept of self-efficacy was introduced over a quarter century ago; it has been widely tested in varied disciplines and settings and has received support from a growing body of findings from diverse fields. With reference to educational setting, self-efficacy has been found to positively correlate with academic achievement.

Psychologist Albert Bandura has defined self-efficacy as one's belief in one's ability to succeed in specific situations. One's sense of self-efficacy can play a major role in how one approaches goals, tasks, and challenges. People with high self-efficacy that is those who believe they can perform well-fare more likely to view difficult tasks as something to be mastered rather than something to be avoided.

III. FACTORS AFFECTING SELF-EFFICACY

1- Experience affecting self-efficacy

The experience of mastery is the most important factor determining a person's self-efficacy. Success raises self-efficacy, while failure lowers it.

2- Modeling or "Vicarious experience"

Modeling is experienced as, "If they can do it, I can do it as well." When we see someone succeeding, our own self-efficacy increases; where we see people failing, our self-efficacy decreases. This process is most effectual when we see ourselves as similar to the model. Although not as influential as direct experience, modeling is particularly unsure of themselves.

3- Special Persuasion

Social persuasion generally manifests as direct encouragement or discouragement from another person. Discouragement is generally more effective at decreasing a person's self-efficacy than encouragement is at increasing it.

4 - Physiological factors

In stressful situations, people commonly exhibit signs of distress' Shakes, Shakes and pains, fatigue, fear, nausea, etc. Perceptions of these responses in one can markedly alter self-efficacy. Getting 'butterflies in the stomach' before public speaking well be interpreted by someone with low self-efficacy as a sign of inability, thus decreasing self-efficacy further. Where self-efficacy would lead to interpreting such physiological signs as normal and unrelated to ability. It is one's belief in implications of physiological response that alters self-efficacy, rather than the physiological response itself.

Role of self-efficacy

Virtually all people can identify goals they want to accomplish, things they would like to change and things they would like to achieve. However, most people also realize that

putting these plans into action is not quit so simple. Bandura and others have found that an individual's self-efficacy plays a major role in how goals, and challenges are approached.

Psychological Well-being

Psychological Well-being is one of the most important goals which individuals as well as societies strive for. The term denotes that something is in a good state. It doesn't specify what the 'something' is and what is meant by 'good'. Well-being can be specified in two ways; first by the specifying the 'what' and secondly by spelling out the criteria of wellness.

Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the word of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worry, etc. These things are difficult to evaluate objectively, hence the emphasis is on the term "subjective" well-being. It may well be maintained in adverse circumstances and conversely, may be lost in favorable situation. It is related to but not dependent upon the physical/physiological conditions.

Visually impaired

"Blindness" means a condition where a person has any of the following conditions, after best correction- (RPwD Act 2016)

- I** - Total absence of sight; or
- II** - Visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction: or
- III** - Limitations of the field of vision subtending in angle of less than 10 degree.

Objective of the Study

To study self-efficacy and psychological well-being of visually impaired students.

To study difference between self-efficacy and psychological well-being among visually impaired students.

Hypotheses

There exists no significant relationship between self-efficacy for blind & low vision students.

There exists no significant relationship between psychological well-being for blind & low vision students.

Delimitations of the Study

The study was restricted to visually impaired school students only.

The study was confined to visually impaired school students studying in VI, VII, VIII standard only.

c)The study was delimited to the secondary schools situated in Lucknow district of Uttar Pradesh state only.

Methods

By seeing the nature of proposed study survey method will be used.

Tools to be used

Self-efficacy scale by G. P. Mathur and R. K. Bhatnagar.

Psychological Well-Being Scale by D. S. Sisodia and Pooja Choudhary.

Sample

Self-efficacy scale intends to assess the level of self-efficacy in any age group above 14 years. It consists of 22 items, dealing with following eight. A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn. One can also infer changes observed in the sample to changes that would likely have occurred in the population (Best & Kahn, 2011). Purposive sampling was used to select the sample for this study. Two special schools namely (Sparsh Boy's and Girl's Inter College) were selected for this study. The students with visual disabilities from these two schools falling under particular group (class VI to class VIII) have taken as sample of the study. The detail of the sample is given in table -1

Table - 1
School Wise distribution of sample

Sr. No.	Special School	Students Selected	Total
1.	"Sparsh" Government Blind Boy's Inter College, Mohaan Road, Lucknow	30	30
2.	"Sparsh" Government Blind Girl's Inter College, Mohaan Road, Lucknow	30	30
	Total	60	60

Objective

To study self-efficacy and psychological well-being of visually impaired students.

