

# Self-Confidence and Achievement Motivation among Visually Impaired University Students

Naoui Bettahar<sup>1</sup>, Samia Adaika<sup>2</sup>, Haba Abdelmalek<sup>3</sup>

<sup>1</sup> University of El Oued (Algeria), naoui-bettahar@univ-eloued.dz

<sup>2</sup> University of El Oued (Algeria), adaika-samia@univ-eloued.dz

<sup>3</sup> University of MEDEA (Algeria), haba.abdelmalek@univ-medea.dz

Received 13 /09/ 2023; Accepted 04/01/ 2024; Published 19/01/2024

## Abstract

The aim of the study was to investigate the nature of the relationship between self-confidence and achievement motivation among visually impaired university students. The study sample consisted of 20 male and female students, selected using a comprehensive sampling method. To achieve the study objectives, a descriptive approach was followed, and two scales were used to measure the study variables. Data analysis was conducted using the statistical package for the social sciences (SPSS) version 22. The study yielded the following results:

- There is a positive correlation between self-confidence and achievement motivation among visually impaired university students.
- There are no statistically significant differences between males and females in terms of self-confidence among visually impaired university students.
- There are statistically significant differences between males and females in terms of achievement motivation among visually impaired university students.

**Keywords:** self-confidence, achievement motivation, visually impaired university students.

*Tob Regul Sci.*<sup>™</sup> 2024;10(1): 539 -556

DOI: [doi.org/10.18001/TRS.10.1.36](https://doi.org/10.18001/TRS.10.1.36)

## 1-Introduction:

University students require a set of personal variables that enable them to effectively deal with themselves, others, and the surrounding circumstances. This includes emotional self-awareness, as well as the ability to handle various challenging situations that arise due to the demands of war, the nature of life, and university studies. These challenges may undermine their self-confidence and academic abilities. Self-confidence is a psychological characteristic that manifests in one's personality and behavior due to social factors and their interaction with them. It helps students to achieve social harmony, establish their position in their social environment, and enhance their mental well-being. This confidence grows through the realization of personal goals that begin as

ideas in an individual's mind and materialize through planning and utilizing personal experiences. As individuals achieve more goals, their self-confidence and motivation to accomplish further tasks increase positively. The concept of achievement motivation is closely related to the learning process. It is one of the components of personality that individuals acquire from the social environment in which they live and interact. It is also a dynamic variable within the personality, influenced by other variables and influencing them.

### 1. Problem Statement:

The ability of societies to provide prosperity, well-being, and happiness for our youth is measured by their possession of conscious and capable human resources that can contribute to production and innovation. In this regard, university students, like other members of society, have the right to life and education. They are a class capable of production, organization, and innovation. Therefore, education remains a necessity to work towards the development of human personality to its fullest extent.

University students represent an important stage in life, namely the youth stage, which Mohammed described as a social phenomenon that indicates a stage following adolescence, during which social and psychological signs of maturity become apparent. From a traditional scientific perspective, university students represent a group or segment of intellectuals in society in general. Hundreds and thousands of young people are concentrated within public institutions.

The university stage is considered one of the most important educational stages that students go through in general. This is especially true for students with special needs, as it works towards building their personality and developing all aspects of their social and psychological well-being. It is a crucial task as it is closely related to their career decisions and shaping their future. University students, including visually impaired students, possess unique characteristics and traits that serve as a platform for the emergence of various abilities. Among these abilities are self-confidence and achievement motivation, which are essential personal traits that individuals, including visually impaired individuals, acquire from the social environment in which they live and interact. Self-confidence and motivation for achievement are fundamental pillars for achieving psychological harmony, overcoming disability, conquering challenges, and persistently striving for success and excellence.

Indeed, self-confidence is a fundamental factor in building a well-rounded personality for visually impaired university students. It illuminates positive emotions, fosters a sense of enthusiasm, and increases perseverance and effort in achieving goals. Another noteworthy variable to consider and study is achievement motivation. It represents one of the important motives in the human motivational system and is a significant component of personality. The motivation for achievement is a crucial factor in activating an individual's behavior, guiding them, and serving as a fundamental component in their pursuit of achieving goals and attaining a better quality of life.

