

# SELF-ESTEEM AMONG PHYSICALLY DISABLED AND VISUALLY DISABLED LATE ADOLESCENTS

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**Abstract-** This study emphasizes on the self esteem of the visually disabled and the physically disabled late adolescents, who are a marginalized group needing special attention especially when they are entering into their adulthood.

The study aims to find out the level of self esteem among physically disabled and visually disabled late adolescents, and to know the gender difference in self esteem among them using a quantitative comparative research design. The sample size taken for the purpose of the study is 120, consisting of 60 physical disabled (30 male and 30 female) and 60 visually disabled (30 male and 30 female). For collecting the data simple random sampling has been applied. Rosenberg self-esteem scale was used and the respondents were asked to reflect on their current feelings. T-test was planned for the analysis of the data.

Result revealed that, there exit is a significant difference on self esteems between physically disabled and visually disabled late adolescents, with visually disabled late adolescents having more self esteem. Also there is no gender difference in self esteem of physically disabled and visually disabled late adolescents.

**Key words:** Self-esteem, Disability, Physical disability, Visual disability, late adolescents.

## I. INTRODUCTION

Adolescence is the stage of most of the individual developmental changes and life challenges are associated (Zarrett & Eccles, 2006) [1]. 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 kind of 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 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. Understanding the adolescent age will dependence up on the various aspects including psychological, biology, history, and education by all of these perspectives, adolescents are viewed in a midway period between childhood and adulthood, whose imaginative principle is the research of children for adult role (Larson & Wilson, 2004)[2]. It is a period of numerous

transitions connecting learning, training, service and job loss, as well as transition beginning one living wage condition to another (Coleman, John, & Roker, 1998) [3]. At the same they struggle with body changes, mood swings, and become more conscious about their body looks try using all kind of makeup items and end up in not satisfying themselves. The relation of bodily activity, sense of self and difficulty behaviours in the adolescents aimed at assess anxiety-depression, mannerism habit of smoking and drinking actions, bodily unwell report and self-perception of personality, parental receiving and instructive attainment and it says that regular practice of endurance exercise was related to a more constructive character. Young people who engaged often into bodily movement were characterised by lower anxiety-depression scores, and present much fewer common behavioural shyness than their less active corresponding item. From this we can conclude that discussion of leisure or exercise involvement may provide a useful point of entry for facilitating dialogue among adolescents about concerns relating to body image and sense of worth and psychotherapeutic application bodily action has many extra rewards for adolescents (Kirkcaldy, Shephard & Siefen 2002)[4].

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. Late adolescence

Late adolescents, the period follows the emerging adulthood , it's an important setting the phase for sustained development during the life span as an individual begin engage in activities that are influential on the rest of their lives. The parent and adolescent will come to same aim for the adolescent to learn to act more "grown up." But they differ in situation and purpose. For parents it's that they make their children a good adult in everyday jobs. For the young person it means accomplishment to take more adult adventures that certify he or she is now officially old enough to act older. For example, there is driving as well-built means, effective for wealth, have more money to throw away, attainment serve a drink, staying out all night, not all of these but at least few would be there in the young people's mind. The parents need is to shape them and rise on these matters, and inform the young person's selection about dangers, safety measures, and every day jobs. The most important thing is the troubling and violation of certain things they seriously cannot adjust to what the adult says and they really want their freedom, so thinking in a critical manner parent's can act as a pull on to manage the young

mind, tell them and help them for the selection of things and this can enlargement to slow it downhill with hold-up and discussion so it unfold within safe and healthy limits (Carl, 2009)<sup>[5]</sup>. Holding a part-time job it makes the young person believe that “if I create my own funds, then I can create my own selection”. As a young individual all these self-regulating acts are “Freedom mechanism” that is no longer dependent on parents to make their choice like where you want to go and when you want to go, it’s a kind of freedom that gives you to “drive your own way of life”.

The challenges that develop during late adolescence, as Erikson said in developmental stages that is sense of mastery, individuality, and closeness. It also includes the establishment of autonomy, and creating a place for him in learning. Also there are more specific challenges associated they are shifts of relationship with parents in case of dependency and subordination, the looking at of new role (both social and sexual), the understanding of deep partnership, discovering social and personal level formation, setting up for the future and taking the necessary steps, and acquiring many skills and values that needed for a successful maturity (Eccles, & Gootman, 2002)<sup>[6]</sup>.