Table-2

Descriptive statistics based on self-efficacy total scores of visually impaired students

N	60
Mean	53.63
Median	54.00
Mode	49.00
S. D	5.99
Variance	35.89
Skewness	-.63
Kurtosis	.56
Range	29.00
P25	50.00
P50	54.00
P75	58.00

Table-2 depicts the values of mean, median and mode value of self-efficacy total scores of visually impaired students. The mean value comes out to be 53.63, median 54.00 and mode 49.00 respectively. The values of standard deviation (S.D.) 5.99 and variance are 35.89 and respectively which respect the centered scores from the mean position. The value of Skewness is which shows the distribution is positively skewed and scores are normally distributed. The value of kurtosis is .56 which is greater than the kurtosis value i.e., 0.263. Thus, the curve is platykurtic.

Table-3

Frequency distribution of self-efficacy total scores of visually impaired students

CLASS INTERVAL	MID POINT	FREQUENCY	CUMULATIVE FREQUENCY
61-65	63	8	60
56-60	58	15	52
51-55	53	20	37
46-50	48	12	17
41-45	43	2	5
36-40	38	3	3

Table- 3 shows the frequency distribution of self-efficacy total scores of visually impaired students. The maximum frequency is 20 and falls under class interval; 51-55.

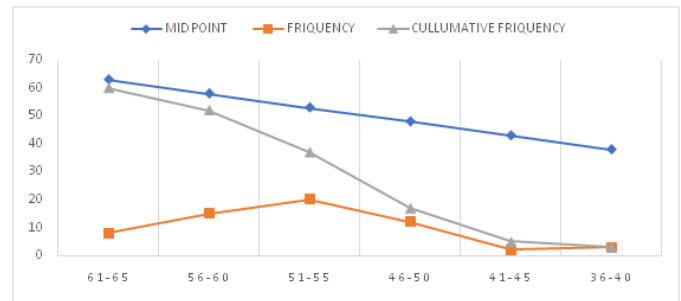


FIGURE- 1

Frequency distribution of self-efficacy of blind students total scores is being shown below in figure- 1

Table- 4

Descriptive statistics of psychological well-being total score of visually impaired students

N	60
Mean	126.75
Median	127.50
Mode	130.00
S.D.	11.47
Variance	131.58
Skewness	-1.16
Kurtosis	5.66
Range	81.00
P25	122.25
P50	127.50
P75	131.75

Table- 4 depicts the values of mean, median and mode value of school adjustment total scores of congenital students. The mean value comes out to be 126.75, median 127.50 and mode 130.00 respectively which represent the centered s cores from the mean position. The value of skewness is -1.160 which shows the distribution is positively skewed and scores are normally distributed. The value of kurtosis is 5.66 which is greater than the kurtosis value i.e.,0.263.Thus, the curve is platykurtic.

TABLE- 5
Frequency distribution of psychological well-being total scores of blind students

CLASS INTERVAL	MID POINT	FREQUENCY	CUMULATIVE FREQUENCY
161-165	163	1	60
156-160	158	0	59
151-155	153	0	59
146-150	148	1	59
141-150	143	2	58
136-140	138	6	56
131-135	133	6	50
126-130	128	22	44
120-125	123	12	22
116-120	118	5	10
111-115	113	2	5
106-110	108	0	3
101-105	103	1	3
96-100	98	0	2
91-95	93	1	2
86-90	88	0	1
81-85	83	0	1
75-80	78	1	1

Table-5 shows the frequency distribution of psychological well-being total score of visually impaired students. The maximum frequency is 22 and falls under class interval; 126-130.

