RESEARCH PAPER

Students with Visual Impairment Suffer for their Academic Career and Professional Development: An Empirical Investigation of Test Anxiety and Coping Strategies

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PAPER INFO	ABSTRACT
	World Health Organization (WHO) indicated around the globe there are 1.3 billion individuals live with some type of visual impairment. Therefore, visually impaired has a high prevalence pace of anxiety that inconsistency with the students. This thing lead toward depression in visually impaired students that block their educational and professional development. This study has a specific aim the impact of test anxiety self-perception on coping strategies in visually Impaired Students. In this study sample has been taken from special schools (Government & Private) of three main cities of that areas listed Multan, Lodhran and Bahawalpur. The sample for this study comprised over 100 visually impaired students on gender base that are equally participate. The result of study determined a significance negative connection between test anxiety and self-perception in visually impaired students, significance negative association between test anxiety and coping strategies and significant positive relationship among coping strategies and self-perception. While Self-Perception perfect mediate the relationship between test anxiety and coping strategies. The findings indicate that test anxiety has significant negative correlated with coping strategies in visually impaired students. While coping strategies has significant positive correlated with self-perception in visually impaired students.

Introduction

Vision Impairment is a generic word that used to define blindness or low vision people (Hallahan, Kauffman, & Pullen, 2009). Moreover, the characterizing visual impairment is not straightforward because of various studies about this domain and settingsshow that is a degrees of disability. Therefore, the visual impairment alludes to add up to blindness or potentially serious trouble to see things and occasions in the immediate context. Therefore, the term student with visual impairment alludes to individuals who are blind and cannot perceive what is going on in the earth where they exist, even with the supportof specific devices they used. Students with visual impairment are the individuals who utilize their non-visual

abilities as opposed to their visual abilities to learn. Students with visual Impairment (VI) indicate to those students who are lawfully blind or who use Braille and other non-visual instruments for their education (Zelelew, 2018).

It has anticipated that visually impaired students have high pervasiveness of anxiety as contrast among normal students. Therefore, the probability of confronting the effective related issues toward depression is existence practiced by visually impaired students. This is the explanation that vision related unhappiness is one of the solid indicators of the downturn among them (Ahmed, 2011). Students with visual impairments are neonatal children, newborn children, teenagers and youngstersthatpracticingvisual impairments structure that influence their capability to study. Furthermore, there are three classified frameworks for visual impairment that training experts used. Therefore, into the recent time the quantity of visually impaired students has perceptibly expanded and European education structurehas gratified to give coaching to these students (Kopačević, 2019).

The term anxiety gotten from Latin word "angere," which means to cause distress. Therefore, anxiety has characterized as vague, awkward inclination intensified by protracted stress and the nearness of various stressors. (Bisson, 2017). Test anxiety is a variable describe as a lot of psychosomatic and demeanor responses which are a result of stress over the possibly negative results of this anxiety circumstance (Genc, 2017). The other construct Coping strategies indicate toparticular endeavors, both social and mental which individuals use to master, sustain, moderate or frontier unpleasant occasions. Two general coping strategies have recognized that are problem-solving strategies are actions to plan to some degree dynamic for ease distressing situations, while emotion-focused coping strategies include actions to manage the passionate outcomes of upsetting or possibly unpleasant events. (Stevelinketal, 2015). In this study the mediator construct Self-perception (SP) people feeling with positive thoughts, contractions, visual communications, apprehensions and dreams that established not on through socialization (Stevelinketal, 2015). A student self-perception can be adversely affected by others' misunderstandings and negative criticism, particularly without positive collaboration (McMahon, 2019). Self-perception is also related with self-esteem that indicated this is manner where individual eminencehis own characteristics, appearances, abilities, and actions. Thus, its development involves free examination and a sheltered situation that supports an individual in deciding, anticipating achievement, and encountering new things (McMahon, 2019).

