

Assessment the Self-Esteem among Normal and Differently Abled Adolescents

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Abstract: *Differently abled children are different from normal children, due to various problems faced by them. Some children try to cope with those problems and do whatever they are capable of doing. The internal conflict faced by children may make them different from children and hence these may be difference in their personality and self-esteem. The present study is an attempt to explore the factors associated with the differences in self-esteem among differently abled in comparison to normal children. The sample size taken for the purpose of the study is 120 consisting of 60 differently abled and 60 normal adolescents. The study was conducted in Lucknow district, Utter Pradesh. For the present research, multistage random sampling technique was adopted to selected normal and differently abled adolescents. Ex post facto research design was adopted in the present research and Rosenberg self-esteem scale was used to compare between Self-esteem and compare the normal and differently abled. Results revealed that, there exist no significant impact on self-esteems between normal and differently abled.*

Keywords: self-esteem, disability

1. Introduction

Adolescence is the stage where most of the individuals developmental changes and life challenges are associated (Zarrett&Eccles, 2006) It's the stage where they are struggling to find their own identity, also with their own social interactions and moral issues. The chief task of a teenager is to discover their identity separate from family and as an associate of their centre of population. It is a transitional stage where all the psychological and bodily development occurs. In the period from teenage years to adulthood they require attention and protection as the brain undergoes some development changes in early adulthood, that can influence emotional skills as well as physical and psychological ability. Even the two genders play an important role. Being a girl or boy they take extra responsibilities, and at the same time they experience and experiment the new way of performing things and they enjoy that kind of freedom. Adolescence is the time where the morals skills are developed and it can direct to well-being. When young girls and boys are supported and encouraged by adults, for their needs and capabilities, the chance of breaking long reputation cycles of scarcity, prejudice and aggression are more.

Self-esteem is the evaluation we make for ourselves or the degree to which we perceive ourselves positively or negatively about our overall attitudes in the direction of ourselves. It can be calculated clearly or absolutely and that is the reason we are concerned not only with what we are like but also with how we value these qualities. Individuals with high self-esteem have a clean intellect of what their private qualities are they think well of themselves, have appropriate goals, use feed backs mechanism to enhancing in the self (Wood, &Hempet, 2003). In addition to overall sense of self-esteem, we hold specific evaluation of our abilities in particular area. One may think well of herself generally but may know that she is not very diplomatic and

not very talented artistically. Some may generally think poorly of himself but know that he is organized and a good pianist. Two dimensions that are central to self-esteem are self-competence and self-liking, which is evaluation of oneself as capable and personal fondness for in the self (Marshall & Milne, 2003).

Self-esteem has a prominent role in the mental health and personality balance. This evaluation is believed to be relevant to the individual's optional adjustment and functioning. Self-esteem with reference to disability can be defined as a disabled person evaluating his/her capacity to perform in the society. Low self-esteem unsettles human's balance and vitality and negatively influences the efficacy, efficiency learning and creativity of physically disabled humans. It is characterized by the feeling of inadequacy, guilt, shyness, social inhibition, independency, helplessness, masked hospitality, withdrawal, complainer tendency to downgrade others, reduced ability, accepting unfavorable assessment as accurate, vulnerability and interpersonal problem. The desire for positive evaluation of self affect a person's feeling action and aspiration throughout life .In the course of childhood and adolescence school experience, play an important role in the development of self-perception and can have powerful and long term effect on adolescent's self-esteem.

2. Review of Literature

Arnold & Chapman (1992) conducted a study on "adolescents with bodily disabilities and they will be compared by with abled individuals". They studied the Self-esteem, Aspirations and Expectations among fifteen young people and the result indicates that a significant difference was not found for self-esteem between both the groups but the end result were contradictory with earlier findings of lower self-esteem. They did not find any significant correlation between the self-esteem of the bodily disabled

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young people and aspirations and expectations and a correlation of negative was found that too for the able-bodied controls. Forthis, this particular study only fifteen adolescents were taken and compared with the able-bodies may be because the sample is very low so the result came in such a manner.

Bosson.et. al. (2000) conducted a study on “self-esteem construct which has led to the creation and use of several new assessment toots whose psychometric properties have not been fully explored”. In this article, the authors investigated the reliability and validity of seven implicit self-esteem measures. The different implicit measures did not correlate with each other, and they correlated only weakly with measures of explicit self-esteem. Only some of the implicit measures demonstrated good test-retest reliabilities, and overall, the implicit measures were limited in their ability to predict our criterion variables. Finally, there was some evidence that implicit self-esteem measures are sensitive to context. The implications of these findings for the future of implicit self-esteem research are discussed.

Husain. et.al (2006) conducted study on “the whole the level of self-concept among the physically challenged adolescents was found significantly lower than their normal counterparts”. Similarly the level of self-concept among the girls was also found significantly lower than the boys in general, whereas category wise significant difference was found only in case of blind subjects.

