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Self-concept and its relationship to the adaptive behavior of blind students

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Abstract: This study aimed to determine the nature of the relationship between the self-concept and the adaptive behavior of blind students and to identify the dimensions of the self-concept and adaptive behavior of the blind. A statistically significant positive correlation between self-concept and adaptive behavior of blind students is anticipated. The current study is descriptive and based on the social survey approach. Utilizing a random sample, (70) participants from Al-Noor School for the Blind in Giza were selected. The results found that the level of self-concept and the level of adaptive behavior were average among the study sample. Moreover, a statistically significant positive correlation between the concept of self and the adaptive behavior of blind students in terms of personal adaptation, social adaptation, and academic adaptation at a significance level of (0.01.)
Keywords: adaptive behavior, behavioral theory in the service of the individual, blind students, self-concept.

Introduction

Every individual has a concept of himself as a human being with his biological, psychological, and social nature. This concept is developed based on the individual's need to preserve himself and his social interaction with others in the environment to which he belongs. Self-concept (hereafter SC) is essential for an effective existence in society; it is closely related to self-esteem and other personality attributes (Halder & Datta, 2012, pp. 31-41). Carl Rogers pointed out that the "self-concept" is the cornerstone and organizer of human behavior, representing an organized and learned cognitive formation of emotional perceptions and self-perceptions (Sobhi, 2003, p. 294). The individual's concept of himself and his abilities remarkably affects his thinking, behavior, and daily life activities, whether inside the family environment or in other different life situations. This concept is shaped by his view of his physical and mental capabilities, emotional and social characteristics, and positive attitudes toward his physical self. It is also affected by his experiences acquired from interactions with others and their impressions or estimates of him (Suleiman, 2007, p. 251).

Blindness and other visual problems cause psychological dysfunction and can negatively affect self-esteem. Regarding visual impairment, self-concept becomes more complex as it becomes associated with many other factors, such as mobility, independent living skills, and limited physical abilities. (Fatima, Ashraf & Jahan, 2022, p. 1494). When adolescence comes with visual impairment, it

becomes more challenging. This leads to damaged self-concept development as they usually perceive themselves negatively (Sebastian, Burnett & Blakemore, 2008). Adolescence is a complex life stage in which the human body goes through various changes, self-insight rises, and the existing arousing situation could prejudice one. In addition, during this stage, self-reflection is important, and adolescents experience increased interest in romantic relationships and loved ones as well (Akram, Ghulam, Mazhar & Khan, 2022, p. 1003).

Rosenblum (2000) stressed that most adolescents with visual impairment may face difficulties when integrating into society and school because they encounter obstacles in establishing social relations. They got lower scores in some aspects of self-concept because they are most likely perceived as less attractive by peers. Thus, the self-concept has been observed to be negatively affected by visual impairment. Pestana (2015) indicated that self-concept is affected by disability, especially in adolescence, and Zsakai et al. (2017) demonstrated the effect of body image on self-concept in adolescence. Various studies have shown that visually impaired students have fewer social activities compared to their sighted peers and that their limited social activities are the reason for their lower self-concept. Mishra and Singh (2012) examined the SC of visually impaired persons and concluded that their SC is poorer and negative compared to the average sighted peers. Halder and Datta (2012) identified the self-concept of visually impaired adolescents and compared it to that of sighted adolescents. The study findings indicated a lower self-concept among visually impaired adolescents than sighted ones. Moreover, Jabeen and Akhter (2018) determined the impact of self-concept on visually impaired students. Poor eyesight makes people feel insignificant in society, leading to low self-concept, self-esteem, and depression. Marsh et al. (2018) found that, unlike people with normal vision, those with visual disabilities have lower self-esteem, limited social activities, and poor academic achievement, resulting in a need for psychosocial assistance. According to Michael (2020), people with low vision had better SC in comparison with others with total blindness. For Manitsa, Barlow-Brown, and Lyons (2020), the SC of visually impaired persons is poor and negative due to many factors, including parenting style .

