

Perceived Self-Efficacy and Academic Achievement among Visually Impaired Students in Secondary Education

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Abstract:

The study aimed to investigate the perceived self-efficacy of visually impaired students in secondary education and its relationship to their academic achievement. The study sample consisted of 80 visually impaired students enrolled in secondary schools in some schools for the visually impaired in Algeria. The researcher employed the descriptive method in one of its forms, "correlational study," using the perceived self-efficacy scale - developed by the researcher - and the academic achievement results of visually impaired students as study tools. The study results confirmed the existence of a positive correlational relationship between perceived self-efficacy and academic achievement among visually impaired students in secondary education.

Keywords: Perceived self-efficacy; Visually impaired students; Academic achievement.

Introduction:

The academic success of visually impaired students often serves as a critical indicator, reflecting either positively or negatively on the array of factors that directly impact their academic performance and contribute to their results at specific times and places. When analyzed, the process of academic achievement, along with the multitude of factors associated with and influencing it, underscores the importance of comprehending these factors and their impact on academic outcomes. By pinpointing these factors and their effects on academic success, one can better understand the challenges encountered in this process and subsequently identify effective methods and strategies to overcome these barriers and enhance academic performance.

Perceived self-efficacy, functioning as a cognitive mediator of behavior, is vital in shaping the types and levels of effort an individual is willing to exert. It also influences their perception of the tasks they are capable of completing and their decisions about whether to engage in or avoid certain activities. Beliefs about self-efficacy affect attention and cognitive processes, either through confidence in one's abilities or through self-protective mechanisms. Those with a strong sense of self-efficacy focus on analyzing problems and seeking appropriate solutions, while those with doubts about their self-efficacy may become preoccupied with worries and concerns when faced with difficult situations. This inward focus on personal shortcomings and anticipated failure often results in negative outcomes, as it leads to stress and anxiety, hindering the effective use of cognitive resources by shifting attention from meeting objectives to concerns about personal inadequacy and the potential for failure.

Self-efficacy plays a key role in mitigating stress and anxiety. Individuals with high self-efficacy in various areas are more resilient in the face of life's challenges and setbacks, leading to greater self-esteem and psychological well-being. As Bandura (1999) suggests, self-efficacy is a significant psychological variable that affects an individual's behavior when striving to achieve personal goals. Given the complexity of this issue, it is crucial to explore and explain the relationship between perceived self-efficacy and academic achievement among visually impaired students enrolled in secondary education at certain schools for the visually impaired in Algeria.

I -Problem Statement:

To reduce the similarity in your text, I will paraphrase it while maintaining the original meaning and intent. Students with visual impairments exhibit distinct mental, cognitive, social, and emotional characteristics that set them apart from their sighted peers. Despite the growing interest in the relationship between self-efficacy and academic achievement across various student groups in recent years, there remains a significant gap in research specifically addressing this topic among visually impaired students in secondary education, particularly within the Arab world and Algeria. Although some studies have explored self-efficacy among visually impaired students at early childhood, university, and middle school levels, the critical stage of

secondary education—which significantly shapes students' academic and social futures—has been largely overlooked.

The academic success of visually impaired students at the secondary level is crucial, as it directly influences their future opportunities. Understanding the factors that contribute to high levels of academic achievement during this stage is essential. This is supported by Assor and Connell (2005), who argue that positive perceptions of self-efficacy are likely linked to both past and expected academic achievement, as well as performance tendencies. Numerous studies, including those by Faika Mohamed Badr (2006) and Kanaana and Qassi Saleh Tawfiq (2012), have established a significant correlation between academic achievement and perceived self-efficacy.

In the early 21st century, there has been a heightened focus on individuals with visual impairments, with efforts aimed at compensating for their partial or complete loss of vision to help them lead productive and fulfilling lives. This includes supporting their access to rights and opportunities. Visually impaired individuals, who have involuntarily acquired their impairments, are entitled to full participation in social life. It is therefore essential to rehabilitate them to regain maximum physical abilities and psychosocial adaptation, tailored to the nature and characteristics of their impairment. This rehabilitation enhances their capabilities and self-confidence, enabling them to overcome and adapt to challenges.