This research based on Test Anxiety theory to measure anxiety and Lazarus & Folkman (2004) transactional theory of stress scontributed sole consideration concerning with the elements of coping. In this research, the more allied to visually impaired students and their tendency to provoke the issues of visual impairment has made test anxiety another important issue to report that can block their educational and profession development. Appropriate utilization of coping system can be useful to diminish test anxiety in visual impaired students. Self- perception is another element that is a mediator in this paper that emphasis self-perception can be positive and negative among visual impaired people. This study examines to testify test anxiety self-perception and coping strategies in Visually Impaired Students of south Punjab Pakistan where student of visual impairment faces test anxiety. Text anxiety is an independent variable in current study and coping strategies are dependent in this research. While self-perception is a mediator inrelationshipbetween text anxiety

and coping strategies. This study objects to measure the relationship among test anxiety and coping strategies between visually impaired student and how mediator effect the both variables.

Literature Review

Deloatch (2017) find out the test anxiety is a "set of phenomenological, physiological, and behavioral reactions that convey about conceivable negative outcomes of disappointment on a test or comparable evaluative circumstance". Some investigations in the field emphasis around thoughtful the negative perspectives of anxiety reasons earlier, during and after tests. For instance, Hollandsworth and partners gave proof that when contrasted between low and high test-anxious students were in any event one-year overdue domestic percentage in arithmetic, interpretation and essential abilities and got poorer report marks. Also ended a span of 3 years 20% of high test-anxious students fail from school contrasted with a 6% or lower rate for low test-anxious students.

As Sarason (1974) a pioneer in test anxiety research expressed, "We live in a test-conscious, test-giving culture in which the lives of people are in part determined by their test performance" (Deloatch, 2017). A single aspect among subject lab experimentation executed to investigate the modifications in these anxiety interference and contributors were randomly divide into group representative to each dynamic level. Total 88 respondents completed all parts of the experiment and consequences indicated that the CTA, state, and trait anxiety metrics had reasonably positive associations as anticipated (Gul et al., 2020).

Genc (2017) testify that test anxiety has a dampening influence on numerous people. Therefore, it frequently prompts lower academic achievement or submission of studies that has negative implications for general mental prosperity. Moreover, several investigations have demonstrated a predicted negative connection between test anxiety and various proportions of achievement anticipated. Furthermore, in various investigations, these connections did not arrive at the degree of centrality Secades (2016). However, it is notable and in-depth meta-analysis directed by Hembreethat included 562 investigations, a measurably significant but relatively low negative connection coefficient for the association among test anxiety and different proportions of accomplishment was uncovered (Genc, 2017).

As define to coping strategy the Coleman (2019) argue it is a behavior whichprotects individuals from psychological disorder that identified with complicated social experiments or a behavior that critically arbitrates the effect of social orders. Therefore, these behaviors or coping strategies people see day-by-day are helpfulto encounter distressing, testing or possibly common understanding in the writing on which clear coping strategies most successfully lead to pressure reduce. Moreover, explicit coping strategies actualized by a parent may contingent upon what stressor exhibited, explicit aptitudes required to execute a coping strategy, and the assets accessible (Gul & Khilji, 2021).

Secades (2016) examine that Coping is a multi-dimensional self-guideline that speaks to the behavioral and subjective instruments used to deal with the continuous inside and outside requests of an unpleasant scene. This multi-dimensionality has

reflected a hypothetical structure which possess two level of analysis: the primary level remits coping activities that develop similar strategies and the second comprises them into a set total of measurements. He investigated the relationship betweenstrong characteristics and coping strategies in Spain the 235 competitors in Spanish sports industry along with 126 males, 109 females who participated various sports. Therefore, coping strategies and level of versatile characteristics estimated through a scale of Coping Inventory for Competitive Sport and the Resilience Scale. The results show there was no significance distinction in versatility scores between assessments performed during the last mesocyclone or rivalry (Ali et al., 2021). Results show reliance scores corresponded emphatically to task-arranged coping and contrarily to withdrawal and interruption situated coping during the two periods. Research demonstrates that competitors utilize an assortment of coping strategies to manage pressure with rivalries. These strategies may change as indicated by the weight/pertinence of the circumstance with an inclination to utilize those focused in the guideline of cynicism during times of competition with higher proverb weight (Secadesetal., 2016).