Lifshitzet. al (2007) conducted a study on “Self-concept, Adjustment to blindness and quality of friendship among adolescents with visual impaired.” In this study the self-concept and quality of friendship of 40 adolescents with visually impairments (20 public schools and 20 in a residential school) were compared to those of 41 sighted adolescent. The findings indicate a similar self-concept profile for sighted adolescents and adolescents with visual impairments, although the scores of the participants with visual impairments were higher in all domains except their father’s concept of them.

Mushtaquet. al (2016) conducted study on “ the self-esteem among differently abled and the psychological challenged people”. Any physical disability leads to feelings of inadequacy which results in the feeling of low levels of tolerance. 50 physically challenged and 50 normal women and men taken for the study. It was found that physically disabled people have low level of self-esteem and high level of self-esteem in comparison to normal population.

3. Methodology

Research design:

Research design is a coherent plan in conducting research which deals with investigation so conceived to obtain

answers to research questions. Research design is used to conduct research with objectivity of accuracy. The research design followed in the present study is Ex-post facto sectional research design the present study entitled “Self-esteem among adolescent: A comparative study among normal and differently’

Locale of the study: - The present study was conducted in Lucknow city. The researcher’s familiarity with the area made the researcher to select Luck now as locale of the study.

Sampling procedure: - For the present research, random sampling technique was adopted to select boys or girls adolescents as sample. For selection of the respondents’ multistage sampling technique was adopted.

Sample Size: Further the sample selection was based on probability to arrive at a final sample for determining the total sample size of 120 respondents.

4. Result and Discussion

Table 1: According to self-esteem according to their category of child

Parameter	Normal		Differently abled		T	P-value
	Mean	S.D	Mean	S.D		
satisfied with myself	1.362	.519	1.196	.510	6.470*	.012
no good at all boy	3.016	.840	2.786	.777	.799	.373
Feel-good qualities	1.678	6.54	2.442	.125	5.87**	.00
Things as well as most other people	1.728	7.38	2.163	1.57	2.59**	.00
Feel be proud	2.989	9.03	1.737	1.03	1.240	.268
feel useless at times	2.898	.903	2.737	1.03	1.484	.226
Feel plan with other	2.118	1.06	1.868	1.05	.525	.470
respect for myself	2.803	.967	1.885	.877	6.74*	.011
feel that i am a failure	2.949	7.52	3.000	9.12	.879	.350
attitude toward myself	3.372	5.84	3.262	9.29	15.6**	.000
Total	25.21	2.494	23.01	2.324	2.94*	.01

Table depicts significant differences among normal and differently abled adolescents where in it is clearly that differently abled are not satisfied ($\mu = 1.196$), where as they feel they have good qualities in comparison to normal. Respect for self was found to be less in differently abled ($\mu = 1.885$) in comparison to differently abled. It is clearly evident that the self-esteem among differently abled is low ($\mu = 23.07$) in comparison to normal adolescents, where in significant difference were found between both the groups.

Table 2: Assessment of self-esteem according to their types of disability

Types of disability								
Self-esteem	Visually impaired		Hearing impaired		Orthopedically impaired			
Statement	Mean	S.D	Mean	S.D	Mean	S.D	T	P-value
satisfied with myself	1.266	4.57	1.263	4.52	1.115	5.88	.613	.545
no good at all boy	2.800	8.61	2.684	6.71	2.846	8.33	.233	.793
Feel-good qualities	1.266	1.33	2.263	1.24	1.692	1.25	.833	.440
Things as well as most other people	3.266	1.09	2.263	1.12	2.000	1.23	.374	.689
Feel be proud	3.266	.883	2.736	9.33	2.000	8.94	1.446	.244
feel useless at times	3.263	9.25	2.526	1.02	2.730	1.11	.867	.426
Feel plan with other	1.866	9.15	2.000	1.00	3.769	.952	.318	.729
respect for myself	3.133	8.33	3.052	9.70	2.576	1.20	1.76	.180
feel that i am a failure	2.800	.941	2.631	6.83	3.115	9.51	1.776	.179
attitude toward myself	3.266	9.61	4.210	7.13	5.346	1.05	.118	.889
Total	23.93	1.869	24.63	2.691	25.19	2.280	1.309	.278

The above table explains the self-esteem among differently abled adolescents across types of disability. It is evident from the table that the no significant differences among orthopedically impaired, hearing impaired and visually impaired in their overall self-esteem was found but it can be noted that the overall self-esteem orthopedically impaired were found to be having good self-esteem in comparison to hearing impaired and visually impaired.

5. Conclusion

There is a need of change in the attitude of the society towards the disabled. In addition to overall sense of self-esteem, we hold specific evaluation of our abilities in particular area. One may think well of herself generally but may know that she is not very diplomatic and not very talented artistically. Some may generally think poorly of himself but know that he is organized and a good pianist. While connecting adolescents with the social development there are many aspects that are associated with it they are individuality progress, self impression, surroundings and self, self-esteem, and general the relations like friends and family are also include civilization all these cooperate an central role in the stage of adolescents. Self-esteem is the evaluation we make of ourselves or the degree to which we perceive ourselves positively or negatively our overall attitudes in the direction of ourselves. It can be calculated clearly or absolutely. That is we are concerned not only with what we are like but also with how we value these qualities

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