Psychosocial adaptation is a key indicator of mental health, fostering self-confidence, ambition, and belief in the abilities and potential of visually impaired individuals. It motivates them to engage positively in social life by forming relationships and communicating with others.

Perceived self-efficacy is a critical measure of mental health and a fundamental element in promoting the adaptation and integration of visually impaired individuals. As a modern psychological concept introduced by Bandura in his social cognitive learning theory, self-efficacy refers to an individual's beliefs about their capacity to execute tasks, which arise from cognitive awareness of personal abilities and varied experiences, both direct and indirect. Consequently, self-efficacy can influence whether an individual's actions are innovative or routine, reflecting the degree of confidence they have in their effectiveness as required by the situation (Al-Yousef, 2010, p. 89).

Perceived self-efficacy beliefs are a significant determinant of overall academic achievement among visually impaired students. Additionally, these beliefs impact students' positive attitudes towards their teachers and the school environment. Moreover, self-confidence in relation to self-efficacy perceptions directly influences the success, academic achievement, and proper integration of visually impaired students. Efaf Ali Klifikh's (2019) study further supports this, finding a positive correlation between perceived self-efficacy and learning ability, underscoring the importance of assessing perceived self-efficacy among visually impaired students at certain schools.

Bandura (1997) also highlights that perceived self-efficacy is partially grounded in self-perception—the image individuals form of themselves—which in turn influences the amount of effort they are willing to exert in performing tasks.

In light of the foregoing, the current study revolves around the following research questions:

1. Is there a correlation between the scores of the dimensions of the perceived self-efficacy scale (cognitive, emotional, and social) and the scores of academic achievements among visually impaired students in secondary education?
2. Are there statistically significant differences in the scores of the dimensions of the perceived self-efficacy scale (cognitive, emotional, and social) among visually impaired students in secondary education attributed to the gender variable (male/female)?
3. Are there statistically significant differences in the scores of the dimensions of the perceived self-efficacy scale (cognitive, emotional, and social) among visually impaired students in secondary education attributed to the degree of disability variable (total/partial)?
4. Are there statistically significant differences in academic achievement scores among visually impaired students in secondary education attributed to the gender variable (male/female)?
5. Are there statistically significant differences in academic achievement scores among visually impaired students in secondary education attributed to the degree of disability variable (total/partial)?

- Importance of the Study

The importance of this study lies in the following points:

- This current study is one of the few – to the best of the researcher's knowledge – that focuses on examining the relationship between self-efficacy among visually impaired students in secondary education and academic achievement.
- This current study is the first study in Algeria to examine self-efficacy among visually impaired students in secondary education – to the best of the researcher's knowledge – and will therefore contribute to the development of a model that can be utilized in the field.
- This study serves as a strong incentive for researchers to continue investigating self-efficacy among visually impaired individuals and other categories of individuals with special needs.
- The study's findings enrich educational and psychological literature from a cognitive perspective.

-Research Objectives

The current study aims to achieve the following objectives:

1. To investigate perceived self-efficacy among visually impaired students in secondary education and its relationship to academic achievement.
2. To examine the differences in perceived self-efficacy among visually impaired students in secondary education attributed to the gender and degree of disability variables.
3. To explore the differences in academic achievement among visually impaired students in secondary education attributed to the gender and degree of disability variables.

-Study Terms

-Self-efficacy: Defined as a set of judgments made by students that indicate their beliefs about their ability to perform certain behaviors to achieve the desired performance. (Ibrahim, 2011, 46).

-Operational definition: It refers to the score obtained by visually impaired secondary school students on the perceived self-efficacy scale used in the study.

-Academic achievement: Jablin defines it as: A specific level of achievement, or proficiency in schoolwork, as measured by teachers or by prescribed tests (Al-Aisi and others, 2006, p. 13).

-Operational definition: It is the total number of grades obtained by the student at the end of the school year, or at the end of the first or second semester, after successfully passing the tests and exams. It is the measure used to determine the level of academic achievement.

-Visually impaired: Mittler (Mittler) defines visually impaired individuals as those who are completely blind, and those who have severe visual impairment and weakness, such that they require education with curricula that do not include the sense of sight, and rely on the Braille method or other methods. They are either partially sighted or functionally blind, meaning that they cannot read except in Braille, or completely blind, meaning that they cannot see anything (Baibaa Nadia and others, 2006, 183).