An emerging adulthood is that, youth is independent, obtain greater responsibility, and they involve in the active responsibility in their own development. These primary challenges that are seen in the last stage of adolescence is that, youth begin to take more than one difficult roles: the management of these roles can identify strengths of personal weakness that coordinate for success in life, searching for meaning and principle in their life roles and assess coming into a necessary living change and cope with the change. Success in these areas depends on the psychosocial, physical, and cognitive assets of the human being; the society handoffs available and developmental situation where the young person’s can explore and link up with it (Eccles & Gootman, 2002)<sup>[6]</sup>.

There is some physical and biological development that happens in the early adolescence. It is the stage where they undergo different dramatic changes in their bodies, boost in gonadal hormones, and changes in brain architecture. The major biological changes that occur are in the frontal lobes of the brain functions and are responsible for the strength of mind, decision, touching directive, organization and planning (Begley 2000)<sup>[7]</sup>. Cognitive development happens and they are increasingly capable of managing their own learning and problem solving skills. They also smooth the progress of their individuality formation and maturation of ethical analysis. The success of all these cognitive skills is related to the important skill for successful search of learning and job-related goals (Heckhausen, 1999)<sup>[8]</sup>. It is also ink up with understanding their own and others inner emotional states and focuses on close and near friendships. In fact, research has found an increase in commitments of youth in public involvement, where the cognitive developments are joined with prosocial values as well as opportunity of thinking and discuss issues of acceptance and person statement to others (Meier, 2006)<sup>[9]</sup>. In social relationships the teen must deal with many of their community relations, provided them with superior opportunity to develop and utilise their private and personal identity with additional exploring their self-rule.

#### A. *Self-esteem*

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.

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 them self (Wood, & Hem pet, 2003)<sup>[10]</sup> and they gain successfully with difficult situation. People with low self-esteem, on the other hand over, have less understandable self-conceptions, think poorly of them because they often go for unrealistic goals or shy away from goals overall, tend to be negative about the future, remember their negatively past experience. They have a behavioural reaction to critics themselves and get negative feedback that they make themselves. They are weak in generating positive criticism for themselves, and are more disturbed about their social relationship that they strongly believe that they will be encounter with regular worry (Brown & Marshall, 2001)<sup>[11]</sup>.

In addition to overall sense of self-esteem, we hold specific evaluation of our abilities in particular area. Jan may think well of herself generally but may know that she is not very diplomatic and not very talented artistically. David 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 the self (Marshall & Milne 2003)<sup>[12]</sup>. The importance and value we attach to these more specific self-views also influence global feeling of self-worth that is, people are selective about the domains on which they base their self-worth. For one self, being gorgeous might be meaningful; for another self, being smart might be more important (Crocker & Luhtanen, 2003)<sup>[13]</sup>.

For the most part, researchers have studied people explicit self-esteem that is the concrete positive or negative evaluations they make of themselves but more recent researchers suggest the importance of implicit self-esteem as well. Implicit self-esteem refers to the less conscious, evaluations we make of ourselves. Studies of implicit self-esteem sometimes reveal things that studies of clear self-esteem do not. For example, unspoken self-esteem to be more sensitive than explicit self-esteem (Bosons, Swann & Penne baker 2000)<sup>[14]</sup>.

Although Erikson was not doubted in his assessment of adolescence and young adulthood as positive time for developing a sense of self, it would be false to claim that the sense of self develops in infancy with the recognition that one is a separate individual (Butter worth, 1992)<sup>[15]</sup>. Very young children have fairly clear concepts of their personal qualities and what they do or do not do well. Many changes occur in middle and late adulthood that may influence the self-conception that people hold. Thus although psychologists continue to believe that Erikson was essentially right when he argued that issue of identity are especially important in teens and young maturity, it is also clearly the case that the growth of personal sense of self is a lifelong process that begins in childhood and never truly ends.

Negative life events have a negative effect on self-esteem for e.g.: when problem arise in school, at work, with in the family etc. Ordinarily our levels of self-esteem remain fairly constant because we have multiple mechanisms to maintain that level. For example, those with increase in self-esteem recall favourable events more correctly which helps to maintain a positive self-evaluation. Those with low self-esteem recall unfavourable events more accurately, thus maintain a negative self-evaluation. Many forms of psychotherapy such as Roger's were developed with the goal of raising self-esteem and decrease the discrepancy between real self and ideal self. A major component of such is on providing conditions of positive regard for the client. The personal behaviour may be unacceptable but the individual is nevertheless evaluated positively (Baron & Byrne 2008) [16].