Accordingly, this category of students with disabilities suffers from many problems, and this may lead to poor personal and social adaptation as a result of their feelings of helplessness, inferiority,

frustration, tension, loss of a sense of psychological security and reassurance, and negative perceptions of themselves. Previous research has shown that students with visual impairments may experience significant difficulties in their overall adaptive behavior or in each of the sub-areas of communication, daily living skills, and socialization. Papadopoulos, Metsiou, and Agaliotis (2011) examined the adaptive behavior of primary school students with visual impairments and investigated the impact of the educational setting on their adaptive behavior. The results showed that the total adaptive behavior level of the participants is “moderately low” on a scale including the categories “low, moderately low, adequate, moderately high, and high”. The adaptive level for domains ranged approximately from “low" to "moderately low” for daily living. Vander, Bartimeus, Jonker, and Didden (2023) also concluded that adaptation skills are lower among individuals with visual impairment compared to sighted people. Bathelt, Haan, and Dale (2019) found decreased adaptive behavior in children with visual impairment across domains of practical, social, and conceptual function. Furthermore, Pineio et al. (2019) evaluated the motor development and adaptive behavior in visually impaired children and adolescents without a concurrent impairment, and the results showed that the visually impaired children and adolescents in terms of motor development and adaptive behavior had lower performance than their sighted peers.

Adaptive behavior is one of the basic requirements for the diagnostic process in the educational and psychological field. Although measuring mental and functional performance and academic skills is one of the necessary and important components in psychiatric diagnostic programs, these components are not enough without adaptive behavior (EL- Sawaf, 2015, p. 128). Students with visual impairment have been found to have some differences that likely reflect and influence practical, social, and conceptual functions. For example, they show decreased independence due to difficulties in motor skills and mobility, which affect the acquisition of skills necessary to respond appropriately to environmental requirements, so-called adaptive behavior, including practical, social, and conceptual functions, such as keeping one's possessions tidy, being courteous to others, and being able to tell time .

Adaptive behaviors are vital skills that allow individuals to function independently and are potentially amenable to behavioral interventions (Bathelt, Haan, & Dale, 2019, p.155). The visually

disabled individual is affected by many factors related to the surrounding environment and the individual himself as a result of his suffering from his disability. Therefore, the visually disabled person might feel isolated from other members of his community, leading to a feeling of loneliness and a decline in his social and communication skills. The lack of social interaction with others would reduce the chances of visually impaired individuals being integrated into society (Al-Khafaf, 2015, p. 69).

As one of the most important social service methods, individual service means increasing the social performance of the disabled. This is embodied in three levels: restoring the disabled person's abilities to perform the required social performance, protecting him from the obstacles that hinder social performance, and helping him develop his abilities to enhance his social performance. In this context, the social worker helps disabled students to overcome these challenges by enhancing their ability to boost their social performance through group experiences that revolve around their common interests (Fahmy (2007, 247). **In light of the theoretical framework presented and previous studies related to the subject of self-concept and adaptive behavior of blind students, the current study attempts to answer a main question:** What is the relationship between self-concept and the level of adaptive behavior of blind students?

Theoretical Guidelines of the Research:

-Behavioral theory: Behavioral theory focuses on behaviors that can be observed, which are no less important in scientific theory. This theory represented a departure from the methods of deduction and Freud's method of psychoanalysis (Cloninger, 2013, p. 185). The behavioral theory states that the individual's behavior is determined according to the stimuli present in the environment as responses to it. Therefore, these responses that become part of the individual's behavior have been reinforced. In other words, the responses followed by positive reinforcement are pleasant for the individual and, thus, tend to be repeated, while those not followed by reinforcement tend to fade away (Chand, 2022, p.215). According to behavioral theory, adolescents acquire their behavioral patterns through existing behavioral relationships with them. Blind adolescents learn adaptive behavior by observing how other students interact with them verbally or through direct social interactions with teachers, friends, or family members. They can be effective social models for teaching blind teenagers to behave in different social situations.

Study Objectives:

The present study aims to obtain the objectives below:

1. Determining the level of self-concept for blind students
2. Identifying the level of adaptive behaviour of blind students.
3. Uncovering the nature of the relationship between self-concept and the adaptive behaviour of blind Students.