-Operational definition: They are visually impaired individuals with varying degrees of impairment (total, partial), who are enrolled in secondary education and study in schools for visually impaired children in Algeria.

- Previous Studies:

Study by Adra and Al-Maghrabi (2021): The study aimed to assess the levels of self-efficacy (academic, social, and emotional) and psychological security among high school students in the Hebron Governorate. Additionally, it sought to determine the predictive power of these dimensions of self-efficacy. The study included a sample of 146 students drawn from the overall population. The findings revealed that both self-efficacy and psychological security levels among high school students in the Hebron Governorate schools were moderate. Furthermore, the study found no statistically significant differences in self-efficacy levels concerning gender and academic branch variables. However, statistically significant differences were observed concerning the grade level, with the secondary stage showing higher self-efficacy.

***Study by Klifikh, Afaf Ali (2019):** The study aimed to explore the relationship between perceived self-efficacy and self-regulated learning among gifted and ordinary female students in the Al-Baha region. Employing a descriptive correlational approach, the researcher developed scales for both perceived self-efficacy and self-regulated learning. The sample included 219 female students, comprising 108 gifted and 111 ordinary students, all randomly selected from middle schools in the Al-Baha region during the second semester of the 2018 academic year. The results indicated that the perceived self-efficacy scores were high across all dimensions for both groups, except for social self-efficacy, which was moderate with statistically significant differences favoring the gifted students. Similarly, self-regulated learning scores were high for all dimensions, again showing statistically significant differences in favor of the gifted. Additionally, a significant correlation was found between perceived self-efficacy and self-regulated learning in both groups.

The study recommends enhancing social self-efficacy skills in the classroom by incorporating them into teaching methods used for both gifted and ordinary female middle school students.

* **Study by Kanaana and Qassi Saleh Tawfiq (2012):**The objective of this study was to examine perceived self-efficacy and its relationship to students' levels of aspiration and academic achievement. The sample comprised 317 male and female high school students, randomly selected from the Akka district (Sakhnin, Araba, Deir Hanna) during the first semester of the 2011/2012 academic year. Both the perceived self-efficacy scale and the level of aspiration scale were utilized after confirming their validity and reliability. The results indicated that the average perceived self-efficacy among students was 3.60, with a standard deviation of 0.470, reflecting a moderate level. The average level of aspiration was 3.42, with a standard deviation of 0.58, also indicating a moderate level. Additionally, the results revealed a positive and statistically significant correlation between perceived self-efficacy and the level of aspiration. There was no statistically significant difference ($\alpha = 0.05$) in the strength of this correlation due to the effect of gender. Similarly, no statistically significant difference ($\alpha = 0.05$) was found in the correlation strength attributed to the impact of academic achievement. Based on these findings, the researcher proposed several recommendations, including:

- Develop plans, programs, and strategies by educational officials, teachers, and school counselors to ensure the improvement of the level of perceived self-efficacy and the level of aspiration among students.

* **Study by Nahla Metwally Al-Sayed (2010):**This study aimed to explore the relationship between perceived self-competencies in their various dimensions and achievement motivation among first-year secondary school girls. It sought to determine the extent to which academic level influences these students' perceptions of their self-competencies and their achievement motivation. Additionally, the study aimed to develop a predictive equation for achievement motivation based on the dimensions of perceived self-competencies among first-year secondary school girls in Taif. The sample included 318 first-year secondary school girls from the Taif governorate, categorized by academic level. The perceived self-competencies and achievement motivation scales were administered to the participants. Analysis of the study data led to several key findings, including:

The existence of significant correlation relationships between the achievement motivation of the female students and all the perceived self-competencies (social competence, physical appearance competence, academic competence, emotional attractiveness, competence in action, and total self-worth).

- The existence of statistically significant differences between academically delayed and ordinary female students in all perceived self-competencies in favor of ordinary female students.
- The existence of statistically significant differences between academically delayed and ordinary female students in achievement motivation in favor of ordinary female students.
- It was possible to formulate a prediction equation for the achievement motivation of female students through physical appearance competence, academic competence, action competence, total self-worth, and the academic level of female students.

