

ASTUDYONSELF- EFFICACYINRELATIONTOPSYCHOLOGICALWELL-BEING OF VISUALLY IMPAIREDSTUDENTS

Mr. Bhupesh sharma
Research scholar
Tantia University,
Sri Ganganagar Rajasthan (India)
Email: bhupesh83sharma@gmail.com

INTRODUCTION

Special education is quite a stimulating and interesting field for educators and for those who are concerned with the wellbeing of children with disabilities. This is particularly an important area of study and research for those who have accepted teaching as a profession. In India, this is a relatively new field which was quite neglected until the last three-four decades.

The field of special education has recently attracted the attention of teachers, parents, administrators, psychologists, social scientists, as well as educators. Special education is instruction designed for students with special needs or disabilities who need special attention, as well as gifted and talented children who also have special learning needs. Some of these students have difficulty learning in regular classrooms; hence, they need special care, special classrooms, and special schools as they need special education and allied services to function in school.

According to Ysseldyke and Algozzine (1990), special education is the instruction designed for students with special learning needs. Some of these students have difficulty in learning in regular classrooms; they need special education to function in school.

DEFINITIONS OF DISABILITY

A disability is a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions.

Classification of Disabilities

Categories of disability types include various physical and mental impairments that can hamper or reduce a person's ability to carry out their day-to-day activities. These impairments can be termed as disabilities that affect a person's capacity to perform daily functions. Disabilities can be broadly categorized into the following four main types:

1. Mobility/Physical
2. Spinal Cord Injury (SCI)
3. Head Injuries
4. Vision

Definition of Visual Impairment

PWD Act, 1995

According to the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, "Blindness" refers to a condition where a person suffers from any of the following conditions:

1. Total absence of sight
2. Visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses
3. Limitation of the field of vision subtending an angle of 20 degrees or worse

RPWD Act, 2016

As per the Rights of Persons with Disabilities Act, 2016, people are considered blind or with low vision if they have:

1. Total absence of sight
2. Visual acuity not exceeding 6/60 or 20/200 in the better eye with correcting lenses
3. Limitation of the field of vision subtending an angle of 20 degrees or worse

Low Vision: A person suffers from any of the following conditions:

- Visual acuity not exceeding 6/18 or less than 20/60 up to 3/60 or up to 10/200 (Snellen) in the better eye with the best possible correction
- Limitation of the field of vision subtending an angle of less than 40 degrees up to 10 degrees

SELF-EFFICACY

‘Self-efficacy is the belief that one can successfully perform in a given situation’ (Bandura, 1986; Gist, 1987). Higher self-efficacy means higher persistence. The concept of self-efficacy, introduced over a quarter-century ago, has been widely tested in varied disciplines and settings and supported by a growing body of findings.

In educational settings, self-efficacy has been found to positively correlate with academic achievement. Psychologist Albert Bandura defines self-efficacy as “one’s belief in one’s ability to succeed in specific situations.” One’s sense of self-efficacy plays a major role in how one approaches goals, tasks, and challenges. People with high self-efficacy—those who believe they can perform well—are more likely to view difficult tasks as challenges to be mastered rather than threats to be avoided.

According to Bandura (1994), self-efficacy is “the belief in one’s capabilities to organize and execute the course of action required to manage prospective situations.” In other words, self-efficacy is a person’s belief in his or her ability to succeed in a particular situation.

Factors Affecting Self-Efficacy

Bandura identifies four factors that affect self-efficacy:

1. Experience

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

2. Modeling or “Vicarious Experience”

“If they can do it, I can do it as well.” When we see someone succeed, our self-efficacy increases; when we see failure, it may decrease, especially if we see the model as similar to ourselves.

3. Social**Persuasion**

Direct encouragement or discouragement from others. Discouragement is often more effective at decreasing self-efficacy than encouragement is at increasing it.

4. Physiological Factors

Stressful situations can bring signs like pain, fatigue, fear, and nausea. These signs, if interpreted as signs of weakness, can reduce self-efficacy. Self-efficacy influences whether these signs are seen as natural or as evidence of inability.

ROLE OF SELF-EFFICACY

Virtually all people can identify goals they want to accomplish. However, putting these plans into action is not so simple. Bandura and others have found that self-efficacy plays a major role in how people approach goals and challenges.

PSYCHOLOGICAL WELL-BEING

Well-being is one of the most important goals individuals and societies strive for. It refers to a good state, but what “good” means can vary.

Psychological well-being is the subjective feeling of contentment, happiness, satisfaction with life’s experiences, one’s role in the world of work, sense of achievement, belongingness, and absence of distress or dissatisfaction. Since it is hard to measure objectively, it is often assessed subjectively. It may persist even in adverse conditions and, conversely, may be lost in favorable situations.

According to Diener and Smith (1999), psychological or subjective well-being includes:

- a) Pleasant or positive affect (e.g., joy, happiness)
- b) Psychological distress (e.g., anxiety, guilt, depression)
- c) Life satisfaction
- d) Domain-specific satisfaction (e.g., work, family, health, self)

The Indian perspective of well-being includes physical, psychological, and spiritual health, and concepts such as **Maitri (friendship)**, **Karuna (compassion)**, **Mudita (joy)**, and **Upeksha (equanimity)**.

REVIEW OF LITERATURE

The review of literature is essential for scientifically sound research. It helps in planning and execution by identifying existing knowledge.

- Bandura defined self-efficacy as the confidence individuals have in their ability to execute actions to attain specific outcomes.
- Tov & Diener (2013) explored subjective well-being.
- David Sze (2015) highlighted positive psychology.
- Akin, Iskender, and Murat (2010) examined social self-efficacy and internet addiction.
- Allinder (1994) studied the relationship between efficacy and special education teaching practices.
- Aronson (2002) explored psychological factors and education.

JUSTIFICATION OF THE STUDY

Vision is a key sense, and its impairment limits experiences. Visually impaired children often face limited environmental control. Despite changing attitudes, stereotypes persist.

Self-efficacy and well-being are important for students, as they are the future. The study aims to identify these traits as part of normal growth, not as symptoms of pathology.

STATEMENT OF THE PROBLEM

The _____ study _____ is _____ entitled:
“A study on self-efficacy in relation to psychological well-being of visually impaired students.”

OPERATIONAL DEFINITIONS

- **Self-Efficacy:** A person’s belief in their ability to succeed in specific situations. Measured by the Self-Efficacy Scale by G.P. Mathur & R.K. Bhatnagar.

- **Psychological Well-Being:** Feelings about everyday life, ranging from distress to positive mental states. Measured by the Psychological Well-being Scale by D.S. Sisodia & Pooja Choudhary.
- **Visually Impaired Students:** Students categorized under blindness or low vision as defined in RPWD Act, 2016.

OBJECTIVES OF THE STUDY

1. To study self-efficacy of visually impaired students.
2. To study psychological well-being of visually impaired students.
3. To study the relationship between self-efficacy and psychological well-being.
4. To study gender differences in self-efficacy.
5. To study gender differences in psychological well-being.

HYPOTHESES

1. No significant relationship exists between self-efficacy and well-being.
2. No significant gender difference exists in self-efficacy.
3. No significant gender difference exists in psychological well-being.