

Assessment of Self- Concept Among Physically Challenged Children



Home Science

KEYWORDS : Special needs, Self- concept.

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ABSTRACT

Self-concept is the internal compass which directs a person's physical and metaphysical outlook, beliefs and attitudes and human relationship. Self-concept forms an essential determinant in the holistic development of a child's personality in general and for the differently abled children it is very much essential to cope up with the disability and improve standard of living. Research on self-concept of physically challenged children has centered mainly on comparative studies between people with or without impairment, and they showed mixed results. The present study is an attempt to study the self concept of children with physical challenge . The sample were 32 children (18 boys and 18 girls) who visited the out-patient department of SVRR hospital. Tennessee Self-Concept Scale revised by Vasundara Devi (1985) was used to assess the self concept of children with physically challenged. The scale has 8 domains viz., Physical self, Family-self, Social-self, Personal-self, Identity, Behaviour and self-satisfaction, Moral-self and Ethical-self. The reliability and validity of the scale given by Vasundara Devi (1985) were satisfactory. The results showed that none of the orthopedically challenged children had high self-concept and nearly two thirds of boys (75 per cent) and 82 per cent of girls showed low self concept . A need was felt to develop self concept among children with physical challenges.

The self is one's inner world. It results from evaluation interaction with others, becoming the consistent personal perception of "I" and "me". In the development of human personality, behavior and social interactions, self-concept plays a vital role. Self-concept is the internal compass which directs a person's physical and metaphysical outlook, beliefs and attitudes and human relationship.

Usually various aspects of selfhood viz. self consciousness, self-realization, self-preservation, self-assertion, self dependence and self esteem are used to describe self of a person.

Rodriquez Cao (1993), defined self-concept as "the perception one has of oneself with regard to different facts of that perceptions (i.e. cognitive and emotional), that vary in importance during the person's life (the evaluational and temporal facts), influenced by social interaction which, in turn, is conditioned by the fact that the person belongs to certain social groups (the importance of the social structure)".

During early life the child's self-evaluation is heavily dependent on the ways in which others accept him, specially his parents and other family members.

Research on self-concept of physically challenged children has centered mainly on comparative studies between people with or with out impairment, and the showed mixed results. A good number of studies showed that self-concept scores were lower for physically challenged children, when compared to normal controls (Neighan, 1871, Beaty, 1991, obiakas & style, 1990, Dial-Aguado *et al.*, 1995, Hanvy and Greenway, 1984. and Nervue shanmas *et al.*, 2004). In contradictory to this the study by Venkatesh *et al.*, (1997), reported that there was no significant difference between the self-concept of blind and normal subjects. Sujatha and Singhal (2000), reported that learning impairment students possessed low self-esteem and academic performance.

Self-concept also includes social-self which reflects a person's sense of adequacy and worth in his social interaction, participation is social functions etc. According to Dorner (1976), participation in certain activities may be restricted as a consequence of physical disability, possibly resulting in social impoverishment and isolation.

Thomas and Buz (2001) stated that physically challenged children experience more severe social difficulties than did an able body's comparison group.

Self-concept forms an essential determinant in the holistic development of a child's personality and as the reported studies showed diverse results a need was felt to study variations of

self-concept, especially in children with physically challenge.

The following are the objectives of the study

OBJECTIVES

- 1) To study the self-concept of orthopedically challenged children.
- 2) To study whether self-concept of children with physically challenge differ depending on the age.
- 3) To study whether self-concept of children with physically challenge differ depending on the gender.
- 4) To study whether self-concept of children with physically challenge differ depending their Birth order.
- 5) To study whether self-concept of children with physically challenge differ depending on the educational status of parents.

Based on the objectives the following hypothesis were framed

HYPOTHESIS

- 1) Self-concept of children with physically challenge did not differ significantly according to age.
- 2) Self-concept of children with physically challenge did not differ significantly according to gender.
- 3) Self-concept of children with physically challenge did not differ significantly according to birth order.
- 4) Self-concept of children with physically challenge differ depending on the educational status of parents.

Methodology

Sample:

The study sample was selected from children attending Department of Orthopedics, S.V.R.R. Hospital, Tirupati using convenient sampling technique.

The sample were selected age wise and gender wise . 16 children in the age range of 11-12 years (8 boys and 8 girls) and 16 children in the age range of 13-14 years (8 boys and 8 girls), were selected for the study using convenient sampling technique.

Tools:

- 1) General information Schedule
- 2) Self-Concept Scale : the tools used were Tennessee self-concept scale revised by Vasundara Devi (1985) was used to assess the self concept of children with physically challenged. The scale has 8 domains viz., Physical self, Family-self, Social-self, Personal-self, Identity, Behaviour & self-satisfaction, Moral-self and Ethical-self. The reliability and validity of given by here satisfactory

Table no: 1 Distribution of the sample According to age and gender

Age and Gender	Number	Per cent
Boys		
11-12 years	8	25
13-14 years	8	25
Girls		
11-12 years	8	25
13-14 years	8	25
Total	32	100

From table no.1 it can be known that equal number of boys and girls were selected from age group of 11-12 years and 13-14 years to enable comparison.

