

SOCIAL SUPPORT, PSYCHOLOGICAL WELL-BEING AND SELF-EFFICACY AMONG VISUALLY IMPAIRED STUDENTS IN THE AWADH REGION: A CORRELATIONAL STUDY

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Abstract

The educational participation and personal development of visually impaired students are shaped by social, emotional, and psychological conditions as well as access to learning opportunities. The present study examines the reported levels of social support, psychological well-being, and self-efficacy among visually impaired students in the Awadh region and explores the associations among these variables. A descriptive-correlational survey framework was used with a purposively selected sample of 80 students enrolled in secondary, senior secondary, college, and university settings. The study used a Social Support Scale, Psychological Well-Being Scale, General Self-Efficacy Scale, and Personal Information Schedule. Descriptive frequencies and percentages were used to summarize the three variables, while Pearson correlations were reported to examine their relationships. Moderate levels were the most common category for social support (53.75%), psychological well-being (58.75%), and self-efficacy (56.25%). Positive correlations were reported between social support and psychological well-being ($r = .61$), social support and self-efficacy ($r = .57$), and psychological well-being and self-efficacy ($r = .69$), with the source manuscript reporting $p < .01$. These results suggest that students who perceive greater social support also tend to report better psychological well-being and stronger confidence in their capabilities. Because participant-level data and full statistical output were not available for independent verification, the findings are interpreted as reported associations rather than causal effects. The paper discusses implications for accessible, supportive, and psychologically responsive educational environments in the Awadh region.

Keywords: visual impairment, social support, psychological well-being, self-efficacy, Awadh region, inclusive education



1. Introduction

Education is an important means of autonomy, participation, and social inclusion. For students with visual impairment, meaningful educational participation depends not only on accessible learning materials and physical environments but also on supportive relationships, emotional adjustment, and confidence in personal capabilities. Family members, peers, teachers, counsellors, and educational institutions can help students navigate academic tasks, mobility demands, social participation, and decisions about future education.

Social support refers broadly to the emotional, informational, and practical assistance that individuals perceive as available from people and institutions around them. Support may reassure students during difficult situations, help them solve practical problems, and strengthen their sense of belonging. In educational settings, respectful teacher-student relationships, peer acceptance, accessible communication, and timely academic guidance can all contribute to a supportive environment.

Psychological well-being concerns positive functioning and the ability to manage life demands, maintain purposeful engagement, and experience a sense of personal worth. Students with stronger well-being may be better placed to engage with academic challenges and seek assistance when needed. Self-efficacy, in turn, concerns beliefs about one's capability to organize and perform actions required for particular tasks. Bandura (1997) identified self-efficacy as an important influence on motivation, persistence, and behaviour.

The three constructs may be related in mutually reinforcing ways. Supportive relationships can promote positive adjustment and provide encouragement; positive psychological functioning may help students interpret challenges as manageable; and confidence in one's capabilities may encourage greater participation in learning. However, the strength and nature of these relationships should be assessed empirically rather than assumed. The present paper therefore focuses on the levels and interrelationships of social support, psychological well-being, and self-efficacy among visually impaired students in the Awadh region.

2. Review of Related Literature

Bandura (1997) described self-efficacy as a central social-cognitive mechanism that shapes the goals people set, the effort they invest, and their persistence when facing obstacles. Encouragement and feedback from significant others may contribute to efficacy beliefs, although mastery experiences and individual interpretation of experiences are also important.

Cobb (1976) emphasized the role of social support in communicating that a person is cared for, valued, and part of a network of mutual obligations. Such perceptions may be relevant to students who encounter access



barriers or social exclusion. Malecki and Demaray (2006) also examined perceived social support in school contexts, highlighting the importance of support from sources such as parents, teachers, and classmates.

Diener (2000) discussed subjective well-being through life satisfaction and affective experience, while Ryff (1989) proposed a model of psychological well-being involving dimensions of positive psychological functioning. These perspectives indicate that well-being is broader than the absence of distress and can be relevant to students' ability to participate meaningfully in academic and social life.

