

# Self-esteem and Developmental Assessment in Reducing Human Inequality of Visually Disabled Adolescents in Manipur

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**Abstract-** Self-esteem is a major determinant of behaviour and it refers to the evaluation which a person makes. Self-esteem reflects a person's overall subjective emotional evaluation of his/her own worth. It is a judgement of oneself as well as an attitude towards self. The idea of self starts growing from the period of infancy and keeps on growing till and through adolescence and maturity. Adolescence being the critical period of development highlights a strong relationship between self-esteem and feeling of disablement which interactively produce significant effects on the personal and social adjustment and academic achievement for blind adolescents. As they are still tolerating the stigma of human inequality, the present paper tries to impart importance on the interaction pattern giving mental support and assessment for the development and self-perception of blind adolescents at school in the constructivist perspective. 'Self-esteem is the effective component of the self positive-negative, evaluation of the belief about self. Here, assessment is again critically an important step in the developmental progress of young adolescents who are blinds. Understanding a child's abilities and the nature of cognition, visual and other sensory impairment is fundamental knowledge of creating an education plan. The main objectives of the present study are i. To find out self-esteem level. ii. Relationship of self-esteem with age, sex and academic achievement. iii. To focus developmental assessment of the visually disabled adolescents. The sample size consists of 60 adolescents, 30 boys and 30 girls from the age groups of 12 to 19 years. The present study was conducted at Takyelpat, Imphal West, Manipur (Government Ideal Blind School and Home for the Blind). Questionnaire technique developed by Battle's Culture Free Self-esteem Inventory of Adolescent (1981), consisting of 3 areas – general, social, and personal self-esteem with interview schedule, observation of school record sheets, and mark achievements were adopted for data collection. Random Sampling Technique was used for the data collection. For developmental assessment - learning media assessment, functional vision assessment with the help of teachers were used. The result showed that majority of the adolescent reported intermediate self-esteem. Older groups had better self-esteem. There was significant relationship of self-esteem with academic achievement. Further, it can be concluded that developmental assessment proportionate to Higher self-esteem for the visually impaired students to cooperate, self-control and responsibility, thereby narrowing down the social inequality.

**Index Terms-** Self-esteem, Visually Disabled, Adolescents, Developmental Assessment and Manipur

## I. INTRODUCTION

Visually disabled are the margined group where they need special attention, care, love and affection from different angles like from parents, trained teachers, friends, society, community and different stakeholders. The 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 methods. The classification is done by three levels – mild, moderate and severe.

The Centre for Disease Control and Prevention (CDCP) (Sept., 2013) says a visually impaired person's eyesight cannot be corrected to a normal level. It may be said that visual impairment is the functional limitation of the eye or eyes or the vision system.

Visual impairment or vision loss is a decrease ability to see to a degree that causes problems not fixable by usual means such as glassed or contact lenses. It is often defined as a best corrected visual equity of worse than either 20/40 or 20/60. Visual impairment may cause people difficulties with normal daily activities such as driving, reading, socializing and working.

These persons with poor sight are still in a position to continue his task with appropriate associated devices. A person suffering from visual disability, despite being in the society cannot achieve the visual social stimuli. Their disability blocks them from performing their life activities and prevents him in developing cognitive system that represents persons on view of him or pattern of traits by which he describes himself. This is a major determinant of behaviour. An individual with visual disability has feeling of helplessness and dependants on others. As they enter adolescent period they need to enhance self-esteem by making them thinking positive emotions, freedom of life, availability of energy, while being self motivated, increase risk taking ability with strong conviction and optimistic attitudes. Adolescence is the stage of most of the individual developmental changes and life challenges are associated (Zarette and Eccles 2006). It is the stage where one is struggling to find their own identity also with their 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 entire population. It is a kind of transitional stage where all

the psychological and bodily development occurs. In social relationship the teens much dealt with many of their community relations provides them with superior opportunity to develop and utilises their private and personal identity with additional exploring their self rule.