### B. Disability

Disability is one of the hardest effects in the whole planet, because they seriously don't understand why each person else is "normal" in which they aren't. They know that their bodily disability restrictions some of their performance, and they have correct analysis for it, in their young minds. All they make out is that they are dissimilar and those dissimilarities limit them greatly in their everyday lives and performance. This really creates remarkable puzzlement and frustration for those children. (Pizzi 2008)[17]. In between all these the society tries to suppress their feelings and try to avoid them from the normal world which wills serious affect the individual in all aspects.

Disability is one of the umbrella term that cover impairments, movement limitation, and sharing boundaries. It is a kind of trouble that remains as function or structure activity restriction by an human being in participation restricts it becomes a problem practised by an individual in taking part in living condition. Thus, disability is a multifaceted fact, sparking an interaction between types of a person's body and features of the society in which he or she lives.

## II. PHYSICAL DISABILITY

Physical disability is a person's limitation to function a particular action in everyday life. There are several causes, the parental disabilities before birth it can be of diseases, genetic disorders, or lack of oxygen. Also there can be post-natal disabilities gained after birth such as due to accidents, infection or illness etc. Many causes and condition can impair mobility and movement. The inability to use arms, legs, or the body trunk effectively because of paralysis, stiffness, pain or other impairment's is common. It can be due to the result of birth defects, disease, age or accidents. This can also contribute to other disabilities such as impaired talking, recollection loss, little physique and inability to hear. Individuals with mobility and movement impairment may find it difficult to participate when facing social and physical barriers. Often they are individuals of full courage and independence who have a desire to contribute to the fullest level of their capacity. Some are totally self-regulating, as others may need part or full time assistance. Gullett S. (1998) [18] investigated on Quality of life in children with physical disabilities, here the parents also participated in the research and completed the questionnaire. The result says that there were significant differences between the child reports and parent report were

found in all 14 subscales measured. There were no significant relationships found between value of life and health status, indicating that value of life is something apart from health status. The study demonstrates that children are reliable reporters of their Quality of life and health status and should be included in planning their health care.

### A. Physical disability and self esteem

Physical disability and self-esteem, Depression can be one of the causes from our community, and it is a major and complicated well-being issue for folks living with more than one disabilities. Individuals often consider disability as they of think of someone in a wheelchair or with a perceptible bodily disability, not 'hidden 'conditions (David 2009) [19]. The depression can block their activities that they are able to perform, but there are also many significant studies that report a lack of difference between the self esteem of people with and without disabilities. It's that children naturally evaluate themselves with their able friend's in all aspects. For this the parents can really help their children in different aspects: Encourage them to take risks life (social, classroom, and athletics) help them in facing difficult or challenging tasks by assumes failure, avoid harassment and protect them from others. The child must feel good and responsible by going on the meet avoid challenging tasks (Linda, 2008) [20].

### B. Visual Disability

Visual disability can be defined as the loss of vision that is significant which cannot be corrected with the help of pills or any other method the classification is done by three levels mild, moderate, and severs level of visual disability. The frequent visual disability in children the symptoms include during infancy is that eye contact would be lacking, irregular bilking the bright light, etc. In early childhood the symptoms include searching of their hand or for way using hand can be differ and pressing on eyeballs with finger, eyeballs also have jerky movements .During pregnancy affect of infection, e.g. rubella infection, some kind of eye disease, e.g. congenital cataract, e.g. corneal infection, tumour in eyeballs are some of the causes for the visual disability. Parents have to identify their children's problem and assessment and treatment should be given. There are some basic tanning principles for the children with visual disability they are overall cognition, sensory tanning, residual vision, and personal experience.

The social impact on visually disabled it is one of the most important part the actual problem of these individual is not blindness but the way the society perceive it. The public's perception of being blind is equal to helplessness and dependence, which makes them feel that they have to depend on others. Social support is one of the important focused part which make them feel more effective and enhance them in all aspects also a study of personal space preference among adolescents with and without visual disability of age 15 to 17 (26 students), half had visual disabilities and half had normal vision were done. Study used a real-life unobtrusive observation measure of PSP. The result says that the significant main effect for trial indicated that across adolescents with and without visual disabilities and across gender, students increased their distances across the trials (Trial 1 mean = 2.17, SD = 1.07; Trial 2 mean = 2.54, SD = 1.21). With respect to the significant gender by visual disability status interaction,

which takes precedence over the simple main effect for visual disability status, the Tukey post hoc analysis revealed that although the PSPs among male students with visual disabilities were significantly smaller than those of the male students without visual disabilities ( $p < .05$ ), female students with and without visual disabilities demonstrated comparable PSPs. The gender plays a good role that is gender mediated the effects of visual disability status on PSP in this study. When observed unobtrusively in a real-life setting, male adolescents with visual disabilities chose a smaller PSP for conversation than did their male counterparts without visual disabilities. Female students with and without visual disabilities chose comparable PSPs (Eaton, Hill & Maureen. 1997) [21].