One of the prominent scholars in this field is McClelland (1961), who defines achievement motivation as performance based on a specific level of excellence and superiority. Additionally, McConnell (1978) suggests that achievement motivation can be one of the greatest influencers of strong motivation and deep, continuous interest in the life of any individual or society. Achievement is an important force in both individual and societal life.

In our current study, we aimed to shed light on the extent to which the achievement motivation of visually impaired university students is influenced by their self-confidence. We have reached the **following question:**

Is there a correlational relationship between self-confidence and achievement motivation in visually impaired university students?

## **2. Hypotheses:**

- There is a positive correlational relationship between self-confidence and achievement motivation in visually impaired students.
- There are statistically significant differences between males and females in achievement motivation among visually impaired students.
- There are statistically significant differences between males and females in achievement motivation among visually impaired students.

## **3. Significance of the Study**

The current study aims to achieve the following objectives:

- To identify the nature of the correlational relationship between self-confidence and achievement motivation in visually impaired university students.
- To identify the study variables across gender differences.

## **4. Limitations of the Study**

The current study is defined by the following scope:

- Temporal Scope: The study will be conducted from December 2022 until the completion of the scientific research.
- Spatial Scope: The study will take place at the Library for the Visually Impaired at Hamma Lakhder University in El-Oued.
- Human Scope: The study will involve 20 male and female visually impaired students from Hamma Lakhder University in El-Oued.

## **5. Operational Concepts**

**5-1- Self-confidence:** The definition proposed by Farih Awaid Al-Anzi (2001) can be adopted, which states that self-confidence is the individual's ability to respond adaptively to the stimuli they encounter, as well as their perception of acceptance by others and acceptance of oneself at a high level. It is worth noting that self-confidence is related to the psychological and social harmony of the individual. The higher the individual's score on the self-confidence scale, the higher their level of harmony.

**5-2- Achievement Motivation:** The definition proposed by Abdulatif Khalifa (2000, 96) can be adopted for achievement motivation, which states that it is the individual's readiness to take responsibility, strive for excellence in order to achieve specific goals, persevere to overcome obstacles and problems they may encounter, and have a sense of the importance of time and future planning.

**5-3- Visual Impairment:** It is defined as a condition of weakness in the sense of sight, which limits the individual's ability to effectively use this sense. This negatively affects their growth and performance. Visual impairment includes deficiencies or disabilities in visual functions, such as central and peripheral vision. The impairment can be congenital, caused by diseases or injuries to the eye, or as a result of trauma. Individuals with visual impairment require assistance, specialized educational programs, and services specific to this disability, which are not needed by individuals with normal vision. The American Association for the Blind defines a blind person as someone who has usable vision, whereas terms such as visually impaired, low vision, and partially sighted are used to refer to individuals with some usable vision, albeit limited or diminished (Al-Zaraiqat: 2006).

**5-4- The visually impaired student:** is a person who has visual acuity of 20/200 or less in the stronger eye after necessary corrective measures, or has a limited visual field not exceeding 20 degrees. On the other hand, a person with low vision (partially sighted) has better visual acuity than 20/200 but less than 20/70 in the stronger eye after necessary correction (Arabiyat, 2011, 137).

From an educational perspective, Al-Qamash and Al-Maaytah (2007, 112, 113) define a visually impaired student as someone who can only read or write using Braille.

## II-Method and Tools:

### 1. Study Method:

The nature of the problem posed by the study requires the researcher to adopt a specific methodology based on the objectives they seek to achieve from this study. Since the current study aims to understand the nature of the relationship between its variables (self-confidence, achievement motivation), the descriptive method is the appropriate approach for this study. This method allows for comparing the key variables of the study (self-confidence, achievement

motivation) among the study sample (visually impaired university students). Based on this, this methodology enables us to determine the presence or absence of a relationship between the study's variables and indicators.