***Study by Faika Muhammad Badr (2006):**This study aimed to identify the differences between female students with learning difficulties and their peers without such difficulties in perceived academic competence, writing ability, and academic achievement. The study was conducted by administering the research tools to 250 middle school female students in the Kingdom of Saudi Arabia, classified into those with learning difficulties and those without. Data analysis revealed statistically significant differences between students with learning difficulties and their peers in perceived self-efficacy and writing ability, with ordinary students performing better. Additionally, a significant relationship was found between academic achievement and perceived self-efficacy.

* **Study by Abi Moulod Abdel Fattah, Midoun Mubarak (2014):**The study aimed to investigate the objectives of assessing the levels of self-efficacy and academic adaptation among a sample of middle school students. The primary sample consisted of 798 male and female students, randomly selected from three middle schools in the city of Ouargla: Anqosa Middle School, Al-Bawr Middle School, and Afran Middle School. To achieve the study's objectives, two instruments were used: a self-efficacy scale comprising 10 items and an academic adaptation scale comprising 36 items, during the 2012/2013 academic year. The results indicated that both self-efficacy and academic adaptation levels were high among the middle school students. A positive correlation was found between self-efficacy and academic adaptation. Significant differences were observed in academic adaptation between boys and girls, with boys showing higher

adaptation. Additionally, differences were noted between repeating and non-repeating students in terms of academic adaptation, favoring non-repeating students.

II. Methodology and Procedures

II.1- Research Methodology:

The researcher used the descriptive method in one of its forms, "the correlational study," because it is consistent with the objectives of the study.

II.2- Limitations of the Study

During the study, the researcher adhered to the following limitations:

A. Human Limitation: It consists of visually impaired students in schools for visually impaired children located in schools for visually impaired children in the wilayas of Biskra, Oum El Bouaghi, and Algiers capital, who numbered (368) students for the academic year (2021-2022) representing all educational stages (primary - intermediate - secondary).

B. Spatial Limitation:

- School for visually impaired children in Biskra.
- School for visually impaired children in Algiers (10th).
- School for visually impaired children in Oum El Bouaghi.

C. Time Limitation: The current study was conducted during the period from (14/01/2022) to (02/06/2022) for the academic year (2021/2022).

II.3- Study Sample:

The study sample was selected purposively to ensure that its members fit the appropriate age group, psychological, social, and cognitive characteristics for the variables of the current study. The sample size was (80) students, representing all visually impaired students enrolled in secondary school grades in specialized schools for visually impaired children. The study sample represents approximately (21.73%) of the total study population. Table (01) shows the characteristics of the study sample members according to the independent variables.

Table (01): Shows the characteristics of the study sample members according to the independent variables (N = 80).

Variable	Level	Frequency	Percentage
Gender	Male	56	70%
	Female	24	30%
	Total	80	100%
Degree of Disability	Total Visual Impairment	62	77.5%
	Partial Visual Impairment	18	22.5%
	Total	80	100%

II.4- Study Tools

The researcher used the following tools in this study to achieve the objectives of the study:

- **The perceived self-efficacy scale prepared by the researcher.**
- **The academic achievement results of visually impaired students enrolled in schools**

A. Perceived Self-Efficacy Scale:

The researcher built a tool to measure perceived self-efficacy in visually impaired students enrolled in schools based on theoretical literature and previous studies. The theoretical literature included an analysis of the concept of perceived self-efficacy and its elements, such as the study of Nahla Metwally Al-Sayed (2010), and a review of previous studies related to the topic of the study, including the study of Kanaana (2012), Abi Moulod, Abdel Fattah, Midoun, Mubarak (2014), and the scale of Afaf Ali Klifikh. (2019). The items of the scale were prepared according to the cognitive, psychological, and social characteristics of visually impaired students.

In its initial form, the scale consists of (36) items, where the student answers the item by choosing one of the following three alternatives: always, sometimes, and never.