The idea of self starts growing from the period of infancy and keeps on growing till and through adolescence. Adolescence has been considered as a time when self-concept is increased in prominence. In this period, the physically challenged adolescents experience feeling of insecurity, isolation, rejection, and stigmatised on the part of parents and society and emotional conflicts which creates a lot of adjustment problems for their basic needs. The disability condition affects one's self-concept and self-esteem. The visually disabled adolescents find difficult to learn essential social skills and thus becoming victim of low self-confidence. Self-esteem is the evaluation a person makes and customarily maintains with regard to him or her. It is the way the individual feels about himself and judgement of worthiness that is expressed by the attitudes she or he holds towards the self. It is belief that those persons possessing high self-esteem helps to cope with life's difficulties and positively motivates individuals to work for the betterment of himself and those around him. High self-esteem leads to active role performance and low self-esteem leads to passive role performance. A self-esteem influence behaviour thinking and actions of individual, it is very important aspects of human life.

The social impact on visually disabled is one of the most important parts of actual problem. And again social support is one of the important focus points which makes them feel more effective and enhance them in all aspects of their adjustments in the society. How effective they themselves feel is an important part of development and helps to cope with life's difficulties and positively motivate them for betterment of life around him. But their disability blocks them from performing their activities successfully in life. So, this leads the proposed research questions for studying the self-esteem of visually disabled adolescents in Manipur and what needs to be focus for the developmental assessment at least to reduce the inequalities of the marginalised group in the society.

## II. LITERATURE REVIEWED:

While going through related literature, the researcher found few studies in the field of self-esteem taking different parameters and variables, highlighted opinions of the following observations.

Wood & Hem Pet (2003) reported that individual with high esteem have a clean intellect of what their private qualities are they think well of themselves, have appropriate goals, use feedback mechanism to enhancing self and they gain successfully with difficult situation.

Brown and Marshall (2001) added that people with low self-esteem have less understable self-conception, 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 pass experience.

Butter Worth (1992) reported that young children have fairly clear concepts of their personal qualities but many changes occur in middle and late adulthood which may influence the self-

conceptions that people hold thus reveals that self-esteem increases with increase of age.

## III. SIGNIFICANCE OF THE STUDY:

Self-esteem is the cognitive system that represents person's view of himself or pattern of traits by which a person describes himself. Self-esteem helps to cope with life's difficulties and positively motivates individual to work for betterment of himself and those around him. As self-esteem influence behaviour, thinking and actions of individual it is very aspects of human life. Self-esteem is a condition that promotes good performance especially in stress situations. It enables one to draw upon one's unique strength and confidence to cope with life's difficulties and to work for betterment for himself and of those around him. Since, high self-esteem is advantageous as it builds strong convictions and optimistic attitudes, makes person self-motivated, increase risk taking ability and improves performances in life. Being even in disability condition, blind adolescents needs to enhance self-esteem in higher condition, developmental assessment are required to cope up their life condition and situation at least to reduce the human inequalities in the society. So, the studies of self-esteem level of visually disabled adolescents are highly significant.

## IV. OBJECTIVES AND HYPOTHESES:

a) **Objectives:** The study aims:

1. To find out self-esteem level of the visually disabled adolescents.
2. To study relationship between self-esteem with age, sex and academic achievement.
3. To focus developmental assessment of the visually disabled adolescents.

b) **Hypotheses:** The present study seeks to verify the following hypotheses;

- H<sub>01</sub>: There exists low self-esteem of visually disabled adolescents  
H<sub>02</sub>: There is positive relationship between self-esteem with age, sex and academic achievement  
H<sub>03</sub>: There is significant relationship of developmental assessment and self-esteem of the visually disabled adolescents.

## V. RESEARCH METHODOLOGY:

**Research Method:** To achieve the above cited objective of the study, descriptive Research method was used.

**Population:** The population of the study is Imphal West District, Manipur.

**Sample:** The sample of the present study was limited to 60 visually disabled adolescents (i.e. 30 Boys and 30 Girls) of the age group of 12 to 19 years. The students were from the Govt. Ideal Blind School, Takyelpat, Imphal, Manipur. For the data collection, Random Purposive Sampling Technique was used.