## 2. Study Population:

The study population consists of visually impaired students in the Department of Social Sciences at Wadi University, with a total of 20 male and female students. The following table illustrates the distribution of individuals in the original population by gender:

**Table (01): Characteristics of the study population in terms of gender.**

Sex	Number	Ratio
Female	12	60%
males	8	40%
Total	20	100%

It is clear from Table (01) that the study population consists of 20 male and female students, of whom 12 are females (60%) and 8 males (40%).

## 3. Survey Study:

The survey study extended from January 15th to January 25th, 2023. The purpose of the survey study was to finalize the study's tools, verify their validity, test them, and communicate with the sample. This was done in order to identify and overcome any difficulties encountered, thus ensuring their avoidance in the main study.

### 3.1. Validity of Study Tools:

In this study, we verified the validity of the measures we used to collect data related to the study variables.

#### 3.1.1. Self-confidence Scale:

- Scale Description:

This scale was developed by Fareeh Al-Anzi (2000) at Kuwait University. It consists of 25 items that measure self-confidence across four dimensions. The following are the dimensions and item numbers that measure them:

**Table (02): Items of dimensions of self-confidence measures.**

Dimension	Item numbers
-----------	--------------

Self-reliance	13,10,18,21,17,8,9
Reluctance to make a decision	11,5,1,14
Self-confidence in social position	3,2,15,4,6,7,12,16
Determination and will	25,23,19,22,24,20

It is answered in a declarative manner within four indications: no, a little, average, a lot, a lot, and you get grades from 01-05 respectively, and all items are corrected in one direction.

### Psychometric Properties of the Scale:

#### - Scale Reliability:

The test reliability coefficients were obtained using the split-half method, utilizing the Guttman equation. Additionally, internal consistency was assessed using Cronbach's alpha equation. The following are the results:

**Table 03:** Stability coefficients by internal consistency and Getman methods.

Jetman	$\alpha$ to Cronbach
0.73	0.70

It is clear from the previous table that the value of Cronbach's  $\alpha$  coefficient is 0.70, and the half-fractionation of the Gettmann equation is 0.73, so we can say that the scale has acceptable degrees of stability.

#### - Scale Validity:

The validity of the scale was assessed using the internal consistency method. The correlations between the scale items and the dimensions' scores, as well as the correlations between the items themselves, were calculated. Additionally, the correlations between the dimensions and the overall scale score were determined using Pearson's correlation coefficient. This procedure was used to indicate the validity of the internal consistency of the scale. It's worth noting that while internal correlations are typically used as an indicator of internal consistency, they can also serve as an indication of construct validity. This is because the theoretical foundation of the study is based on the unity of the measurement construct.

Table (04): Coefficients of the link of the item with the dimension to which it belongs (self-reliance).

Item No.	Line correlation coefficient with	Significance level	Standard deviation
08	0.56	0.01	1.23
09	0.64	0.05	1.58
10	0.49	0.05	2.28
13	0.71	0.05	1.47
17	0.62	0.01	1.98
18	0.64	0.01	1.23
21	0.71	0.01	1.46

It is evident from Table 04 that the correlation values between the items of the dimensions comprising the scale and the total score of the dimension they belong to (self-reliance) are statistically significant, ranging from 0.49 to 0.71. Most of these values were significant at the 0.01 level, while others were significant at the 0.05 level.

Furthermore, the standard deviation values range from 1.22 to 2.47, indicating low values. This suggests that the items have a close proximity to each other, resulting from their homogeneity.

**Table (05): Coefficients of the link of the item with the dimension to which it belongs (hesitation in decision-making).**

Item No.	Line correlation coefficient with dimension		Significance level	Standard deviation
01	0.54		0.05	1.32
05	0.49		0.05	2.05
11	0.62		0.01	1.63
14	0.71		0.01	2.56

It is evident from Table 05 that the correlation values between the items of the dimensions comprising the scale and their correlation with the total score of the dimension they belong to (decision-making frequency) are statistically significant, ranging from 0.49 to 0.71. Most of these values were significant at the 0.01 level, while others were significant at the 0.05 level.

