



SELF ESTEEM OF SECONDARY LEVEL DISABLED STUDENTS

Education

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ABSTRACT

This paper attempts to find the self esteem of disabled students. Simple random sampling technique was used, to draw a sample of 350 disabled students from special schools of Tirunelveli and Kanyakumari Districts in Tamil Nadu. Adapted the Self-Esteem Scale developed by Rosenberg (1965) to access the self esteem of disabled students and it has no dimensions. The findings reveal that the male disabled students and urban schools disabled students have got better self esteem than their counter parts.

KEYWORDS

Introduction

Self-esteem is a term used to describe how we view ourselves. It is how we view our worth as a person. It may be more positive or more negative and it is not set in stone. Thus, if someone has low self-esteem, he or she can do things to boost his or her self concept. When someone has a healthy or more positive self-esteem, he or she is able to accept him or herself "as is." This means acknowledging that we all have both strengths and weaknesses - and that's OK! Healthy or positive self-esteem does not mean that someone has an inflated or self-righteous view of him or herself.

Adolescence shows an increase in self-esteem that continues to increase in young adulthood and middle age. A decrease is seen from middle age to old age with varying findings on whether it is a small or large decrease. Reasons for the variability could be because of differences in health, cognitive ability, and socioeconomic status in old age. No differences have been found between males and females in their development of self-esteem. Multiple cohort studies show that there is not a difference in the life-span trajectory of self-esteem between generations due to societal changes such as grade inflation in education or the presence of social media.

Significance of the Study

Self-esteem can play a significant role in your motivation and success throughout your life. Low self-esteem may hold you back from succeeding at school or work because you don't believe yourself to be capable of success. By contrast, having a healthy self-esteem can help you achieve because you navigate life with a positive, assertive attitude and believe you can accomplish your goals. The need for self-esteem plays an important role in psychologist Abraham Maslow's hierarchy of needs, which depicts self-esteem as one of the basic human motivations. Maslow suggested that people need both esteem from other people as well as inner self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self-actualization. It is important to note that self-esteem is a concept distinct from self-efficacy, which involves how well you believe you'll handle future actions, performance, or abilities.

Operational Definitions of the Terms

Self Esteem

It refers to the feeling of satisfaction that someone has in himself or herself and his or her own abilities.

Differently able students

Differently able was an alternate term to disabled, handicapped and etc.

Objectives of the Study

1. To find out there is significant difference between male and female disabled students in their self esteem.
2. To find out there is significant difference between rural and urban

schools disabled students in their self esteem.

3. To find out there is significant difference between day-scholar and hosteller disabled students in their self esteem.

4. To find out there is significant difference among SC, ST, BC, MBC and general categories differently abled school students in their self esteem.

Null Hypotheses

Based on the above objectives null hypotheses were formed.

Methodology

The researcher has chosen survey method to study the self esteem of disabled students. The sample taken for the study constitutes 350 from 4 special schools in Tirunelveli, and Kanyakumari Districts. Simple random sampling technique was used to draw the sample. The Adapted the Self-Esteem Scale developed by Rosenberg (1965) has been used by the investigator and guide, and it has no dimensions, but it has positive and negative items.

NULL HYPOTHESIS 1:

There is no significant difference between male and female disabled students in their self esteem.

TABLE - 1 DIFFERENCE BETWEEN MALE AND FEMALE DISABLED STUDENTS IN THEIR SELF ESTEEM

Variable	Male (N=183)		Female (N=167)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Self esteem	28.49	3.976	27.56	4.242	2.116	S

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between boys and girls secondary level differently abled students in their self esteem. The male secondary level differently abled students are better than female secondary level differently abled students in their self esteem. This may be due to the fact male students are generally having a very good self esteem to claim their superiority and masculinity. Being a differently abled male student they are also not lacking this type of innate behaviour which is sustaining their activeness.

NULL HYPOTHESIS 2:

There is no significant difference between rural and urban schools disabled students in their self esteem.

It is inferred from the above table that there is significant difference between rural and urban schools secondary level differently abled

students in their self esteem. The urban schools secondary level differently abled students are better than rural schools secondary level differently abled students in their self esteem. This may be due to the fact because of the part of an urban culture the inability of the student cant hindering their innate behaviour and originality. And also disabilities are a matter of cause not a matter of process.

TABLE - 2 DIFFERENCE BETWEEN RURAL AND URBAN SCHOOLS DISABLED STUDENTS IN THEIR SELF ESTEEM

Variable	Rural schools (N=114)		Urban schools (N=236)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Self esteem	27.40	3.797	28.35	4.249	2.024	S

NULL HYPOTHESIS 3:

There is no significant difference between day-scholar and hosteller disabled students in their self esteem.

TABLE - 3 DIFFERENCE BETWEEN DAY-SCHOLAR AND HOSTELLER DISABLED STUDENTS IN THEIR SELF ESTEEM

Variable	Day scholar (N=31)		Hosteller (N=319)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Self esteem	28.35	4.270	28.01	4.117	0.441	NS

It is inferred from the above table that there is no significant difference between day scholar and hosteller secondary level differently abled students in their self esteem.

NULL HYPOTHESIS 4:

There is no significant difference among SC, ST, BC, MBC and general categories differently abled school students in their self esteem.

TABLE - 4 DIFFERENCE AMONG SC, ST, BC, MBC AND GENERAL CATEGORIES DIFFERENTLY ABLED SCHOOL STUDENTS IN THEIR SELF ESTEEM

Variable	Source of Variation	Sum of Squares	df	Mean Square Variance	Calculated 'F' value	Remarks
Self Esteem	Between	63.111	4,345	15.778	0.926	NS
	Within	5877.246		17.035		

(At 5% level of significance for (4,345) df, the table value of 'F' is 2.372)

It is inferred from the table that there is no significant difference among SC, ST, BC, MBC and general categories differently abled secondary school students in their self esteem.

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