### C. Visual disability and self esteem

There are several aspects of visual disability and self esteem at the same there are certain encounters to be faced that is lack or loss of freedom in personal management, travel, reading and writing, vocational opportunities and recreation. The impacts of these issues can be temporary or long lasting. An individual with visual impairment has feeling of helplessness and dependence. Self-esteem of a child can be measured from the protection and care given from parents love what they are giving and they getting from of others, approvals from the community and from the family in simple case of clothing, attractiveness, and for their character sometimes for the effort what they are taking. here is some of the boosting tips for self-esteem the individual should be helped to feel good and think that they are capable of doing different skills, boost the individuals self-esteem by cultivating problem solving skills, identify and have a good time effort not just victory, provide the individual with openings to help and some mistakes have to be taken occasions to be trained and to reach in highs they are part of life (Linda, M. 2008) [20].

Visually disabled and the physically disabled are a margined group where they need special attention especially when they are entering into their adulthood. How effective they themselves feel is an important part of development. A person suffering from visual disability, despite being in the society, cannot receive the visual social stimuli. In physical disability they are able to sense and encode what is happening but their disability blocks them from performing their action. So this lead to my research question of studying self-esteem among physically disabled and visually disabled late adolescents.

## MAIN TEXT

### III. REVIEW OF LITERATURE

Bonvillain & Honora (2004) [22] Studied on academic performance (which was their cumulative grade point average), racial attitude and self-esteem among 175 adolescents. The study was to find out the extent to which racial identity attitudes and self-esteem could predict academic performance. The findings say that self-esteem and racial attitude were both significant predictors of academic performance, but self-esteem was seen to be less predictive factor in the second part of the study hypothesis was support with students who have high self-esteem and ethnic identity performed better academically than students who showed low self-esteem and ethnic identity. It is believed that for most relevant research different cultures are important and the work being done on racial and racial

identity development. The progress level of racial and ethnic identification is believed to be an integral part of minority group children's total development of self also many researchers have found that negative racial or ethnic identity is associated with problem behaviours.

Johnson, D.W, Rynders, J & Johnson, R.T (1981) [23] Studied on the experience of learning on helpful, competitive and characteristic level of self-esteem and educators who acceptance by the teacher for non-handicapped and handicapped students in normal setting. The population include 30 junior high school students that are 18 non- handicapped and 12 trainable retarded between the ages of 13 to 15. The findings say that in the helpful condition had higher self-esteem and apparent more private acceptance from teacher, students in competitive and each individuals characteristic experience. Handicapped individuals have a good higher self-esteem than non-handicapped students. Within this I understand that this Study can be helpful because, how effective the handicapped themselves feel is a very important/significant yet not a much focussed part of treatment. If we have a correct evaluation of these aspects, we can make their training and development more effective and also make them feel more satisfied and confident.

Arnold & Chapman (1992) [24] Studied on adolescents with bodily disabilities and they will be compared by with abled individuals. They studied on 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 with able to find between the self-esteem of the bodily disabled young people and aspirations and expectations and a correlation of negative was found that too for the able-bodied controls. From this, this particular study has only taken fifteen adolescents and compared with the able-bodies may be because the sample is very low so the result came in such a manner.

Blake & Rust (2002) [25] Studied on physical and learning disabilities and the relationship between self-esteem and self-efficacy among undergraduate students of forty-four and graduate student of four. The finds are that the scores were much similar to normative score samples. Thus we could say that there is a good association between the self-esteem and self-efficacy to each other, they were mainly distinct to disability station. With this we could understand that a person with disability faces more challenges than the average person. The student with difficulty in functioning who were on campus are mixed up in the public association since they are part of such an association they get occupied with others that face similar challenge may enhancing one's sponsorship self-esteem and social self-efficacy.