Furthermore, the standard deviation values range from 1.32 to 2.65, indicating low values. This suggests that the items have a close proximity to each other, resulting from their homogeneity.

**Table (06): Coefficients of linking items to the dimension to which they belong (self-confidence in social situations).**

Item No.	Item-to-axis correlation coefficient	Significance level	Standard deviation
2	0.39	0.05	2.45
3	0.47	0.05	1.48
4	0.56	0.05	1.89
6	0.58	0.01	2.16
7	0.63	0.01	2.12
12	0.59	0.01	1.22
15	0.47	0.05	1.23
16	0.62	0.01	1.23

It is evident from Table 06 that the correlation values between the items of the dimensions comprising the scale and their correlation with the total score of the dimension they belong to (self-confidence in social situations) are statistically significant, indicating that they measure the same construct. These correlation values range from 0.39 to 0.63. Most of these values were significant at the 0.01 level, while others were significant at the 0.05 level.

Furthermore, the standard deviation values range from 1.22 to 2.45, indicating low values. This suggests that the items have a close proximity to each other, resulting from their homogeneity.

**Table (07): Items correlation coefficients with the dimension to which they belong (design and will)**

Item No.	Line correlation coefficient with	Significance level	Standard deviation
19	0.51	0.01	1.54
20	0.33	0.05	1.22



22	0.42	0.01	1.78
23	0.39	0.05	2.25
24	0.52	0.01	2.47
25	0.62	0.01	1.27

It is evident from Table 07 that the correlation values between the items of the dimensions comprising the scale and their correlation with the total score of the dimension they belong to (design and intention) are statistically significant, indicating that they measure the same construct. These correlation values range from 0.33 to 0.62. Most of these values were significant at the 0.01 level, while others were significant at the 0.05 level.

Furthermore, the standard deviation values range from 1.22 to 2.47, indicating low values. This suggests that the items have a close proximity to each other, resulting from their homogeneity.

**Table (08): Correlation coefficients of the scores of each dimension with the total score.**

Dimension	Correlation coefficient	Significance level
Self-reliance	0.67	0.01
Reluctance to make a decision	0.71	0.01
Self-confidence	0.58	0.01
Determination and will	0.69	0.01

From Table 08, it is observed that the dimensions comprising the scale are significantly correlated with the total score, with correlation coefficients ranging from 0.58 to 0.71. The highest correlation coefficient is found between the decision-making frequency dimension and the total score (0.71), followed by the correlation between the design and intention dimension and the total score (0.69). This indicates that the dimensions of the self-confidence scale (self-reliance, decision-making frequency, self-confidence, design and intention) are consistent with the overall score.

#### **Achievement Motivation Scale:**

##### **- Scale Description:**

This psychological scale, the Egyptian version, was developed by Abdel Latif Mohamed Khalifa at Cairo University in 2006. The questionnaire consists of 50 items that measure achievement

motivation across five dimensions, with each dimension comprising 10 items. The following are the dimensions and the numbers of the items they measure:

**Table No. (09): Item numbers of dimensions of the achievement motivation scale.**

Dimension	Item numbers
Sense of responsibility	1,6,11,16,21,26,31,36,41,46
Striving for excellence and ambition	2,12,7,17,22,27,32,37,42,47
Perseverance	3,8,13,18,23,28,33,38,43,48
Feeling the importance of time	4,9,14,19,24,29,34,39,44,49
Planning for the future	5,10,15,20,25,30,35,40,50

It is answered using a Likert scale with four options: No, Slightly, Moderate, Very, and Very much. The scores range from 0 to 5, respectively. All items are scored in the same direction, so the score for each dimension ranges from 0 to 50. The total score on the questionnaire represents the overall achievement motivation.