Study Concepts

1. Self-concept for blind Students.:

Self-concept is a system of beliefs and attitudes that individuals have about themselves. The extrospective view considers self-concept as a product of a person's social interactions and society's reactions to that person. The introspective approach focuses on the consciousness that underlies the self-image, and it is defined as a consistent cognitive model of a person's perception of his or her attributes, values, and interpersonal relations (Lifshitz, Hen & Weisse, 2007, p. 2)

Psychologists have explained self-concept in different ways. For instance, the self-concept was defined as "a collection of beliefs about one's own nature, unique qualities, and typical behavior (Jabeen & Akhter, 2018, p. 146)

This study theoretically defines the self-concept of blind students as their perceptions and beliefs about their physical, emotional, social, academic, and family dimensions.

The self-concept of blind students can be determined procedurally in this study by the score that blind students obtain on the scale specified in five dimensions: namely physical self-concept, emotional self-concept, academic self-concept, social self-concept, and family self-concept (Mustafa, 2020).

2- The concept of adaptive behaviour for the blind:

Adaptive behavior is defined as the “collection of conceptual, social, and practical skills that have been learned and are performed by students in their everyday lives" (Arias, Verdugob, Navasb, & Gómez, 2013, p. 156). Adaptive behavior was defined as "the performance of the daily activities required for personal and social sufficiency" and the "ability to meet daily living responsibilities and to respond to the needs of others" (Papadopoulos, Metsiou, & Agaliotis, 2011, p. 2340). The concept of adaptive behavior for the blind is defined theoretically in this study as the ability of blind students to rely on themselves and take responsibility in facing life’s requirements, achieve personal, social, emotional, and academic compatibility, and cooperate with others in a wide range of the environment. **The concept of adaptive**

behavior for blind students can be determined procedurally in this study by the score that blind students obtain on the scale specified in four dimensions: personal, social, emotional, and academic compatibilities (Mustafa, 2020).

Methodology: This study belongs to the descriptive analytical studies that explain and analyze the correlation between self-concept and the harmonious behavior of blind students. The study relies on a social survey approach using a simple random sampling method for blind students.

Study hypothesis:

The current research tests the hypotheses below:

1-There is a statistically significant positive correlation between self-concept and adaptive behavior of blind students.

2-There is a statistically significant relationship between some demographic variables and the self-concept of blind students.

3-There is a statistically significant relationship between some demographic variables and the adaptive behavior of blind students.

Population: The study was applied to some participants from Al Nour School for the Blind in Giza for the academic year 2023/2024. The spatial area was chosen for the availability of the study sample and the officials' approval to conduct the applied aspect of the study. The sampling frame aimed at (86) students. A simple random sample was drawn that was determined according to the law of optimal sample size (Stephen Thompson), so the research sample included (70) blind students, meeting the following inclusion criteria:

-The students must be enrolled in school.

-They must be diagnosed with complete blindness.

-They consent to conduct the study.

-They reside with their natural family.

Time domain: The research took approximately eight months to implement, from April 1, 2024, until November 30, 2024.

Tools: The tools of the study are as follows:

1-Knowledge data sheet: It includes the following elements: gender, age, academic group, type of family residence, student's arrangement within the family, average family income, mother's work, father's work, father's level of education, mother's level of education, presence of another blind person in the family, degree disability.

2-Self-concept scale for blind Students: This scale was prepared by Mustafa (2020), with the aim of identifying the self-concept of blind students. The researcher repeated the reliability and validity process to ensure the validity of the scale.

A-Description of the scale: The scale includes five basic dimensions: physical self-concept, emotional self-concept, academic self-concept, social self-concept, and family self-concept. It involves (50) statements distributed over the previous five dimensions as follows: Physical self-concept (10) ranges from (1:10), emotional self-concept (10) from (11:20), academic self-concept (10) from (21:30), self-concept (10) from (31:40), and the family self-concept (10) from (41:50).