The scale is divided into three axes:

- **Axis 1:** Perceived Cognitive Self-Efficacy
- **Axis 2:** Perceived Emotional Self-Efficacy
- **Axis 3:** Perceived Social Self-Efficacy

B. Academic Achievement Measurement Tool for Visually Impaired Students Enrolled in Schools:

To measure the variable of academic achievement, the students' results in their academic path during the year preceding the current study were relied upon. The students' averages were collected and summarized as shown in the following table:

Table (02): Shows the academic results of visually impaired students enrolled in schools

Averages	Frequency	Percentage
00-5.99	12	15%
06-10.99	19	23.75%
11-15.99	20	25%
16-20	29	36.25%
Total	80	100%

C. Statistical Processing:

The researcher processed the statistical data for the current study using the Statistical Package for Social Sciences (SPSS) program by applying the following processes:

- Percentages.
- Means and standard deviations.
- Correlation coefficient to determine the nature of the relationship between perceived self-efficacy and academic achievement.
- T-test for two independent groups (t test) to determine differences according to the gender variable.

II.6- Psychometric Properties of the Study Tool:

II.6.1- Perceived Self-Efficacy Scale:

A. Validity of the Perceived Self-Efficacy Scale: The preliminary form of the scale was presented to (10 out of 10 experts in psychological counseling, special education, and educational psychology in Algerian universities. The agreement rate of (90%) was adopted as the criterion for accepting the item. Among the most important modifications were the rephrasing of a number of items and the deletion of (04) items from the scale, so that it became composed of (32) items in its final form instead of (36) items.

B. Internal Consistency Reliability:

Table (03): Shows the internal consistency of the scale dimensions

After Cognitive Competence	Correlation Coefficient	After Emotional Competence	Correlation Coefficient	After Social Competence	Correlation Coefficient
1	,585**	13	,714**	23	,494*
2	,620**	14	,657**	24	,705**
03	,514*	15	,449*	25	,687**
04	,647**	16	,816**	26	,701**
05	,587	17	,638**	27	,668**
06	,752**	18	,608**	28	,587**
07	,240	19	,252	29	,484*
08	,704**	20	,730**	30	,358
09	,657**	21	,724**	31	,714**
10	,754**	22	,735**	32	,711**
11	,657**	////	////	////	////
12	,806**	////	////	////	////

Table (03): shows that there is a positive correlation ranging from strong to moderate strength between the dimensions and the scale as a whole. The alpha value becomes (0.79), which indicates the validity of the scale in measuring what it was designed for.

II.6.2- Reliability:

A. Cronbach's Alpha Method:

The researcher employed the Cronbach's Alpha equation to determine the reliability coefficient of the study tool. The overall reliability coefficient for the self-efficacy scale was found to be 0.96, with the reliability coefficients for its various domains ranging between 0.85 and 0.90. These values indicate that the study tool

is both reliable and valid for achieving the study's objectives, as demonstrated in the results shown in Table (04).

Table (04): Cronbach's Alpha Reliability Coefficient Values for the Perceived Self-Efficacy Scale (N = 50).

Study Tools	Domains	Number of Items	Reliability Coefficient
Perceived Self-Efficacy	Cognitive Compétence	10	0.85
	Emotional Compétence	10	0.90
	Social Compétence	12	0.87
Total Score	32	0.96	

B. Split-Half Method:

The researcher used the split-half method to determine the reliability coefficient of the study tool. The total reliability coefficient of the self-efficacy scale reached (0.913), and the reliability coefficient values for its domains ranged from (0.78-0.877). Thus, the study tool is reliable and valid for achieving the objectives of the study. The results of Table (05) show this.

Table (05): Split-Half Reliability Coefficient Values for the Perceived Self-Efficacy Scale (N = 50).

Domain	Reliability Coefficient
Cognitive Competence	0.809
Emotional Competence	0.813
Social Competence	0.877
Total Score	0.913

II.7- Study Variables:

The study variables included the following:

- Perceived self-efficacy.
- Academic achievement.
- Gender, which has two levels: (male, female).
- Degree of disability, which has two levels: (total visual impairment, partial visual impairment).
-

III-Results and discussion:

III -1- Result of the First Question and Discussion:

- Is there a correlation between the scores of the perceived self-efficacy scale (cognitive, emotional, social) and the scores of academic achievements among visually impaired students enrolled in secondary education?
- Table (06): T-test showing the correlation between the scores of the perceived self-efficacy scale (cognitive, emotional, social) and the scores of academic achievements among visually impaired students enrolled in secondary education?