#### **Psychometric Properties of the Scale:**

##### **- Scale Reliability:**

The test reliability coefficients were obtained using the split-half method with the Guttman equation. Internal consistency was also assessed using Cronbach's alpha coefficient. The results are presented as follows:

**Table 10: Stability coefficients by internal consistency and Getman methods.**

Jetman	$\alpha$ to Cronbach
0.73	0.85

It is evident from the previous table that the value of Cronbach's alpha coefficient is estimated at 0.85, and the split-half reliability using the Guttman equation is 0.73. Based on this, we can conclude that the scale exhibits high levels of reliability.

##### **- Scale Validity:**

The scale validity was assessed through internal consistency.

**Table (11): Coefficients of the link of the item with the dimension to which it belongs (sense of responsibility).**

Item No.	Line correlation coefficient with	Significance level
01	0.48	0.01
06	0.35	0.01
11	0.25	0.01
16	0.51	0.01
21	0.55	0.01
26	0.51	0.01
31	0.46	0.01
36	0.44	0.01
41	0.50	0.01
46	0.43	0.01

It is evident from Table (11) that the correlation values between the items of the dimensions comprising the scale and the total score of the dimension they belong to are statistically significant. The correlation coefficients ranged between 0.25 and 0.55 for the items and the dimension they belong to (the sense of responsibility), all at a significance level of 0.01.

Furthermore, we observe that the standard deviations range from 1.23 to 2.26, indicating low values. This suggests that the items are closely related to each other, indicating homogeneity among them.

**Table (12): Coefficients of the link of the item with the dimension to which it belongs (striving for excellence and ambition).**

Significance level	Line correlation coefficient with dimension	Item No.
0.01	0.40	02
0.01	0.42	07
0.01	0.45	12
0.01	0.32	17

0.01	0.45	22
0.01	0.55	27
0.01	0.42	32
0.01	0.52	37
0.01	0.49	42
0.01	0.53	47

It is evident from Table (12) that the correlation values between the items of the dimensions comprising the scale and the total score of the dimension they belong to are statistically significant. The correlation coefficients ranged between 0.32 and 0.55 for the items and the dimension they belong to (the striving for excellence and ambition), all at a significance level of 0.01.

Furthermore, we observe that the standard deviations range from 1.21 to 2.23, indicating low values. This suggests that the items are closely related to each other, indicating homogeneity among them.

**Table (13): Coefficients of the link of the item with the dimension to which it belongs (perseverance).**

Item No.	Line correlation coefficient with	Significance level
03	0.35	0.01
08	0.49	0.01
13	0.28	0.01
18	0.52	0.01
23	0.55	0.01
28	0.32	0.01
33	0.50	0.01
38	0.52	0.01
43	0.39	0.01
48	0.49	0.01

It is evident from Table (13) that the correlation values between the items of the dimensions comprising the scale and the total score of the dimension they belong to are statistically significant. The correlation coefficients ranged between 0.28 and 0.55 for the items and the dimension they belong to (perseverance), all at a significance level of 0.01.

Furthermore, we observe that the standard deviations range from 1.29 to 2.22, indicating low values. This suggests that the items are closely related to each other, indicating homogeneity among them.

**Table (14): Coefficients of the link of the item with the dimension to which it belongs (feeling the importance of time).**

Item No.	Line correlation coefficient with dimension	Significance level
04	0.50	0.01
09	0.56	0.01
14	0.53	0.01
19	0.54	0.01
24	0.51	0.01
29	0.53	0.01
34	0.48	0.01
39	0.58	0.01
44	0.36	0.01
49	0.47	0.01

It is evident from Table (14) that the correlation values between the items of the dimensions comprising the scale and the total score of the dimension they belong to are statistically significant. The correlation coefficients ranged between 0.29 and 0.56 for the items and the dimension they belong to (the sense of time importance), all at a significance level of 0.01.