Research concerning adolescents with visual impairment has considered social relationships, adjustment, and the transition toward adulthood. Huurre and Aro (2000) and Kef (2002) are relevant sources on psychosocial adjustment and support among young people with visual impairment. This body of work underlines the importance of considering students' social context alongside individual characteristics.

Although these sources provide a conceptual basis for expecting positive associations among social support, psychological well-being, and self-efficacy, the present study is limited to the numerical results available in the source dataset. It does not claim to establish causal direction or a mediating mechanism. Further studies with verified instruments, detailed participant characteristics, and participant-level data are needed to test more complex models.

3. Rationale and Research Gap

The literature indicates that social relationships, psychological functioning, and confidence in one's capabilities are important dimensions of student adjustment. However, local evidence can help educators understand how these factors appear together among visually impaired learners in a particular regional context. A regional study may also help generate practical questions about the accessibility of support services, peer participation, counselling, and inclusive teaching.

The present analysis addresses this need by describing reported levels of social support, psychological well-being, and self-efficacy and by examining the reported pairwise correlations among these variables. The study is correlational in emphasis; it does not independently test mediation because the available dataset summary does not include regression coefficients, indirect effects, or bootstrap confidence intervals.

4. Objectives of the Study

- To describe the reported levels of social support among visually impaired students in the Awadh region.



- To examine the reported levels of psychological well-being among visually impaired students.
- To describe the reported levels of self-efficacy among visually impaired students.
- To examine the relationships among social support, psychological well-being, and self-efficacy.

5. Hypotheses

H1: Social support is positively related to psychological well-being among visually impaired students.

H2: Social support is positively related to self-efficacy among visually impaired students.

H3: Psychological well-being is positively related to self-efficacy among visually impaired students.

6. Research Methodology

6.1 Research Design

The study is presented as a descriptive-correlational survey. The descriptive component summarizes the reported distribution of participants across high, moderate, and low categories for each construct. The correlational component reports the relationships among the three study variables.

6.2 Population and Sample

The target population comprises visually impaired students studying in secondary schools, senior secondary schools, colleges, and universities in the Awadh region. Sample size is 80 students, selected through purposive sampling.

6.3 Variables

The variables considered were social support, psychological well-being, and self-efficacy. In this correlational paper, these variables are analysed as associated constructs rather than assigning a causal status to any one variable.

6.4 Tools

Social Support Scale, Psychological Well-Being Scale, General Self-Efficacy Scale, and Personal Information Schedule.

6.5 Procedure and Ethics

Institutional permission and informed consent were obtained, participation was voluntary, and confidentiality was maintained.

6.6 Statistical Analysis

Frequencies and percentages were used to summarize categorical levels. Pearson's correlation coefficients were reported for the pairwise relationships.

7. Results

7.1 Reported Level of Social Support

Level	Frequency	Percentage
High	22	27.50%
Moderate	43	53.75%
Low	15	18.75%
Total	80	100.00%

The largest group of participants was classified in the moderate social-support category (53.75%). A further 27.50% were in the high category, while 18.75% were in the low category. This distribution suggests variation in students' perceived support and indicates that not all learners experience the same level of support.

7.2 Reported Level of Psychological Well-Being

Level	Frequency	Percentage
High	18	22.50%
Moderate	47	58.75%
Low	15	18.75%
Total	80	100.00%

Psychological well-being was most frequently classified as moderate (58.75%). High well-being was reported for 22.50% of the sample and low well-being for 18.75%. The presence of a low-well-being group reinforces the need for responsive student support, while the descriptive data alone cannot identify the reasons for individual differences.

7.3 Reported Level of Self-Efficacy

Level	Frequency	Percentage
High	20	25.00%
Moderate	45	56.25%
Low	15	18.75%
Total	80	100.00%

More than half of the participants were classified in the moderate self-efficacy category (56.25%). One quarter were in the high category, and 18.75% were in the low category. These results point to a mixed pattern of confidence in personal capabilities within the sample.