Lin, Jau-Hong, Ju. et.al, (2009) [26] Investigated do bodily disabilities affect self-perceived quality of life among adolescents? It include the population of 157 adolescents of 15 to 18 years who are attending their high school the method of survey was conducted and the findings include that a significant differences was not found in overall quality of life score between both the groups but the body disabled group was little poor in fitness and solid well-being. Young people with body disabled scored suggestively higher in overall subjective quality of life and the dominions were

examined. Analysis of stratified reflect that older and female students who have body disabled their life satisfaction is lower in one of the domains and a significant differences was not found in an objective or subjective basis. The Physical disability do not seem to be affected by the disabilities, the effect physical disability that too negative on the self-perceived quality is concern with rising age, females who have Physical disability also appear to have a subjective the self-perceived quality in health and emotions lower.

Rosenblum & Penney (1997) <sup>[27]</sup> Describe a pilot study of friendship of adolescents of visual impairment adolescents among 13 to 19 and who met their local school districts 'criteria of visual impairment, who did not have any other disabilities and also who were in general education classrooms in public schools at least half a day. The friend engages in many activities, talking many topics and places for time spending. Some of the participants report that impairment in visual has been affected what they were doing with friends. The result says that the 22 participants were selected from the same state 11 female and 11 male, 20 out of 22 participants' intended to go to college, 14 consider themselves socially average, 2 consider themselves popular, and the 6 consider themselves to be outsiders. All the participants reported that they had best friends; two participants had boyfriend or girlfriend and 2 never had. The individuals who had best friends consider themselves to be high achievers. At the same the participant was asked how many best friends they had the respond those 1-5 best friends, with mean of 2.5. The female participants had more best friends, on the average of male participants. This particular study helps us to understand that to establish goals involves the integration of a vision sense along with auditory and cognitive skills. So the friends are the support for the participant for their goal vision.

Erkki, Taina, et. al, (1999) <sup>[28]</sup> Researched on Social Support and Self-esteem among young people with impairment in visual that include blind and have low vision. The population include 115 adolescents with visual impairment and sighted group of 607 friends of same class group of 66 non-sighted young people are assess using a self-report questionnaire. This particular says that relationships with pals contributed to a greater extend to the enhancement the level of self-esteem of the young people with non-sighted individuals. Within this we could understand that the peer play an important role here because it has been found that many adolescent with visual impairments have problems relating to peer and they may be completely isolated from friends list and from smaller social networks by the sighted young teens so this study clearly show that with the help of friends the visually impaired children can really mould their self and it can enhance the self-esteem.

Kef & Sabina (2002) <sup>[29]</sup> Investigated on Psychosocial correction and the meaning of social support for non-sighted young people who had no additional impairments. The participants include 950 adolescents. The instruments for the psychosocial characteristics include self-esteem sale, locus-of -control. The findings indicate that social support, particularly the support of nobles, is one of the important to adolescents with visual impairments. The differences among visually impaired and sighted adolescents shown to be small, but significant. The results regarding the

characteristics that too psychosocial of non-sighted young people showed that the psychosocial developmental outcomes of many young people with non-sighted were similar to sighted adolescents. These positive outcomes could be the result of inclusion in education, living, and work situations. In this study, 40% of the participants always attended regular education, 55% attend regular and special education, and only 5% always attended special education.

Lifshitz , Hefziba , Hen , Irit, Weisse, & Izhak ( 2007) <sup>[30]</sup> Studied on self -idea Adjust to non-sightedness, and quality of companionship among visually impaired young people who include sighted and non-sighted individuals of age 13 to 18 were included. The sample consists of 41 sighted and 40 non-sighted were evaluated. The result says that the adolescents with visual impairment versus their sighted peers, a significant differences was not found between both the group in quality of friendship, the category shows that the scores of the participant that who had visual impairment on argument and spending leisure than those of the sighted individuals. In education type of injury they did not demonstrate the difference and there were no significant difference was found in the teacher's evaluation of social and emotional change they show significant differences in relation to educational setting. In self-concept and quality-of-friendship categories a significant correlation was found for the sight losses. Substantial correlation establish, however, for the overall self-concept score and concept held by pals and it cope with the disability. A gender differences were found. In academic success and stage they couldn't find a correlation and in the study. This research mainly emphasis the social and personal regulation of young people with sight problems who are busy forming the personal and social idea in society at the same coping with outstanding problems that can impact in the professional and personal in future.

Martin & Jens (2014) <sup>[31]</sup> Investigated on Change in psychological problems among young people with and without non-slightness across 2years. 182 young people with severe visual impairment and 560 sighted adolescents provided longitudinal facts. At the initial stages of the study, adolescents with visual impairment had difficulties on scales of the Strengths and Difficulties Questionnaire (SDQ) on average and 39% of them were in the abnormal range when compared to 30.5% of the sighted ones. The result says that the young people who have no sight and the people who have low sight are similar in level of psychological problems, SDQ score says that the is less improvement in the adolescents with an earlier age at onset of vision loss. It can be that, minority of adolescents having visual impairment and with early onset of visual impairment in specific, may profit from the psychological interferences that dedicated on the preventing and reducing psychological problems and high ability to cope with stressors associated with vision loss.