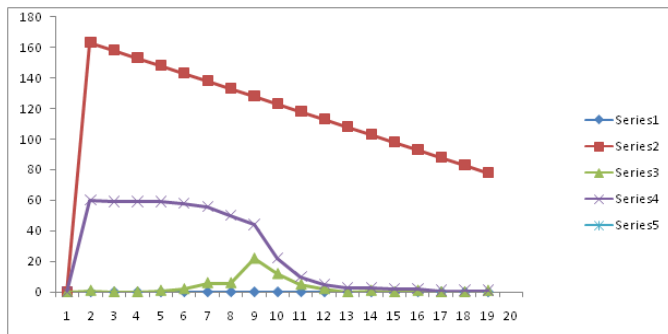


FIGURE-2

Frequency distribution of psychological well-being of visually impaired students total score is being shown below in figure 4.2

Objective

2 - To study difference between self-efficacy and psychological well-being among visually impaired students.

Analysis and Interpretation based on t-test (Deferential)

This section deals with the analysis based on analysis and interpretation on significance of difference between means (differentials) the total score of self-efficacy and psychological

well-being of visually impaired students. The results based on t-ratio are given below in table 6

TABLE- 6
Significance of difference between mean self-efficacy scores of visually impaired students

Gender	N	Mean	S.D.	S. Ed.	t-ratio	Level of Significance
Male	30	54.46	6.93	1.26	1.079	P>0.05
Female	30	52.80	4.84	.88		

It can be seen from table 6 that the mean self-efficacy scores of visually students mean 54.46 and 52.80 with S.D. 6.93 and 4.84 respectively. The calculated t-value comes out to be 1.079 which is not significant at 0.05 level of significance. It means that the self-efficacy of congenital students did not differ significantly as compared to adventitious students.

Hence, the Null hypothesis 2 is stated earlier that there exists no significant difference between self-efficacy and Difference between mean and S.D. scores.

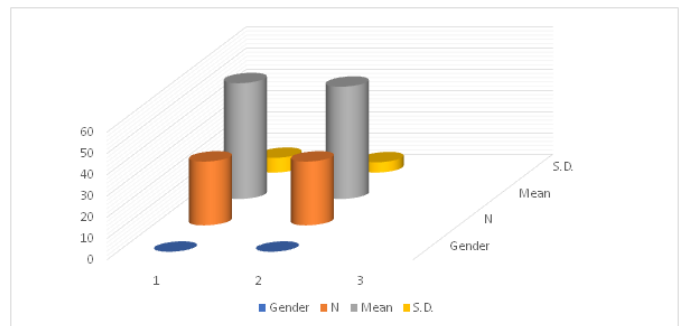


FIGURE- 3

Significance of difference between mean self-efficacy scores of visually impaired students

TABLE- 7
Significance of difference between mean psychological well-being and visually impaired students is shown below in figure- 3

Gender	N	Mean	S.D.	S. Ed.	t-ratio	Level of Significance
Male	30	125.56	15.49	2.82	-.797	P<0.05
Female	30	127.93	4.96	.90		

It can be observed from table 4.5 that the mean of psychological well-being of Male and Female students 125.56 and 127.93 with S.D. 15.49 and 4.96 respectively. The

calculated t-value comes out to be $-.797$ which is significant at 0.05 level of significance.

Hence, the Null hypothesis 3 is stated earlier that there exists no significant difference between psychological well-being and a visually impaired student is not retained. Difference between Psychological well-being mean and S.D. scores of visually impaired students is shown below in figure-4

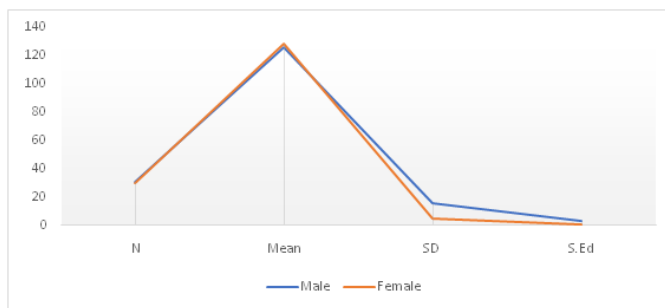


FIGURE- 4

Difference between Psychological well-being mean and S.D. scores of visually impaired students is shown below in figure- 4

IV. FINDING

1. Most of the visually impaired school students were found to be having high self-efficacy.
2. Most of the visually impaired school students were found to be having average psychological well-being.
3. There exists no significant relationship between self-efficacy and psychological well-being of visually impaired students.
4. There exists no significant difference between self-efficacy of male/female visually impaired students.
5. There exists no significant difference between psychological well-being of male/female visually impaired students.

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