B-Method of correcting the scale: To correct the statements of the scale, three responses were developed: (Yes, to some extent, and No). Their weights are respectively as follows: (Yes = 3), (To some extent = 2), and (No = 1) for the positive statements and the opposite for the negative statements. The maximum score for the scale as a whole was (150), and the minimum score was (50).

C-Stability of the scale: The developer of the scale, Mustafa (2020), used several methods to ensure the stability of the scale, which are the Test-Re-Test method and the correlation coefficient for the scale was (0.92) and the Spearman-Brown split-half method and the correlation coefficient for the scale was (0.933). In order to retest the reliability of the scale, the researcher in the current study tested the stability of the scale by applying it to (20) cases of blind students from outside the main sample of the study using the Test-Re-Test method with a time difference of (15) days between the first and second test.

Table (1) shows the stability of the self-concept scale for blind students using the Pearson correlation coefficient for the relationship between the first and second application (n=20)

N	Serial Number	Tool dimensions	The value R
1	The first dimension	Physical self-concept	.830**
2	the second dimension	Emotional self-concept	.704**
3	the third dimension	Academic self-concept	.716**
4	the fourth dimension	Social self-concept	.771**
5	the five dimension	Family self-concept	.674**
The whole scale			.852**

Table (1) indicates that the reliability for each dimension of the tool is acceptable as a whole and significant (0.01).

D-Validity of the scale: The validity of the scale was calculated using the following ways:- **The statistical validity of the scale (internal consistency validity):** The researcher calculated the validity of the internal consistency of the scale by applying it to (20) blind students from outside the study sample. The internal consistency of the scale

was calculated as follows: Pearson's correlation coefficient was calculated between the score of each dimension in the scale and the total score of the scale, and the results were as follows:

Table (2) indicates the internal consistency of the dimensions of the self-concept scale for blind students using the Pearson correlation coefficient (n=20)

N	Tool dimensions	The value R
1	Physical self-concept	.560*
2	Emotional self-concept	.614**
3	Academic self-concept	.654**
4	Social self-concept	.678**
5	Family self-concept	.545*

Table (2) illustrates that the internal consistency of the study scale is valid at a significant (0.01) level, with the exception of the physical self-concept dimension and the family self-concept dimension at a significance level of 0.05.

- Internal consistency validity of the statements: The correlation coefficient was calculated using Pearson's method between each statement with the same total dimension and the scale as a whole. The results showed that the scale had an acceptable degree of validity, ranging between (0.458) and (0.783).

3-Adaptive Behavior Scale for the Blind: Mustafa (2020) prepared this scale to measure the adaptive behavior of the blind. The researcher repeated the reliability and validity process to ensure its validity.

A-Description of the scale: This scale consists of (40) statements distributed over the following four dimensions: personal compatibility, which includes statements (1-10); social compatibility (11-20); emotional compatibility (21-30); and academic compatibility (31-40). The maximum score for the scale as a whole was (120), and the minimum score was (40).

B-Scale correction method: To correct the scale statements, three responses were developed: (Yes, to some extent, and No). Their weights are, respectively, as follows: (Yes = 3), (To some extent = 2), (No = 1) for positive statements and vice versa for negative statements.

C-Stability of the scale: The developer of the scale, Mustafa (2020), used the following methods to ensure the stability of the scale: the Test-Re-Test method and the correlation coefficient for the scale was (0.90) in addition to the Spearman-Brown split-half method, and the correlation coefficient for the scale was(0.94).

Table (3) shows the stability of the adaptive behavior scale for the blind using the Pearson correlation coefficient for the relationship between the first and second application (n=20)

N	Serial Number	Tool dimensions	The value R
1	The first dimension	Personal adaptation	.642**
2	the second dimension	Social adaptation	.644**
3	the third dimension	Emotional adaptation	.524*
4	the fourth dimension	Academic adaptation	*0.481
The whole scale			.845**

Table (3) indicates that the internal consistency of the study scale is valid at a significant level of (0.01).