Furthermore, we observe that the standard deviations range from 1.21 to 2.30, indicating low values. This suggests that the items are closely related to each other, indicating homogeneity among them.

**Table (15): Item Link Coefficients with the Dimension to which it Belongs (Planning for the Future).**

Significance level	Line correlation coefficient with dimension	Item No.
0.01	0.44	05

0.01	0.50	10
0.01	0.53	15
0.01	0.48	20
0.01	0.50	25
0.01	0.52	30
0.01	0.46	35
0.01	0.52	40
0.01	0.60	45
0.01	0.50	50

It is evident from Table (15) that the correlation values between the items of the dimensions comprising the scale and the total score of the dimension they belong to are statistically significant. The correlation coefficients ranged between 0.44 and 0.60 for the items and the dimension they belong to (future planning), all at a significance level of 0.01.

Furthermore, we observe that the standard deviations range from 1.18 to 2.18, indicating low values. This suggests that the items are closely related to each other, indicating homogeneity among them.

**Table (16): Correlation coefficients of the scores of each dimension with the total score.**

Dimension	Correlation coefficient	Significance level
Sense of responsibility	0.75	0.01
Striving for excellence and ambition	0.74	0.01
Perseverance	0.70	0.01
Feeling the importance of time	0.73	0.01
Planning for the future	0.73	0.01

From Table (16), it is noticeable that the dimensions comprising the scale are significantly correlated with the total score, with correlation coefficients ranging from 0.70 to 0.75. The dimension with the highest correlation coefficient with the total score is the sense of responsibility, with a coefficient of 0.75, followed by the striving for excellence and ambition dimension with a coefficient of 0.74. This indicates that the dimensions of the achievement motivation scale (sense

of responsibility, striving for excellence and ambition, perseverance, sense of time importance, future planning) are consistent with the total score.

#### **4. Main Study:**

##### **4.1. Scope of the Primary Study:**

Geographically: The current study was conducted at El-Shaheed Hameh Lakhder University in El-Oued.

Chronologically: This study was implemented in January 2023.

Humanly: Our study relied on a sample of 20 male and female students from the Department of Social Sciences at El-Oued University.

##### **4.2 Sample of the Study:**

We visited the Department of Social Sciences at El-Oued University and obtained information and statistics about the students (the target population for the current study). The study sample was selected from the mentioned population using the method of complete enumeration, for several reasons:

- The researcher's need for detailed and comprehensive data on all variables of the population.
- When the researcher has the resources available (time, cost, human expertise).
- The more serious the phenomenon, the researcher is compelled to conduct a complete enumeration approach.
- In the case of small-sized communities.
- This is the reason that necessitated the selection of this method.

#### **5. Statistical Methods Used in the Study:**

The importance of statistics as a tool lies in its ability to enable researchers to obtain sound scientific results, unlike other various methods, foremost among them personal observation, which may not lead the researcher to results that apply to scientific facts.

Based on this, the data for the study sample was entered into the computer using the statistical software package for social sciences known as SPSS, according to the study variables, in preparation for conducting statistical analyses to answer the study's research questions:

- Pearson correlation coefficient.
- t-test.
- Cronbach's alpha coefficient.

- Goodman's equation.
- Results and Discussion:

### 1. Presentation and Discussion of the Result of the First Hypothesis:

In order to address the first hypothesis of the research, which states that there is a positive correlation between self-confidence and achievement motivation among the study sample, we applied the Pearson correlation coefficient and obtained the results shown in Table (18).

**Table (18): The value and significance of the relationship between self-confidence and unrealistic optimism.**

Indicators Variables	Correlation coefficient	Significance level
Self-confidence	0.39	0.01
Motivation for achievement		

And from here, it becomes evident that all of these studies, despite the different time frames and locations in which they were conducted, converge on one point, which is that self-confidence is clearly associated with achievement motivation among students. This result can be attributed to the fact that self-confidence and achievement motivation are intertwined and integrated personal characteristics. Self-confidence is considered a fundamental foundation for achievement motivation. Therefore, an increase in self-confidence leads to an increase in achievement motivation, as one of the essential components of personality.