7.4 Relationships among the Study Variables

Variables	Reported Pearson r	Significance reported in source
Social support and psychological well-being	0.61	$p < .01$
Social support and self-efficacy	0.57	$p < .01$
Psychological well-being and self-efficacy	0.69	$p < .01$

All three reported correlations are positive. The strongest of the three associations is between psychological well-being and self-efficacy ($r = .69$), followed by social support and psychological well-being ($r = .61$), and social support and self-efficacy ($r = .57$). These coefficients indicate that higher scores on one variable tended to occur alongside higher scores on the paired variable in the reported data. Correlation does not establish causation.



8. Discussion

The descriptive results show that the moderate category was the most common classification for each of the three constructs. This pattern may suggest that many students perceive some support and possess a degree of psychological well-being and self-efficacy, while a meaningful minority fall in the low category. Because category cut-offs and scale details were not supplied, these classifications should be interpreted according to the manuals of the instruments actually used.

The positive association between social support and psychological well-being is consistent with the view that supportive relationships can contribute to belonging, reassurance, and coping resources. In education, such support may come from family members, peers, teachers, disability support units, and accessible counselling services. The correlation, however, cannot determine whether support improves well-being, whether students with higher well-being perceive support more positively, or whether other factors influence both.

The positive association between social support and self-efficacy is also consistent with social-cognitive perspectives. Encouragement, accessible guidance, and opportunities to participate may help learners develop confidence. Yet self-efficacy is also influenced by successful task performance, feedback, prior experiences, and the accessibility of the learning environment. Support should therefore complement, rather than replace, opportunities for independent learning and mastery.

The strongest reported relationship was between psychological well-being and self-efficacy. Students who feel psychologically better may be more willing to engage with academic challenges, while successful participation and growing efficacy beliefs may also support well-being. The cross-sectional correlational design cannot determine the direction of this relationship.

The results have practical relevance for inclusive education in the Awadh region if the sampling location is confirmed by the original records. Schools and higher education institutions can consider strengthening accessible peer networks, teacher mentoring, counselling, assistive-technology support, and participation in decision-making. Such measures should be planned in consultation with visually impaired students and evaluated rather than assumed to be effective.

9. Educational Implications

- Develop structured peer-support and mentoring opportunities that are accessible to visually impaired students.



- Train teachers to provide constructive feedback, accessible learning materials, and autonomy-supportive assistance.
- Ensure that counselling and student-welfare services are available in formats accessible to students with visual impairment.
- Provide repeated opportunities for students to practise skills, solve problems independently, and receive feedback that can strengthen self-efficacy.
- Use student feedback to identify barriers in classroom participation, assessment, mobility, and access to digital learning resources.

10. Limitations

- The sample was limited to 80 purposively selected students, so findings should not be generalized to all visually impaired students.
- The supplied summary does not include detailed demographic distributions or institution-wise representation.
- The exact editions and psychometric details of the scales were not available in the supplied document.
- Participant-level data and full statistical output were not supplied, so the reported correlations and significance levels could not be independently recalculated.
- The cross-sectional correlational design does not support causal conclusions.
- The Awadh-region label must be verified against the original sampling records before submission.

11. Suggestions for Further Research

Future research may use larger and more diverse samples, report the distribution of participants by age, gender, educational level, and degree of visual impairment, and document the accessibility procedures used during data collection. Researchers should report complete scale information, internal consistency estimates for the study sample, exact p-values, confidence intervals, and the relevant assumption checks. Longitudinal or intervention-based designs could help determine whether changes in social support precede changes in psychological well-being or self-efficacy. Any mediation analysis should use participant-level data and report path coefficients, indirect effects, and bootstrap confidence intervals.

12. Conclusion

This study describes reported levels of social support, psychological well-being, and self-efficacy among 80 visually impaired students and reports positive associations among the three variables. Moderate levels were the most common categories for all constructs. The strongest reported correlation was between psychological well-being and self-efficacy, followed by social support with psychological well-being and social support with self-efficacy. The findings support the practical importance of considering social and psychological dimensions alongside accessibility in inclusive education. They should be interpreted cautiously because the study is correlational, the underlying participant-level data were not available for independent verification, and the regional sampling description must be checked against the original records.

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