**Tools:** The Tools used for the data collection were –

1. Self-esteem Inventory Questionnaire Technique prepared by Battle (Culture Free Self-esteem Inventory

1981), consisting of three areas – General, Social and Personal Self-esteem with interview schedule.

2. Observation of School Record Sheets of mark achievement
3. Developmental assessment method – learning media assessment and functional vision assessment.

1. Data Analysis and Interpretation:

The researcher classified and tabulated the data for presenting data systematically. The data was classified on basis of Sex, Age and on the basis of mark achievement and was analysed using descriptive method and inferential statistics like Mean, Standard Deviation, ‘t’-test and correlation.

**Table – 1**

Statistical differential indicating Mean, Standard Deviation and ‘t’-test value of

**Self-esteem levels of the Visually Disabled Adolescents**

Variables	No.	Mean	Standard Deviation	‘t’-test
Self-esteem High Achiever	23	4.6	4.34	0.19*

**Table – 2**

Statistical differential indicating Mean, Standard Deviation and ‘t’-test value of  
**Self-esteem levels of Younger and Older Visually Disabled Adolescents**

Variables	Number	Mean	SD	‘t’-test
Self-esteem of Younger Adolescents	27	5.4	2.51	0.28*
Self-esteem of Older Adolescents	33	6.6	3.58	

- Significant at 0.05 level of significance

**Interpretation:**

Table – 2 reveals that the mean score and standard deviation (Mean = 6.6, SD= 3.58) of the older visually disabled adolescents is higher than the (M= 5.4, SD= 2.51) younger visually disabled adolescents, when ‘t’ was computed out between these two extreme groups are highly significant result ‘t’ = 0.28 at 0.05 significant level. These results shows that we accept the

**Table – 3**

Statistical differential indicating Mean, Standard Deviation and ‘t’-test value of  
**Self-esteem and Sex of Visually Disabled Adolescents**

Variables	Number	Mean	SD	‘t’-test
Self-esteem of Visually Disabled Boys	34	6.8	3.42	0.21*
Self-esteem of Visually Disabled Girls	26	5.2	2.49	

- Significant at 0.05 level of significance

**Interpretation:**

From the above Table – 3, it can be concluded that the mean and SD (M=6.8, SD=3.42) of the visually disabled boys is higher score than the mean and SD (M=5.2, SD=2.49) of the visually

Self-esteem Low Achiever	37	7.4	5.03	
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- Significant at 0.05 level of significance

**Interpretation:**

The mean values and standard deviation of High achiever of visually disabled adolescents is 4.6 and 4.34 for the low achiever is 7.4 and 5.03 respectively, which can be classified as above average is self-esteem as suggested by interpretation taken from the manual. Thus, the above Table – 1, show that there is significant difference in self-esteem between the low and high achiever of the visually disabled adolescents. The obtained ‘t’ value (0.19) is significant at 0.05. This result indicates that the alternate hypothesis H<sub>01</sub> that there may exist low self-esteem of visually disabled adolescents is accepted. The above difference is real and based on the data collected. It may be concluded that the visually disabled adolescents have low self-esteem.

The result concurs with the findings of Howell (1973), Kirk (1972), PODEITZ (1971), Dr. Lakshmi Nair K and Dr. Anuradha S (2017) found that disabled children’s have negative self-esteem.

hypotheses H<sub>02</sub> and conclude that there exist difference in self-esteem between younger and older adolescents that older group will be higher in self-esteem than the younger ones.

The results concurs with the results of Butter Worth (1992) that self-esteem recognition is increased and develops in infancy and changes in middle and late adulthood.

disabled girls, when ‘t’ was computed out between the two extreme groups is highly significant result ‘t’ = 0.21, which is significant at 0.05 level of significance. On this basis of the above result, we accept the hypotheses H<sub>03</sub> that boys will have better self-esteem than the girls.