Ahmad and Al Nazly (2015) find the point of coping is to either alter the issue or diminish the emotional uneasiness. Moreover, eight coping strategies that people practice to test stress. However, the dynamic coping, assembling and concealment of destructive exercises are cases of issue centered coping that intend to adjust the outer individual condition connection that caused the pressure Unrealistic reasoning, avoidance, positive re-assessment, vision, network support are instances of feeling centered coping that plan to manage emotional response. Similarly, there are dynamics that influence the utilization of the pressure coping strategies. These components incorporate age, sexual orientation, history, hereditary qualities and existenceof different disorder.

Furthermore, a researcher Okonkwo et.al. (2017) find out Students with visual impairment attempt to create various approaches to adapt to these difficulties. He found that students with visual impairment approach these coping strategies with adjusting to the ecological needs. Therefore, these approaches undertake a key job in deciding the nature and degree of the effect of impairment. However, Coping is not only a permanentdevelopment of strategies that must be apply at whatsoever point is essential, nevertheless its relies upon the circumstance being threaten (Zhangel al., 2012). Additionally, coping strategy indicates to those endeavors, behavior and perception structured that visual impairments students in Nigerian school moderate the difficulties to force by visual restraint in quest for education(Okonkwo etal., 2017).

McMahon (2019) also conduct research on Self-perception that investigate wanted, confinements, expressions, fears and standards built through social support. McMahan investigate that a child self-perception can be adverse affected by other misunderstandings and harmful input, particularly without positive communication. Therefore, the Self-perception is the manner that some individual makings their own attributes, characteristics, capacities, and activities. However, its improvement involves free investigation and a sheltered domain that supports an individual in deciding, anticipating achievement and encountering new things. Children with visual impairments are regularly informally juvenile, egoistical and invest more energy alone their social circle (Adarsha et al., 2021). Moreover, children who are visually impaired or visually impaired are commonly a low level self-motivated and

have less opportunitiestomaneuvers with parallel other children. He collects information incorporated for 12 state sports instruction camps for quite a long time where data was accessible (1989, 1996, and 2000–2010). Pre-camp interviews directed in residence separately from where competitors enrolled throughout the camp starting while post-camp interviews apprehended related to the last trach and field style sports meet. The datainvolved 671 participants with visual impairments who represented 1,185 training camp appearances. His results demonstrated that the momentary intercession model of a training camp positively affected members' perceptions of themselves. The findingsof this study show that the momentary mediation model of a games camp is exceptionally feasible in expanding self-perception for adolescents with vision impairments (McMahon, 2019).

Datta and Talukdar (2015) found the potential connection among vision impairment and hurdles in the development of the self-concept has been the topic of a lot of contention even in the current years. The majority of studies recommend the need to proceed with examination here in light of the fact that conflicting outcomes have founded. Researchers perceived two excesses in the evaluations of self-concept in young people who are vision impaired: it is conceivable that they had an exceptionally poor self-concept or they inflated their own acknowledgements contrasted with located people (Ali, 2021). These limits were duetodissimilarities in research design, location, contributor characteristics, sample and educational settings. According to their study they organized to 25 students with vision impairment (13 women and 12 men). In spite of the fact that most of the students with vision impairment got low scores on all components of self-concept, in particular physical, moral, individual, family, social and education, a few students got ordinary scores due to family and education self-concept. Moreover, there were no significant differencesbetween female and male students over the six components of self-concept and in this manner complete self-concept (Datta&Talukdar 2015).

After the discussion over this study the background of the area from the previous researches and literaturefollowing hypothesis and conceptual model generated.