On the basis of review of literature three null hypotheses were formulated:

H1: There is no significant difference in self esteem between physically disabled and visually disabled late adolescents.

H2: There is no gender difference in self-esteem of physically disabled late adolescents.

H3: There is no gender difference in self-esteem of visually disabled late adolescents.

IV. METHODS

A. Sample

The sample of the study includes late adolescents from Bangalore, both male and female of age 15 to 18 years, who has moderate physical disability or visual disability. The intended sample size is 120, 60 physically disabled - 30 male and 30 female and 60 visually disabled – 30 male and 30 female were taken for the purpose of the study. The inclusion criteria is Moderate orthopaedic disability studying in special school late adolescent students would be included and Moderate visually disabled studying in special school late adolescent students would be included. The exclusion criteria is Physically disabled and visually disabled students with any psychiatric or psychological problems would be excluded.

B. Tool

Rosenberg self-esteem scale a social survey questionnaire with ten item which can be answered on a four point scale from strongly agree to strongly disagree of which five have strong agree or positive worded options and five have negative worded ones. Reliability, the test retest reliability is seen to be .82 to .88, Cronbach’s alpha on different sample ranges from .77 to .88 (University of Maryland, n.d.; Blascovich and Tomaka, 1993& Rosenberg, 1986) [32]. Validity of the test was seen to be 0.55 and the construct validity was -0.64 when correlated with anxiety and -0.5 when correlated with depression.

C. Procedure

Permission to conduct the study were obtained from the concerned authorities of special schools. The investigator visited the institution many times and Rapport was established with each individual subjects and administered the corresponding questionnaire on each subject carefully in order to get correct information. They were also assured that the details will be kept strictly confidential

Analysis

After the scores were obtained, they were subjected to statistical analysis by applying Mann-Whitney-U test to arrive at average score and the same statistical analysis were applied in order to examine gender difference on two groups.

V. RESULT AND DISCUSSION

The data gathered so far has been analyzed through proper statistical methods called SPSS 20 and the results have been interpreted. Data was split on the bases of different levels of self esteem and non parametric test has been used.

**Table 1: Split of sample based on different levels of self-esteem among physically disabled and visually disabled late adolescents.**

Scale Range	Physical disability	Visual disability	Total
High self esteem (15 to 25)	55	59	114
Low self esteem (below 15)	5	1	6
Total	60	60	120

Table 1, Shows the split of sample based on the different levels of self-esteem. The self esteem scales ranges from high self-esteem (15-25) to low self-esteem (below 15). From the table it is obtained that 55 physically disabled and 59 visually disabled late adolescents are within the range of 15 to 25, that is, high self esteem and 5 physically disabled and 1 visually disabled are in the low range that is below 15. It is obtained that visually disabled late-adolescents have higher range of self esteem and the lower range of self esteem than the physically disabled late adolescents.

**Table 2: The Mean, Standard deviation, Mean rank, Mann-Whitney U, Z value, and P value for Self esteem among physically disabled and visually disabled late adolescents.**

Disability type	Sample size (n)	Mean	SD	Self esteem			
				Mean Rank	Mann Whitney U	Z Value	P value
Physical disability	60	17.33	2.06	42.03	692	-5.855	0.0001
Visual disability	60	20.33	2.63	78.97			

Table 2, the Mean, Standard deviation, Mean rank, Mann-Whitney U, Z value, and P value for Self esteem among physically disabled and visually disabled late adolescents. A Mann-Whitney U test was conducted to evaluate the hypothesis that there is no significant difference in self esteem between physically disabled and visually disabled late adolescents. The result indicate that the physically disabled late adolescents score lower (17.33), on the average, than the visually disabled late adolescents on the measure of self esteem (20.33). The result of the test were not in the expected direction and not significant as was priory assumed,  $z=-5.85, p<0.01$ . Hence we reject our null hypothesis at 1% level of significance. From this we conclude that there is a significant difference on self esteem between physically disabled and visually disabled late adolescents, with visually disabled having more self esteem.