The other demographical variables included for the study were birth order of the child, type of family and educational status of parents. Table no.2 shows the distribution of sample according to type of family.

Table no: 2 Demographic profile of the sample

Variables	Number	Per cent
Gender		
Boys	16	50.00
Girls	16	50.00
Type of family		
Nuclear family	31	96.87
Joint family	1	3.12
Extended family	-	-
Age		
11-12 years	16	50.00
13-14 years	16	50.00

From table no: 2 it is evident that 96.88 per cent hailed from nuclear families while 3.12 per cent was from joint family. Which shows the current trend of family situation in India.

Table no: 3 Shows the distribution of sample according to gender and self-concept

Table no: 3 Mean scores of dimensions of self-concept among orthopedically challenged Children

Dimensions	Score of self-concept of orthopedically challenged children							
	Boys				Girls			
	11-12 years		13-14 years		11-12 years		13-14 years	
	Mean Score n=80	SD	Mean Score n=80	SD	Mean Score n=8	SD	Mean Score n=8	SD
Physical self	24.4	6.3	22.3	5.21	26.3	3.93	24.00	2.95
Family-self	24.3	7.8	23.5	6.6	23.4	3.51	21.1	4.51
Social-self	24.9	6.97	24.9	6.6	26.3	2.72	22.1	4.51
Personal-self	23.4	5.72	22.8	5.22	23.4	2.64	23.00	4.00
Identity	23.5	5.41	21.9	4.6	22.8	4.56	21.6	5.00
Behaviour & self-satisfaction	22.6	5.3	22.3	3.83	24	5.34	21.5	4.6
Moral-self	22.5	6.5	23.1	7.5	21.6	3.6	21.1	4.13
Ethical-self	20.8	5.72	20.6	4.11	22.3	4.91	19.8	6.82
Total	23.3	6.1	22.66	4.8	23.8	3.75	21.78	4.3

From table no: 3 it is evident that 75 per cent of boys and 82 per cent of girls with Orthopedic challenge had low self-concept where as 25 per cent of boys and 15 per cent of girls had moderate self-concept and there was no report of high self-concept in either groups. The predominance of low self-concept among orthopedically challenged children may reflect the physical difficulty in daily activities, distorted development, and varying degrees of dependence on others.

Table no. 4 shows the distribution of sample according to age and self-concept

Table no: 4 Distribution of sample according to gender and self-concept

Gender	Levels of self-concept							
	Low		Moderate		High		Total	
	Number	%	Number	%	Number	%	Number	%
Boys	12	75	4	25	-	-	16	100
Girls	13	82	3	18	-	-	16	100

It is evident from Table no 4 that when age-wise distribution of the sample is considered low self-concept was reported in 75 per cent of 11-12 years children and 81 per cent of 13-14 year children, while the rest of the sample showed moderate self-concept. The persistence of low self-concept in high proportion of both age-groups may highlight the hindrance of physical disfigurement, inadequacy in competition with peers and increased awareness of physical self.

Table no: 5 Shows mean scores of dimensions of self-concept among orthopedically challenged Children

Table no: 5 Distribution of sample according to Age and self-concept

Age in years	Level of self-concept							
	Low		Moderate		High		Total	
	Number	%	Number	%	Number	%	Number	%
11-12 years	12	75	4	25	-	-	16	100
13-14 years	13	81	3	19	-	-	16	100

From table no: 5 It can be depicted that boys of both age groups scored highest (mean =24.9 and SD=6.67 each) in social-self followed by physical-self in 11-12 years age (mean score=23.5). This may be related to the degree of acceptance and adjustment to the limitations of the disability. In both age groups' ethical-self scored the least (mean score=20.8 and 20.6).

Compared to boys, in girls physical self and Social self scored showed highest (mean score =26.3), in the 11-12 years age group and the lowest scores were recorded for moral-self in 11-12 age group (mean score=21.6) and ethical-self for 13-14 age group (mean score=19.8). The low mean scores of moral-self and ethical-self irrespective of age and gender in orthopedically challenged children may be a due to profound effect of a visible disability, which hampers activity and social acceptance.

Self concept is essential for students to excel in their personal and academic activities.

Conclusion

From the above discussion it can be concluded that none of the orthopedically challenged children had high self-concept and 75% of boys 82% of girls showed low self-concept. within the orthopedically challenged group of children compared age-wise 75% in the 11-12 years age group and 81% of 13-14 years age children exhibited low self-concept. Boys of both age groups scored highest for social-self (24.9). Compared to boys in girls physical-self and social-self shared the highest scores (mean=26.2 each) in 11-12 years group. In 13-14 age group of girls physical self scored highest(24), and the total group scored least in moral-self and ethical-self.

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