Conceptual Model:
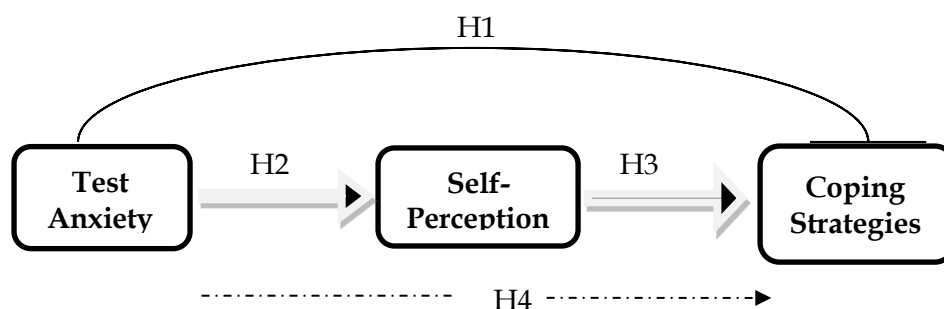
H1 It is hypothesizing that there would be significance negative relationship between test anxiety and coping strategies in visually impaired students.

H2 It is hypothesizing that there would be significance negative relationship between test anxiety and self-perception in visually impaired students.

H3 It is hypothesizing that there would be significant positive relationship among coping strategies and self-perception in visually impaired students.

H4 It is hypothesizing that there would be Self-Perception mediate the relationship between test anxiety and coping strategies in visually impaired students.

The cross sectional research design utilized to check the association among test anxiety, self-perception and coping strategies. Sample collected from the participants from special schools (Government & Private) of three main cities of that areas listed "Multan" "Lodhran" and "Bahawalpur" through purposive sampling technique. The sample of this study is comprised of 100 visually impaired students on gender base that are equally participate in numbers and who taken from special schools. In this survey 58% males and 42%, female's students were participating to examine. A demographic Performa developed based on pervious literature. While, Test Anxiety measured with the Test Anxiety Inventory (TAI), created by Spielberger et al. (1980). Adaptive Mindset for Resiliency Self-Perception Questionnaire used for Self-Perception. This coping strategy is measure through coping questionnaire on cognitive, emotional, and behavioral methods of allocating with difficulties. Coping Strategies Questionnaire used in current study that established by Hamby, Grych, & Banyard, (2013).

Results are divide into three main sections. First includes to detail interpretation and description of demographic analysis and section two belonging totest main hypothesis of text anxiety self-perception and coping strategies among visual impaired student. Third, consist of testing the secondary hypothesis.

Section I: Demographic and Sample Description

Demographic analysis and sample description of the respondents shows about the age, sex, family system, Number of family members, family monthly income, blindness years, cause of blindness, treatment of blindness, which treatment, any medication, any illness other than blindness, Getting Treatment for Blindness, any other blind in family and what is the relationship with him/her. These are all the demographic that test to check the response of the respondents to find the results. In the current study beneath table, explain the participant's frequency distribution of the demographic characteristics of the sample.

Table 1
Frequency of the demographic characteristics of the respondents (N=100)

Variable	Male	Female	Total
	F	*F*	*F*
Age			
13-15	25	23	48
16-18	33	19	52
Gender	58	42	100
Family system			
Joint	19	8	27
Nuclear	39	34	73
Blindness years			
1-5 year	3	2	5
6-10 year	17	8	25

10-15 year	18	16	34
16-20 year	20	16	36
Cause of Blindness			
Since Birth	40	32	72
Accident	9	3	11
Illness	4	7	11
Other	6	0	6
Blindness Treatment			
Yes	33	23	56
No	25	19	44
Which Treatment			
No treatment	23	19	42
Medical	31	16	47
Homeopathic	4	7	11
Any Other Blind in Family			
Yes	33	28	61
No	25	14	39

Note: f= Frequency %= percentage

Above table present and analyze about demographic description about visually impaired students. The sample taken from three main cities of south Punjab where these visually impaired students arelearning from special schools. Visually impaired students distributed are various groups to take the response and 14 demographic characteristics and responses take separately from both male and female students differently. Frequencies of all the respondents in each demographic presented separately with male and female in all demographics which show that how many female and male effected in demographic analysis. On initial stage students contributed two groups (13-15, 16-18) from total respondents of N=100 both male and female students 48 students are in group 13-15 with 25 males and 23 females and other group consist of 52 that is 16-18 with 33 males and 19. There were 58 males and 42 females in this study including two family system respectively joint and nuclear. Frequency show that 27 students are from joint family and 73 blind students are from nuclear family.