**Table 3: The mean, standard deviation, Mean rank, Mann-Whitney U, Z value and P value for gender difference in self esteem of physically disabled late adolescents.**

Gender	Sample size(n)	Mean	SD	Self esteem			
				Mean Rank	Mann Whitney U	Z Value	P Value
Male	30	17.57	2.53	33.45	362	-1.325	0.185
Female	30	17.10	1.45	27.55			

Table 3, the mean, standard deviation, Mean rank, Mann-Whitney U, Z value and P value for gender difference in self esteem of physically disabled late adolescents. The second hypothesis is there is no gender difference in self-esteem of physically disabled late adolescents. The result indicates that both the male (17.57) and the female (17.10) participants have a high score on self esteem which has been analyzed using Mann-Whitney U test. The result of the test were in the expected direction and significant,  $z= -1.32, p> 0.05$  thus the null hypothesis is accepted at 5% level of significance

.That is there is no gender difference in self esteem of physically disabled late adolescents.

**Table 4: The mean, Standard deviation, Mean rank, Mann-Whitney U, Z value. P value for gender difference in self esteem of visually disabled late adolescents.**

Gender	Sample size (n)	Mean	SD	Self esteem			
				Mean Rank	Mann-Whitney U	Z Value	P Value
Male	30	20.47	2.61	31.13	431	-0.283	0.777
Female	30	20.20	2.70	29.87			

Table 4, the mean, Standard deviation, Mean rank, Mann-Whitney U, Z value. P value for gender difference in self esteem of visually disabled late adolescents. The third hypothesis is there is no gender difference in self-esteem of visually disabled late adolescents. The result table clearly indicates that both the male (20.47) and female (20.20) participants have scored high in self esteem which was analysed using Mann-Whitney U test. The result of the test were in the expected direction and significant,  $z = -0.28$ ,  $p > 0.05$  thus the null hypothesis is accepted at 5% level of significance. That is there is no gender difference in self esteem of visually disabled late adolescents.

## VI. DISCUSSION

This particular research aim at studying the Self-esteem among physically disabled and visually disabled late adolescents. The main aim of the study is to know about their self esteem which is crucial part of their development. The sample of the study includes late adolescents from Bangalore of age 15 to 18 years, who has moderate physical disability or visual disability. The sample size includes 120, 60 physically disabled (30 male and 30 female) and 60 visually disabled (30 male and 30 female). Also. The tools used for the study Rosenberg self esteem scale. There are three stated hypotheses based on the aim of the study and its purpose.

H1: There is no significant difference in self esteem between physically disabled and visually disabled late adolescents.

H2: There is no gender difference in self-esteem of physically disabled late adolescents.

H3: There is no gender difference in self-esteem of visually disabled late adolescents.

From Table 1, the total split of sample based on the different levels of self-esteem, it is clear that majority visually disabled late adolescents have higher self esteem(59) and a few have low self esteem(1). It clearly shows that the physically disabled and visually disabled are quite different from each other. Visually disabled people have some kind of assistance of magnifiers; many people with low vision are helped immensely by use of larger lettering, and elevated contrast colouring. There are also many coping strategies for public with more break impairment including the use of Braille and large raised lettering. In schools they record their information in tap and they save it in their personal computers and later use it for studying. Physically disabled are submissive and less persistent, their concentration is low and at the same they travel around less and display low enthusiasm. They are

more over dependent on other people and display high anxiety and panic attacks. They are affectionate and somewhat tensed. Their social relationships may always be troublesome, that is, the kind of interaction and involvement they have may not satisfy them and can make them feel inferior and depressed. They also possess poor ego, unconscious guilt feelings, strong sense of fear and lack of confidence in their abilities. Physically disabled people are always a part of our society but due to their disability they become isolated from the main stream (Lenka & Kant 2013)<sup>[33]</sup>.

From Table 2, comparison of Self esteem among physically disabled and visually disabled late adolescents, the result clearly indicates that physically disabled scored lower (17.33) on the average, than the visually disabled late adolescents on the measure of self esteem (20.33) and the hypothesis one the null hypothesis was rejected. A study was conducted by Husain, Akbar (2006)<sup>[34]</sup> exposed about the level of self concept among the physically challenged adolescents which was found significantly lower than their normal individuals. The same study high lights on the level of self concept among the girls which was found significant lower than the boys. The result also says that significant difference was found only in case of blind subjects. Chandra Rakish and Koul Kabire (2006)<sup>[35]</sup> investigated and revealed that there were no significant difference was found among level of aspiration and level of education of visually impaired and orthopaedic children and the result analysed that there is no significant difference was found with respect to academic performance of visually impaired and orthopedically impaired children. Another comparative study on academic achievement of abled and unable individuals was highlighted by Narimani and Mousazadeh (2010)<sup>[36]</sup> the result indicates that there is significant difference was found, between the males and females in academic achievement.