D-Validity of the scale: The validity of the scale was calculated in the following ways: **The statistical validity of the scale (i.e., the internal consistency validity):** The researcher calculated the internal consistency validity of the study scale, applying it to a sample of (20) middle school students from outside the research sample, and the internal consistency of the scale was calculated as follows:

-Internal consistency validity of the dimensions: Pearson's correlation coefficient was calculated between the score of each dimension in the scale and the total score of the scale and between the dimensions and some of them. The results were as follows:

Table (4) illustrates the internal consistency of the dimensions of the Adaptive Behavior Scale for the Blind using Pearson's correlation coefficient (n=20)

Tool dimensions	Personal adaptation	Social adaptation	Emotional adaptation	Academic adaptation
Personal adaptation	1	.660**	.462*	.237
Social adaptation	.660**	1	.783**	.622**
Emotional adaptation	.462*	.783**	1	.512*
Academic adaptation	.237	.622**	.512*	1
The whole scale	.738**	.956**	.860**	.687**

Table (4) demonstrates that the validity of the internal consistency of the scale dimensions and the total score of the scale is at a level of significance of 0.01. There is an acceptable degree of validity of the internal consistency between the dimensions and some of them, with the exception of the personal adaptation dimension and the academic adaptation dimension because the scale measures disparate dimensions, not homogeneous ones.

-Internal consistency validity of the statements: The correlation coefficient was calculated using Pearson's method between each statement with the same total dimension and the scale as a whole. The results showed that the scale had an acceptable degree of validity, ranging between (0.447) and(0.807).

Study results:

1-Sample properties and the result of the second and third hypotheses:

Table (5) indicates the characteristics of the research sample and the result of the second and third hypotheses (n=70)

Variables	responses	Frequency	(%)	self-concept	Adaptive Behavior
Gender	Male	30	42.9%	.033	.217
	Female	40	57.1%		
Age	From 15 to under 17	26	37.2%	.103	.019
	From 17 to under 19	29	41.4%		
	From 19 or more	15	21.4%		
Academic band	First band	31	44.3%	.098	.027
	Second band	22	31.4%		
	Third band	17	24.3%		
Housing type	old rent	28	40%	.024	-.182
	modern rent	29	41.4%		
	ownership	13	18.6%		
Average family income	Less than 1000	1	1.4%	.043	-.113
	From 1000 to less than 2000	8	11.4%		
	From 2000 to less than 3000	46	65.7%		
	From 3000 or more	15	21.4%		
Mother's work	housewife	19	27.1%	-.091	.145
	Government work	11	15.7%		
	Private work	21	30%		
	Freelance work	19	27.1%		
Father's work	It doesn't work	1	1.4%	.066	.244*
	Government work	16	22.9%		
	Private work	33	47.1%		
	Freelance work	20	28.6%		
Mother's education level	Uneducated	7	10%	.003	-.068
	He reads and writes	16	22.9%		
	middle	35	50%		
	University	12	17.1%		
Father's level of education	Uneducated	-	0%	.006	-.141
	He reads and writes	9	12.9%		
	middle	46	65.7%		
	University	15	21.4%		
There is another blind person in the family	Yes	11	15.7%	.073	-.001
	no	59	84.3%		
Total		70			

2-The level of dimensions of self-concept among blind students:

Table (6) shows the ranking of the dimensions of self-concept among the study sample: (n = 70)

N	Self-concept	mean	standard deviation	ranking
1	Physical self-concept	2.227	271294.	2
2	Emotional self-concept	2.144	358190.	5
3	Academic self-concept	2.168	335591.	3
4	Social self-concept	2.267	302512.	1
5	Family self-concept	2.155	298127.	4
The whole scale		**2.1922**	0.3131428	**middle**

Table (6) demonstrates that the level of self-concept among the study sample is average, as the arithmetic mean = 2.1922, falling into the category from 1.67 to 2.33. The ranking of the dimensions of self-concept among the blind students in the study sample is as follows: Social self-concept ranked at the top with an arithmetical average of (2.267), and physical self-concept came in second place with an arithmetical average of (2.227), while academic self-concept was the third with an average of (2.168), family self-concept in the fourth with an average of (2.155), while emotional self-concept in the last place with an average of (2.155). My calculation was (2.144). The results of the current study differed from those of Halder and Datta (2012) and Marsh et al. (2018), who found that visually impaired students have a low level of self-esteem.