The result concurs with the findings of Hussain, Akbar (2006) exposed about the levels of self-concept among boys and girls. The result says that significant difference was found in case

blind students. Boys reported to have higher self-esteem than the girls.

**Table – 4**  
Statistical differential indicating Mean, Standard Deviation and Correlation value of **Self-esteem and Academic Achievement of Visually Disabled Adolescents**

Variables	Number	Mean	SD	Correlation
Adolescents with Rank	35	7	3.39	0.76
Adolescents without Rank	25	5	2.92	

**Interpretation:**

Based on the data collected the ‘r’ value of the high academic achievement and low academic achievement has been calculated to 0.76. The level of significance of ‘r’ value even at 0.01 and 0.05 level is significant that the relationship between self-esteem and high academic achievement is positive. The result shows that there exist relationship between self-esteem and

academic achievement. Higher academic achiever has better self-esteem than lower academic achiever.

The result concurs with the findings of Wood & Hem Pet (2003) that individual with high self-esteem have clean intelligent what their private qualities are they think well of themselves and they gain successfully with difficult situation.

**Table – 5**  
Statistical differential indicating Mean, Standard Deviation and ‘t’-test value of **Self-esteem and Developmental Assessment among the Visually Disabled Adolescents**

Variables	No.	Mean	Standard Deviation	Correlation
Developmental Assessment Achiever Adolescents	35	7	3.54	0.85
Developmental Assessment non- Achiever Adolescents	25	5	2.92	

**Interpretation:**

From the above Table – 5, it can be concluded that the ‘r’ value of the developmental assessment of high self-esteem achiever and developmental assessment of low self-esteem achiever has been calculated to 0.85. The level of significance of ‘r’ value at 0.01 and 0.05 is significant that the relationship between self-esteem and developmental assessment is positive. The result shows that there exist relationship between self-esteem and developmental assessment.

esteem than the non-achiever of developmental assessment.

**Findings:**

The findings of the present study can be highlighted in the following points:-

- a. Most of the visually disabled adolescents have lower self-esteem.
- b. There is significant difference between the visually disabled adolescent boys and girls in self-esteem. The result showed that the adolescent boys have better self-esteem than the girls do.
- c. There is significant difference in self-esteem between the younger group adolescents and older group adolescents. That the older group adolescents have better self-esteem than the younger ones.
- d. There is significant relationship of self-esteem and academic achievement of the visually disabled adolescents that the higher mark scoring adolescents have better self-esteem.
- e. There is relationship between the self-esteem and developmental assessment that those adolescents who got developmental assessment achiever have higher self-

VI. CONCLUSION

On the basis of the results, the following conclusions appear tenable that the study highlights the contributions from different angles like parents, trained teachers, administrators, educationists, different stakeholders and other concerns enhancing self-esteem and developmental assessment should be given for the disabled persons. Academic counsellors should devote wholeheartedly for the welfare of such marginalised section of the society. Further, state policies should be initialised for their wellbeing. Workshops, symposium, public awareness programmes, seminars, conferences, guidance programme activities at nearby community centres and educational institutions should be initiated at high school and college levels in order to equip them with the needed skills to develop self-esteem and to achieve higher academic achievements. These are some of the positive recommendations or outcome of the study which will enhance the inclusive and participative steps for betterment of the visually disabled adolescents.

Parents should adopt proper parenting styles that enhance motivation, encouragement, flexibility, fearlessness with adaptation of modern scientific ideas and new technological aids that can help and improve the disability condition.

The sense of ‘bodily’ self is reflected in the general attitude of trust and mistrust which stems a positive and negative sense of continuing self. So, all the concerns is needed to draw their

attention to help for such marginalised groups of people for their welfare and provisions for development.

Thus, thereby reduced the stigmatization and inequalities of such physically and challenged and visually disabled adolescents in the society.

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