Continuing with the analysis of demographic there five students are in between 1-5 and 6 to 10 are 25 blindness 10 to 15 that frequency is 34 and most are 36 in between 16-20 blindness years in this examination aforesaid table. Moreover, cause of blindness there the frequency of 72 students are blind since birth with which is the most in all groups of this table. While 11 students are cause of accident with, 11 are cause of illness, and only six become blind some other reasons. Frequency that in table show that 56 students are doing treatment of their blindness while 44 blind students are not doing treatment over the total respondents of the current study. The frequency of 42 students are taking no treatment while 47 students are taking medical the most in study and 11 are taking homeopathic treatment in this study. Frequency show in above table there were 61 students have other blind person in family from respondents while 39 blind students were having noany other blind in family.

Table 2
Reliability test between text anxiety, self-perception and coping strategies among visually impaired students (N=100)

Variables	Items	A
Test anxiety Inventory	10	.895
Self-perception Identity Scale	15	.858
Coping Strategies Questionnaire	13	.834

This study is relating to psychology that is behavioral science and in behavioral science where the reliability of instruments is very important. Cronbach's alpha value show about the reliability of instruments and Cronbach alpha value should be near to 0.7 is very good. Therefore, Cronbach alpha value of test anxiety is .895, self-perception is .858 and coping strategies is .834 that are higher to .7 which show that reliability of instruments is reliable and significance for further analysis about test anxiety self-perception and coping strategies in Visually Impaired Students.

Section II: Testing Main Hypothesis

There would be negative connection between Test Anxiety and Self-Perception, also negative among Test anxiety and Coping Strategies, positive relationship between Self-Perception and Coping Strategies.

Table 3
Pearson correlation Mean Standard Deviation test anxiety self-perception and copying strategies among visually impaired students (N=100)

Variables	1	2	3
1.Test Anxiety	---	-.457**	-.399**
2. Self-Perception	---	---	.712**
3. Coping Strategies	---	---	---
Mean	77.5800	22.1111	19.5000
SD	23.04637	8.05072	7.74271

Note: TA= test anxiety, SP= self-Perception, CS= Coping strategies *p<0.05, **p<0.01, ***p>0.00

Above table showed the results of Pearson Correlation between text anxiety and copying strategies and self-perception among visually impaired student. Results of analysis show significant negative relationship between text anxiety and copying strategies, also negative relationship between test anxiety and self-perception and found positive connection among coping strategies and self-perception in visual impaired students. The significance level is p<.000 among all variable which this significance relationship between all variables. The finding of study show that all hypothesis accepted in this study among visual impairment students.

Section III: Testing Secondary Hypothesis

In following part, the relationship of demographic variable with main study variables will be measure. The main area of the results age, gender and family system were measured across test anxiety, self-perception and coping strategies.

Table 4
Independent sample t-test for Gender with Test anxiety, Self-perception and Coping strategies (N= 100)

Variable	Gender	M	SD	T	P	95%		Cohen's d
						LL	UL	
TA	Male	78.81	23.08	.625	.533	-6.36	12.22	0.12
	Female	75.88	23.15					
SP	Male	22.45	7.54	.49	.62	-2.44	4.07	0.09
	Female	21.64	8.76					
CS	Male	20.27	8.25	1.18	.24	-1.25	4.95	0.24
	Female	18.42	6.92					

Note. M= Mean, SD= Standard Deviation, TA= Test anxiety, SP=Self-Perception, CP=Coping Strategies **p<0.01, LL= Lower Limit, UL= Upper Limit.

Above table shows that test anxiety institute to be non-significant value with mean difference higher in male than female. The self-perception found to be non-significant value with little bit difference high in male than female. Coping strategies found to be non-significant value with mean difference higher in male than female.

Table 5
Independent sample t-test for Age with Test anxiety, Self-perception and Coping strategies (N=100)

Variable	Age	M	SD	T	p	95%		Cohen's d
						LL	UL	
TA	(13-15)	77.69	22.95	.045	.96	-8.99	9.40	0.009
	(16-18)	77.48	23.35					
SP	(13-15)	21.94	8.26	-.205	.83	-3.56	2.89	0.04
	(16-18)	22.27	7.93					
CS	(13-15)	19.00	9.29	-.61	.53*	-4.04	2.12	0.12
	(16-18)	19.96	6.01					

Note. M= Mean, SD= Standard Deviation, TA= Test anxiety, SP=Self-Perception, CS=Coping Strategies **p<0.01, LL= Lower Limit, UL= Upper Limit.