3-Level of dimensions of adaptive behavior among blind students:

Table (7) shows the ranking of the dimensions of adaptive behavior among the study sample: (n = 70)

N	adaptive behavior	mean	standard deviation	ranking
1	Personal adaptation	2.27	0.284044	1
2	Social adaptation	2.16571	0.322978	4
3	Emotional adaptation	2.17714	0.284463	3
4	Academic adaptation	2.21286	0.26807	2
The whole scale		**2.2064275**	0.28988875	**middle**

Table (7) indicates that the level of adaptive behavior among the study sample is average, as the arithmetic mean = 2.20, falling into the category from 1.67 to 2.33. the dimensions of adaptive behavior among blind students in the study sample are ranked as follows: Personal adaptation came in first place with a mean of (2.27), academic adaptation in second place with a mean of (2.21), emotional adaptation in third with an average of (2.21) and an arithmetic mean

(2.17), and social adaptation in the last place with an arithmetical mean (2.16). The current study is distinct from Papadopoulos, Metsiou, and Agaliotis (2011) and Bathelt, Haan, and Dale (2019), which found a decrease in behavior adaptation among students with visual impairment.

Results of the study hypotheses: Hypothesis 1: There is a statistically significant positive correlation between self-concept and the Adaptive Behavior of blind students.

Table (8) shows the correlation between self-concept and the Adaptive Behavior of blind students using the Pearson correlation coefficient (n=70).

Adaptive behavior	Personal adaptation	Social adaptation	Emotional adaptation	Academic adaptation	The whole scale
Self-concept	.499**	.355**	.067	.455**	.633**

** Significant at (0.01) * Significant at (0.05)

Table (8) indicates that there is a statistically significant positive correlation between self-concept and the adaptive behavior of blind students, as the value of the Pearson correlation coefficient = (.633**), which is significant at a level of (0.01). There is a statistically significant positive correlation between self-concept and Personal adaptation, as the value of the Pearson correlation coefficient = (.499**), which is significant at a level of (0.01). There is also a statistically significant positive correlation between self-concept and social adaptation, as the value of the Pearson correlation coefficient = (.355**), significant at a level of (0.01). In addition, there is a statistically significant positive correlation between self-concept and academic adaptation, as the value of the Pearson correlation coefficient = (.455**), which is significant at a level of (0.01). However, there is no positive, statistically significant correlation between self-concept and emotional adjustment, as the value of the Pearson correlation coefficient = (.067), which is not significant. Therefore, the validity of the third sub-hypothesis, which states a positive, statistically significant correlation between self-concept and emotional adjustment for the blind, cannot be accepted. Hence, the validity of the first main hypothesis of the study, which states that "There is a statistically significant positive correlation between the self-concept and the adaptive behavior of blind students (personal adaptation, social adaptation, academic adaptation," is verified. Consistent with Musa (2010), the study found a correlation between self-concept and psychosocial adaptation among visually impaired males and females.

The second hypothesis: Table (5) shows that there is no relationship between some demographic variables and the self-concept of blind students; there is no relationship between the variables of gender, age, academic group, the type of family residence of the student, the average monthly family income, the mother's work, the father's work, and the father's level of education. The mother's level of education and the presence of another blind person in the family, where the correlation coefficients were not significantly significant.

Thus, the second main hypothesis of the study, stating that "there is a statistically significant relationship between some demographic variables (gender, age, academic group, type of family residence for the student, average monthly family income, the mother's work, the father's work, the father's level of education, the mother's level of education, the presence of another blind person in the family) and self-concept," cannot be accepted. In line with the results of Al-Jarrah and Al-Atoum (2004) and Sarma (2020), there is no difference in the self-concept of visually impaired students based on gender, age, and educational level where they grew up. Nevertheless, the results of the study differed from those of Mishra and Singh (2012), who concluded that students' self-concept is affected by many factors.