Table (06): T-test showing the correlation between the scores of the perceived self-efficacy scale (cognitive, emotional, social) and the scores of academic achievements among visually impaired students enrolled in secondary education (N = 80).

Variable	Sample Size	Mean	Standard Deviation	Degrees of Freedom	Correlation Coefficient (r)	Significance Level (p)
Perceived Self-Efficacy	80	180.56	19.265	78	0.87	0.003
Academic Achievement	80	179.258	2.568	-	-	-

- There is a positive linear correlation between perceived self-efficacy and academic achievement among visually impaired students enrolled in secondary education.

The researcher notes from the results presented in the table above that there is a positive relationship between perceived self-efficacy and academic achievement. This suggests that higher perceived self-efficacy is associated with improved academic performance. The findings underscore the reciprocal relationship between academic achievement and perceived self-efficacy among visually impaired students. When students achieve academically, they feel successful and superior, which enhances their self-confidence and pride in their abilities and potential. Perceived self-efficacy, along with the need for self-actualization and

self-esteem, aligns with the hierarchy of human needs, where educational success and excellence play a crucial role.

Additionally, it is important for individuals to feel that others are satisfied with them and hold a positive opinion of them, in addition to being satisfied with themselves. Males may exhibit more ambition in this area and a stronger desire to attain social privileges. Previous studies have consistently supported these findings, showing a positive relationship between perceived self-efficacy and academic achievement. Examples include the study by Kanaana and Qassi Saleh (2012), the study by Nahla Matwali Al-Sayed (2010), and the study by Faika Badr (2006).

III.2- Result of the Second Question and Discussion:

- Are there statistically significant differences in the responses of the sample individuals on the Perceived Self-Efficacy Scale (cognitive, emotional, social) among visually impaired students enrolled in secondary education attributed to the gender variable (male/female)?

The following table shows the responses of the study sample on the Perceived Self-Efficacy Scale.

Table (07): T-test showing the differences between genders on the Perceived Self-Efficacy Scale (cognitive, emotional, social) among visually impaired students enrolled in secondary education.

Variables	Gender	Number	Mean	Standard Deviation	Degrees of Freedom	t-value	Significance Level
Cognitive Competence	Female	56	47.147	6.584	78	2.52	0.01
	Male	24	51.895	8.425			
Emotional Competence	Female	56	49.485	6.124	78	2.14	0.01
	Male	24	50.478	7.528			
Social Competence	Female	56	52.843	6.426	78	2.60	0.01
	Male	24	50.412	8.985			
Overall Scale	Female	56	137.36	16.428	78	2.01	0.01
	Male	24	147.26	17.823			

Differences in favor of males were found in the perceived self-efficacy scale.

Table 07 results indicate statistically significant differences at the significance level ($\alpha \leq 0.05$) in the overall level of perceived self-efficacy and its domains among visually impaired individuals attributed to the gender variable.

The researcher attributes this finding to the varying levels of perceived self-efficacy among visually impaired individuals, which can be influenced by gender and its impact on how these individuals perceive their self-efficacy and interact with their environment. The psychological characteristics of females differ significantly from those of males, which may weaken their perceived self-efficacy, particularly in the emotional and social domains. This disparity can lead to reduced self-confidence in females, driven by how they believe others perceive them.

III- 3-Question 3 Results and Discussion:

- Are there statistically significant differences in the responses of the sample members on the Perceived Self-Efficacy Scale (Cognitive, Emotional, Social) among visually impaired students enrolled in secondary education attributed to the degree of impairment (partial/total)?

Table 08: The t-test reveals the significance of differences according to the degree of impairment in the Perceived Self-Efficacy Scale (Cognitive, Emotional, and Social) among visually impaired students enrolled in secondary education attributed to the degree of impairment (partial/total).