After the analysis of above table demonstrated that Test anxiety found to be non-significant value without mean difference between two groups (13-15 and 16-18). However, Self-perception found to be non-significant value with mean difference group 1 (13-15) is lower than group 2 (16-18). The coping strategies found to be significant value without mean difference.

Table 6
Independent sample t-test for Family system with Test anxiety, Self-perception and Coping strategies (N=100)

Variable	Family system	M	SD	T	p	95%		Cohen's d
						LL	UL	

TA	Joint	73.52	19.40	-1.07	.28	-15.85	4.73	0.25
	Nuclear	79.08	23.35					
SP	Joint	22.62	7.96	.37	.71	-2.98	4.34	0.08
	Nuclear	21.93	8.12					
CS	Joint	18.07	6.99	-1.12	.26	-5.41	1.50	0.26
	Nuclear	20.03	7.98					

Note. M= Mean, SD= Standard Deviation, TA= Test anxiety, SP=Self-Perception, CS=Coping Strategies **p<0.01, LL= Lower Limit, UL= Upper Limit.

Above table analysis shows that test anxiety found to be the non-significant value with mean value difference, high in 2 group (nuclear) than 1group (joint). Therefore, Self-perception found to be non-significant value with mean difference high in first group (joint) than 2 group (nuclear). The results indicated coping strategies found to be non-significant value with mean difference high in 2 group (nuclear) than 1 group (joint).

Table 7
Linear Regression analysis to check the impact of self-perception on text anxiety and copying strategies among visually impaired students (N=100)

Variables	B	SEB	B	T	P
Step I (R= .36, ΔR²= .01)					
Age	3.77	49.21	.13	.37	.70(ns)
Gender	-4.60	5.101	-.09	-.90	.36(ns)
Family system	9.81	6.44	.18	1.52	.13(ns)
Blindness year	-.52	4.88	-.02	-.10	.91(ns)
Cause of blindness	-3.91	5.10	-.15	-.76	.44(ns)
Blindness Treatment	10.92	10.37	.23	1.05	.29(ns)
Which Treatment	12.70	6.65	.36	1.91	.059(ns)
Any Medication	10.23	8.05	.16	1.27	.20(ns)
Any Other Blind in Family	7.94	11.84	.16	.67	.50(ns)
Step II (R= .54, ΔR²= .16)					
Coping Strategies	-1.24	.28	-.41	-4.31	.000*
Step III (R= .57, ΔR²= -.20)					
Self-Perception	-.87	.39	-.30	-2.20	.030*

Note. SEB= Standard Error of Beta, *p<0. 05 **p<0.01 ***p<0.001, ns= non-significant

After the analysis of above table linear regression analysis demographics included with age, gender, family system, blindness year, cause of blindness, treatment and its types, use of medication and any other blind in family in step one was found to be non-significant predictor of test anxiety in visually impaired students under the condition F (8,90) =.91 as *p=.000 i.e. p< 0.001*. In step II coping strategies was significant predictor of test anxiety visually impaired students under the condition F (9.89) =3.27 as *p=.000 i.e. p<. 001.Variable* in step III founded to be significant predictor of test anxiety on visually impaired students under the condition F (10.88) =3.61 as *p=.000 i.e. p<.001*.

Mediation analysis between Test Anxiety, Coping Strategies and Self-Perception

Table 8
Mediation Analysis

R	R-sq	MSE	F	df1	df2	P
.7161	.5127	.3364	103.1277	1.0000	98.0000	.0000

Model

	Coeff	Se	T	P	LLCI	ULCI
(Constant)	1.1626	.2083	5.5818	.0000	.7492	1.5757
TA	.4530	.0446	10.1552	.0000	.3645	.5416

Above tables model summary and model show the mediation between text anxiety and self-perception that show the variance 45.3% and P value is .0000 which explain the perfect mediation. In model table coefficient is .4530 and P value is .0000 which show significance mediation between variable.