The third hypothesis : Table (5) demonstrates the relationship between some demographic variables and the level of adaptive behavior of blind students; there is a relationship between the variable of the father's job and the level of adaptive behavior of blind students at a significant level of (0.05). On the other hand, there is no relationship between the variables of gender, age, academic group, type of family residence for the student, average monthly family income, mother's work, father's level of education, mother's level of education, and the presence of another blind person in the family and the level of adaptive behavior of blind students; it is not significantly significant. **Thus, the third main hypothesis of the study,** stating that "there is a statistically significant relationship between some demographic variables, such as the father's job, and the level of adaptive behavior of blind students," is verified. The results of the study disagreed with those of Papadopoulos, Metsiou, and Agaliotis (2011) in that there was a difference in the adaptive behavior of students according to their age and parents' educational level.

Discussion: The results of the study in light of its objectives: The results of the study in light of its objectives: With regard to **the first objective,** concerned with determining the level of self-concept

among blind students, the study showed that the level of self-concept as determined by blind students is average. This indicates that the blind students in the study sample have an average level of awareness and perception about their physical, emotional, social, academic, and family dimensions. The results also showed the arrangement of these indicators according to the order of the arithmetic mean: the social, physical, academic, family, and emotional self-concept dimensions. The results of the current study differed from those of Halder and Datta (2012), which confirmed the low self-concept among visually impaired adolescents compared to sighted ones. It also disagreed with Marsh et al. (2018), which found that students with visual impairment have a low level of self-esteem, limited social activities, and poor academic achievement. According to the theoretical framework of the study, students with visual disabilities differ in their characteristics, behaviors, needs, and activities from those of their sighted peers. A positive self-concept can enhance their abilities because it has been proven that a better self-concept in students indicates higher academic competence than lower achievers. This supports the idea that an individual's model or worldview and its relationship to that vision provide the boundaries and conditions within which we develop our views about possibilities. When students know themselves, they can achieve maximum results because they become aware of what they can and cannot do. Self-concept is based on perceptions accumulated throughout the lifespan. It is remarkably influenced by the interaction between their actions, the reactions of others, and the individual's perceptions of the surrounding events, behaviors, and outcomes. According to Behavioral Theory, effective social support, especially support from friends, may help improve self-concept and self-esteem among children with visual impairment. Fatima, Ashraf, and Jahan (2022) indicated that family plays an important role in developing self-concept among individuals with visual impairment. Those who receive adequate support from their families have higher self-esteem and a positive self-concept, but those who do not have negative self-concepts and lower self-esteem. Thus, visually impaired adolescents need more support compared to their sighted siblings because building their self-concept is more difficult. **Regarding the second goal** of identifying the level of adaptive behavior of blind students, the study showed that the level of adaptive behavior of blind students, as determined by the students, is average. The ranking of these indicators is according to the order of the arithmetic means: personal adaptation

is in the first place, academic adaptation is in the second place, and emotional adaptation is in the third place, and social adaptation is in the last. The current study differed from the results of Papadopoulos, Metsiou, and Agaliotis (2011), which found that the level of adaptive behavior among students with visual impairment is somewhat low. It also differed with Bathelt, Haan, and Dale (2019), who claimed that decreased adaptation behavior in children with visual impairment across domains of practical, social, and conceptual functions. According to the theoretical framework of the study, visual impairment negatively affects adaptation and social communication and hinders a person from performing his daily duties. This category of students with disabilities suffers from many problems resulting from the nature of their disability. They may have fewer opportunities to make friends than sighted ones and face more social isolation. Behavioral theory views the concept of adaptation as the blind student's acquisition of appropriate and effective habits in dealing with others that he had previously learned, which reduces his stress if his motivations and needs are satisfied.

Regarding the third objective, concerned with uncovering the nature of the relationship between the self-concept and adaptive behavior of blind students, the results of the study indicated that there is a statistically significant positive correlation between the self-concept and the adaptive personal, social, and academic behavior of blind students.