Variables	Degree of Impairment	Number	Mean	Standard Deviation	Degrees of Freedom	t-value	Significance Level
Cognitive Competence	Total	62	72.145	9.104	78	2.087	0.03
	Partial	18	75.124	10.457			
Emotional Competence	Total	62	39.548	4.828	78	2.548	0.03

	Partial	18	40.058	7.458			
Social Competence	Total	62	67.105	7.0885	78	2.458	0.01
	Partial	18	69.828	9.0452			
Overall Scale	Total	62	180.127	19.258	78	2.018	0.004
	Partial	18	187.658	2.025			

Differences in favor of partial impairment were found in the perceived self-efficacy scale.

Table 08 results indicate statistically significant differences at the significance level ($\alpha \leq 0.05$) in the overall level of perceived self-efficacy and its domains among visually impaired individuals attributed to the degree of visual impairment.

The researcher attributes this result to the varying levels of perceived self-efficacy among visually impaired individuals, which stem from the degree of their impairment and its effect on their ability to interact with the surrounding environment. As the severity of visual impairment increases, these individuals face greater obstacles and difficulties, which can undermine their self-confidence and negatively impact their perceived self-efficacy. This effect is especially pronounced when they experience repeated failures in various areas of life, further diminishing their confidence and sense of efficacy.

III -4-Result of Question Four and Discussion:

- Are there statistically significant differences in the responses of the sample members in academic achievement scores among visually impaired students enrolled in secondary education attributed to gender (male/female)?

Table 09: The t-test illustrates the significance of differences by gender in academic achievement among visually impaired students enrolled in secondary education attributed to the gender variable.

Variable	Gender	Number	Mean	Standard Deviation	Degrees of Freedom	t-value	Significance Level
Academic Achievement	Male	58	108.71	10.52	78	0.32	Not Significant
	Female	24	107.38	11.58			

- No Differences between Genders in Academic Achievement

Table 09 results indicate no statistically significant differences at the significance level ($\alpha \leq 0.05$) in academic achievement among visually impaired individuals attributed to gender.

The researcher attributes this result to the similarity in academic achievement among the students, as they are part of the same educational environment, are taught using the same teaching methods, benefit from the same educational services, and share similar academic characteristics. Consequently, the researcher suggests that academic achievement might be influenced by changes in the environment and the varying levels of abilities among visually impaired students.

III -5-Result of Question Five and Discussion:

- Are there statistically significant differences in the responses of the sample members in academic achievement scores among visually impaired students enrolled in secondary education attributed to the degree of impairment (partial/total)?

Table 10: The t-test indicates the significance of differences by the degree of impairment in academic achievement among visually impaired students enrolled in secondary education attributed to the degree of impairment (partial/total).

Variable	Degree of Impairment	Number	Mean	Standard Deviation	Degrees of Freedom	t-value	Significance Level
Academic Achievement	Total	62	180.56	19.265	78	2.018	0.003
	Partial	18	179.16	2.568			

III -6- Differences Exist in Favor of Partial Impairment

Table 10 results show statistically significant differences at the significance level ($\alpha \leq 0.05$) in academic achievement among visually impaired individuals attributed to the degree of visual impairment.

The researcher attributes this result to the unequal academic achievement among visually impaired individuals, which is influenced by the nature of their impairment and its impact on their abilities. The

researcher suggests that individuals with partial visual impairment retain some visual abilities—though limited—that help them gain more self-confidence and foster a stronger belief in their capabilities within the bounds of their limitations. As a result, their belief in their abilities and competence is generally higher than that of individuals with total visual impairment.

IV -General Conclusion:

- There are statistically significant differences on the Perceived Self-Efficacy Scale and its domains among visually impaired students enrolled in secondary education attributed to the gender variable in favor of males.
- There are statistically significant differences on the Perceived Self-Efficacy Scale and its domains among visually impaired students enrolled in secondary education attributed to the degree of disability variable in favor of partial disability.
- There are no statistically significant differences in academic achievement among visually impaired students enrolled in secondary education attributed to the degree of disability variable.
- There are statistically significant differences in academic achievement among visually impaired students enrolled in secondary education attributed to the degree of disability variable in favor of partial disability.
- There is a linear correlation relationship between perceived self-efficacy and academic achievement among visually impaired students enrolled in secondary education.

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