We have interpreted this result in light of Atkinson's theory of personality, which emphasizes the importance of the conflict between the need for achievement and the fear of failure. That is, self-confidence and the absence of fear of failure contribute to an increase in achievement motivation. Atkinson shed light on the determinants of achievement and highlighted that the accomplishment of a task is determined by four key factors, two of which are related to individual traits and the other two are related to the important characteristics to be achieved. Hence, we observe that there is a relationship between self-confidence and achievement motivation based on individual traits. According to the theory, Atkinson assumes the existence of two different patterns of individuals' orientation toward achievement. The higher the level of self-confidence and the absence of fear of failure, the higher the level of achievement motivation, and vice versa.

Presentation, Analysis, and Discussion of the Result of the Second Hypothesis:



To address the second hypothesis of the study, which states that "there are statistically significant differences in self-confidence among the study sample attributed to the gender variable," we calculated the mean and standard deviation for both groups and then applied the T-test.

**Table (19): Value and significance of differences in self-confidence among university students due to the gender variable.**

Significance level	T value	females			males			Indicators
		on	M	nu	on	M	nu	
Non-function	1.19	11.43	94.06	12	11.61	95.20	8	Self-confidence

Based on the results shown in Table 20, the T-value is estimated to be 5.03, which is statistically significant at 0.01. From this, we can conclude that there are statistically significant differences in achievement motivation among the study sample attributed to the gender variable. To determine the direction of these differences, we compared the means of males and females, and it became evident that the differences favored females. Thus, we can say that there are statistically significant differences in achievement motivation attributed to the gender variable, favoring females.

In a study by Gharghout (2016), it was found that there are statistically significant differences in achievement motivation among university students (in Biskra, El-Oued, and Ouargla) attributed to the gender variable, favoring females. On the other hand, the study by Sariya Al-Hadi (2015) found that the differences favored males. Additionally, a study by Suhaila Al-Awti (2018) discussed statistically significant differences in students' achievement motivation based on their self-esteem levels (high, low), as well as significant gender differences in self-esteem and achievement motivation favoring males.

The achievement of the hypothesis can be attributed to the progress and development witnessed worldwide by opening the doors of education for women, providing opportunities for them, and eradicating the values that used to discriminate between males and females. This is due to the prevailing modern perspective that aims to activate the prominent role of women in society, enabling their entry into all fields that were previously inaccessible to them. The evidence for this can be seen today in the presence of female judges, lawyers, engineers, journalists, and more.

## Conclusion:

The conducted study contributes to the understanding of the relationship between self-confidence and achievement motivation, which is a topic of current interest due to the significant

importance of personal traits, emotions, and feelings. Researchers have increasingly focused on studying positive aspects of human behavior and thoughts, aiming to understand human nature, motivations, emotional characteristics, as well as methods of developing positive skills and traits.

Motivated by this, we conducted a study on the aspects of this topic among visually impaired university students. Our sample consisted of social science students at Al-Wadi University. The study was based on a set of questions and hypotheses that were verified through data collection tools, followed by data processing and analysis. The results were then discussed and interpreted, leading us to conclude that self-confidence is related to achievement motivation among visually impaired students.

#### References:

- [1] Al-Anzi, F. A. (2000). The feeling of happiness and its relationship to some personality traits. *Journal of Psychological Studies*, Cairo, Issue (3), Volume (11).
- [2] Khalifa, A. L. M. (2000). *Achievement motivation*. Cairo: Dar Ghareeb.
- [3] Arabiat, A. A. (2011). *Guidance for people with special needs and their families*. 1st edition. Amman: Dar Al-Shorouk for Publishing and Distribution.
- [4] Al-Qamash, M. N., & Al-Maaytah, K. A. R. (2007). *Psychology of children with special needs. Introduction to special education*. 1st edition. Amman: Dar Al-Maseera for Publishing, Distribution, and Printing.