Table 3 indicate the gender difference in self esteem of physically disabled late adolescents. Both the male (17.57) and the female (17.10) participants scored high in self esteem and null hypothesis is accepted that there is no gender difference in self esteem of physically disabled late adolescents. Sibel, Nihanarsan & Mehmet (2011)<sup>[38]</sup> a study was focuses on the usage of computer by orthopedically impaired individuals for enhanced improvement of their condition. This can really make them improved in many aspects and help them in attaining confidence by showing the management skills. School setting an education level do not have a significant effect on the orthopedically handicapped adolescents (Jena & Chandra, P 2012)<sup>[39]</sup>.

Table 4, indicate the gender difference in self esteem of visually disabled late adolescents The result table clearly indicates that both the male (20.47) and the female (20.20) participants have score high in self esteem and null hypothesis is accepted that is that is there is no gender difference in self esteem of visually disabled late adolescents. A study focuses and sees that many opportunities have been provided by the Indian government for the disabled students. Many of them are aware about the facilities provides by the government to them and 53.26% physically challenged students were not aware about the facilities provided by the government (Kumar, Y and Pal, S 2012)<sup>[40]</sup>.

The Major investigation findings says that, there exists a significant difference on self esteem between physically disabled and visually disabled late adolescents, with visual disabled late adolescents having more self esteem. Therefore the first null hypothesis is rejected. The result also indicates that there is no gender difference in self esteem of physically disabled and visually disabled late adolescents, Therefore the second and third null hypothesis are accepted.

## VII. CONCLUSION

The main object of the research is to study self esteem among physically disabled and visually disabled late adolescents. A sample of the study include 120 individuals, 60 physically disabled (30 male and 30 female) and 60 visually disabled (30 male and 30 female) of age 15 to 18. They were rated using Rosenberg self-esteem scale and the respondents were asked to reflect on their current feelings. Quantitative analysis were used in this study

The result of the study says that, when the comparison of the test groups, physically disabled and visually disabled late adolescents, was done with the help of Mann-Whitney U test, the mean scores obtained showed a high difference in values of physically disabled and visually disabled late adolescents, with visually disabled having high mean score thus came to a conclusion that there is significant difference among the physically disabled and visually disabled late adolescents in self esteem. Hence the first null hypothesis was rejected. The same Mann-Whitney U, test was conducted to know the gender difference of self esteem in physically disabled and visually disabled late adolescents. No significant difference was observed. Hence the second and third null hypotheses were accepted.

### A. Implication of the study

This particular study may have potential significant implication for parents, Mental health professionals: and society. The result of the study would help parents to know more about disabled adolescents, their self-image and how they perceive things around them by these parents can help them, encourage them and also can critically deal with the situations where the physically disabled and visually disabled individuals are involved. The Study could be helpful in mental health profession. How effective the physically disabled and visually disabled adolescents themselves feel is very important/significant for much focused part of treatment. If we have a correct evaluation of these aspects, we can make their training and development more effective and also make them feel more satisfied and confident. This study also helps to understand the different aspects or address the issues of self-esteem between the physically disabled and visually disabled adolescents help them in building/providing interventions if required. The society normally rejects the disabled ones because of their inability to perform some actions. There is a stigma that disabled are generally having low self-esteem and society usually ignores them. Being future clinicians this study will really help many people in many aspects. At the same it will help society to remove the stigma against the disabled individuals and understand that they are one among us and also the society could empathise better, support them in building a positive image.

## VIII. LIMITATION

Most of the late adolescents were taken from rural area were they have much more problems in comparison to urban late adolescents and this due to lack of awareness and ignorance (Lenka & kant 2013)<sup>[33]</sup>. The result of the present study can be developed in future research including one or more tools in physically disabled and visually disabled late adolescents. Even with these limitations, however, this study can add to our understanding about physically disabled and visually disabled. At the same time the study can become very important considering the fact that there are only very few studies conducted in this area in the Indian context.

## IX. SCOPE OF THE STUDY

The scope of the study is to get the first hand knowledge about the self esteem among physically disabled and visually disabled late adolescents. This particular study helps us to understand about the physical and mental needs related to self esteem of a marginalised group of individuals who needs special attention especially when they are entering into their adulthood. Knowing about their self confidence and supporting units will actually help in training interventions. At the same knowing about their self esteem will help the mental health professionals understand their needs, requirements and help them to cope better with life.

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