The results of the study in light of its hypotheses:

1-**There is a statistically significant positive relationship between self-concept and the adaptive personal, social, and academic behavior of blind students**. The higher the self-concept of blind students, the more significant their adaptive behavior. These results are consistent with Rosenblum (2000), who stated that most adolescents with visual impairment may face difficulties in integrating into society and school due to the presence of obstacles in establishing social relationships. They scored lower on some aspects of self-concept because they were likely perceived as less attractive by their peers. It also agrees with the results of Baker (2003) that the visually impaired always suffer from social problems that limit their learning of social skills, such as not interacting with others, losing flexibility in dealing with others, feeling ostracized and neglected, all of which results in a decrease in the visually impaired students' self-concept regarding negativity, his interaction and ways of dealing with his

recurring problems. It also agrees with Musa's (2010) results, which found a correlation between self-concept and psychosocial adaptation among visually impaired males and females. Thus, it was observed that self-concept and adaptive behavior are negatively affected by visual impairment. According to the theoretical framework, poor vision causes many medical, social, psychological, and economic problems. Students with visual impairment are treated differently by other students with normal vision and may face a poor adjustment in society, leading to further confusion about self-concept (Fatima, Ashraf, & Jahan, 2022). Considering the mutual relationship between self-concept and adaptive behavior, training on self-concept and adaptive behaviors is very important to improve the self-esteem of blind students and make them more socially compatible. Behavioral theory believes that adaptive behavior and a positive self-concept are repeatable if linked to reinforcement. The responses that remain to become part of the individual's behavior are the responses that are supported by those around him, and the individual tends to repeat them. In contrast, the responses that are not followed by reinforcement tend to disappear, and the individual does not tend to repeat them. To be repeated means that the behavior becomes stronger and weaker based on its impact and result.

2-**There is no statistically significant relationship between some demographic variables** (i.e., gender, age, academic group, type of family residence for the student, average monthly family income, mother's work, father's work, father's level of education, mother's level of education, presence of another blind person in the family) and self-concept. This indicates that the self-concept of blind students does not change according to the demographic variables surrounding them represented in gender, age, academic group, type of family residence for the student, average monthly family income, mother's work, father's work, father's level of education, mother's level of education, and the presence of another blind person in the family. This result is consistent with the findings of Al-Jarrah and Al-Atoum (2004), which found that there are no differences in self-concept attributable to the type of visually impaired person, chronological age, or educational stage. It also aligns with the results of Sarma (2020), who attempted to explore the difference in self-concept of visually impaired students based on gender and observed no difference between the genders. It also agrees with the results of Fatima, Ashraf, and Jahan (2022), who conducted a study to explore the difference in self-concept based on

gender, age, educational level, region of residence, type of disability, and support provided by the family. Through independent samples t-test, no difference was found in the self-concept of visually impaired students. Adolescent boys and girls had approximately the same self-concept. However, the results of the study differ from those of Akl (2009), which showed statistically significant differences in the level of self-concept among the visually impaired due to the variable of the academic stage. It also differs from Mishra and Singh's (2012) results that the self-concept of students with visual impairment is affected by many factors such as genetics, mental health, personality traits, life standards, age, gender, health, and marital status. , and the responses of others. Based on the theoretical framework, self-concept is affected by the processes of maturation, learning, and socialization. Moreover, aging is one of the factors affecting self-concept, as the older the adolescent's chronological age, the more capable he may become of striving toward independence, achieving academic competence, planning for the professional future, and establishing relationships with others.

3-**There is a statistically significant relationship between some demographic variables, such as father's work, and the level of adaptive behavior of blind students**. The results of the study differed from the findings of Papadopoulos, Metsiou, and Agaliotis (2011), which included 46 children and adolescents with visual disabilities and examined the effect of age on overall adaptive behavior and in every field of communication, daily life skills, visual skills, and socialization. Older individuals with visual impairments showed a higher delay rate than younger individuals. It was also found that parents' educational level is an indicator of performance and developmental delay in communication and socialization. The higher the parents' educational level, the lower the developmental delay. According to the theoretical framework, adaptation is the process of responding to life's demands and pressures. Students vary greatly in their ability to withstand stressful experiences. Many external factors, such as age, gender, formal and informal support systems, and internal factors, such as personality, are thought to influence adaptation (Parra et al., 2018).

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