Table 9
Outcome variable Coping Strategies

Model Summary

R	R-sq		MSE	F	df1	df2	P
.7390	.5461		.6333	58.3506	2.0000	97.0000	.0000

Model

	Coeff	Se	T	P	LLCI	ULCI
(Constant)	.4663	.3281	1.4214	.1584	-.1848	1.1175
TA	.3521	.0877	4.0152	0001	.1781	.5262
SP	.5718	.1386	4.1254	.0001	.2967	.8469

Above tables show the mediator effect when coping strategies add in relationship between test anxiety and self-perception than values of R-sq change to .5461 F value 58.3 and P value .0000 and in model table coefficient value change to TA value .3521 and SP is .5781 that show the Coping strategies perfect mediate the relationship between TA & SP in this study about test anxiety self-perception and coping strategies in Visually Impaired Students.

Table 10
Total effect of mediation between Test Anxiety, coping strategies & self-perception

Model Summary

R	R-sq	MSE	F	df1	df2	P
.6830	.4665	.7368	85.6775	1.0000	98.0000	.0000

Model

	Coeff	Se	T	P	LLCI	ULCI
(Constant)	1.1311	.3083	3.6694	.0004	.5194	1.7428
TA	.6112	.0660	9.2562	0000	.4801	.7422

Above table show the total effect between mediation of text anxiety self-perception and coping strategies. The analysis show that total effect that self - perception take between IV & DV is 68.3% and f value is 85.68 and P value .0000 show

perfect mediation in model table coefficient is .6112 and P value .0000 which show that self-perception perfect mediation between independent and dependent variable in this study about test anxiety self-perception and coping strategies in Visually Impaired Students.

Table 11
Total, direct and indirect effects of X on Y with mediating variable

Total effect of X on Y

Effect	Se	T	P	LLCI	ULCI	c_ps	c_cs
.6112	.0660	9.2562	.0000	.4801	07422	.5227	.6830

Direct effect of X on Y

Effect	Se	T	P	LLCI	ULCI	c'_ps	c'_cs
.3521	.0877	4.0152	0001	.1781	.5262	.3110	.3935

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
SP	.2591	.0798	.1178	.4310

In this above table show total, indirect and direct effect between X (independent) and Y (dependent) variable total effect is .6112 and direct effect is .3521 and indirect effect is .2591 between variable. Result show that total effect which self-perception influence IV & DV is 61.12% while direct effect is 35.21% and indirect effect is 25.91% in the relationship between test anxiety self-perception and coping strategies in Visually Impaired Students.

Conclusion

The study determined that there was significant negative relationship between test anxiety and self-perception in visually impaired students while significance negative relationship between test anxiety and coping strategies and significant positive relationshipbetween coping strategies and self-perception in visually impaired students. These results show the students face difficulty in their profession career and educational development. But with the self-perception this exception may be reflective the fact that visually impaired students with positive self-perception and highly motivated to facing any challenges regarding to study or doing any type of test have developed coping mechanism which enable them to face hurdles and make them capable to reached to success in their lives.

Recommendations

There is some recommendation for the policy maker and society to resolve the problem and challenge for Visually Impaired Students and make professional development and educational career. Moreover, these should also supportive for those who are visually impaired students. Therefore, students with a vision impairment should require specific modification in accordance with evaluation task. Moreover, give expansions to deadline of assignment if it is extensive reading has been set. It should be important to give additional room to equipment and explicit faculty or a different assessment setting if the noise from equipment utilized is probably going to occupy for different understudies. Finally, give additional time in assessments.

Some limitation and conditions lead reader and researcher toward future researchif this study generalize for better results and information, it is important to take large scale and huge sample size of this analysis and area should expended. It is important if the qualitative research conducted on this study because interview brings more accurate and reliable outcomes. Finally, the current study was cross-sectional; it would be more significant to demeanor the same study by utilizing longitudinal approach or daily dairy method for responses to imperative to discover the correlation.

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