ORIGINAL ARTICLE

Self-esteem and Social Intelligence in Visually Impaired Adolescents

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ABSTRACT

Aim: To explore the differences in the levels of self-esteem and social Intelligence in visually and non-visually impaired adolescents

Study design: Cross sectional

Place and duration: December, 2018 to February, 2020 in special education center private and government school of city Lahore

Method: There were 122 people in total in the sample. There were 56 visually impaired volunteers and 66 non-visually impaired persons. Boys and girls aged 14 to 19 from private and public special education schools took part in the study. Two scales were used; Self-esteem Scale for Children (SESC), and Social Intelligence Scale (SIS) used along with a demographic Performa

Results: Analysis revealed that being visually impaired and having low level of social facilitation is found to be a negative predictor of low self-esteem. There was no significant difference found on three factors of self-esteem and social intelligence. Overall visually impaired tend to have lower level of self-esteem.

Conclusion: Adolescence is a vital period in a person's life when he or she faces a number of psychological obstacles. If he had any type of handicap at this teenage time, he would have a lot of problems in his life. According to this study, if a person has any handicap throughout the teenage stage, it affects their degree of self-esteem and social intelligence.

Key words: Self-esteem, Social Intelligence Visually Impaired, Non-Visually Impaired, Adolescents

INTRODUCTION

The biggest and most abrupt impact is that person undergoes the boundaries forced on them by a non-inclusive society, situation, and setting which do not recommend them chances to increase their potential and enjoy their life to the fullest. All over the world 161 million individuals faced vision loss\(^1\). Among those individuals, it was expected 37 million were sightless. According to World Health Organization it was also stated that 10% lived in undeveloped countries\(^2\). Further studies states that Visual Impairment affects at psychological issues in adolescents. If someone faced psychological problems then it somehow also effect at their Self-esteem\(^2\). Self-esteem is very important construct in adolescent's life; it refers the way how person feels about himself and how he perceives all his ongoing activities in different situations with different people\(^4\). According to the definition of self-esteem is essential for existence and standard, strong growth\(^5\) is necessary for growing individual, define mechanism, and help to experience all challenges\(^6\). It has two main types, positive or negative. According to literature it is stated that in adolescent period individual enter in a new era of life in which he became independent and get his identification in society\(^7\). In Pakistan visually impaired individuals are included in neglected population and there is less work according to this population\(^8\).

Two types of self-esteem impact at person's life manly academic achievement\(^9\). High level of Self-esteem related to externalizing problems while low level of Self-esteem related to internalizing problems in individual. It is stated in a literature that in adolescents period they get their identity from their social environment and this influence their further development like social interest, social intelligence, and social interaction through social intelligence individual became able to comprehend, handle, and take steps intelligently\(^9\).

We anticipate that increasing students' self-esteem will result in increases in their deep processing and effort and a decrease in superficial learning. It seems sense to believe that having a strong sense of one's own worth will result in effective study habits. Aspirations may be higher for those with strong self-esteem than

Accepted on 18-12-2022 for those with poor self-esteem\(^10\). High goals are typical of students who perform well in school. High self-esteem students typically have greater expectations for them and are more motivated to keep trying after failing\(^10\). Additionally, having high self-esteem may provide children the courage to face challenges and the fulfillment they deserve for their accomplishments\(^10\). In this research provides a theoretical framework for next researchers by highlighting the issues faced by visually impaired adolescents.

Aim and objectives of this study was to determine the difference of self-esteem and social intelligence in both groups visually impaired and non-visually impaired adolescents

MATERIAL AND METHOD

Cross sectional research design was used for this research. Sample was drawn with the help of simple random sampling techniques from different private and public special education schools Total sample was consisted of 122 participants in whom visually impaired adolescents were 56 and Non Visually Impaired 66 with the age range 13 to 18 (M, 14.58, SD, 1.74). Self-esteem Scale for Children (SESC) was used along with a demographic performa.

Measures: In order to complete this study two different scales were used. First of all basic demographic information of the participants demographic Performa was constructed. These demographics were including age, gender, class, family system, and parents’ qualification. For this study 122 boys and girls selected of same age of 13 to 18 (M, 14.58, SD, 1.74) years old were selected from special and main stream educations. After that both scales were used to assess difference between in both groups of the study, Self-esteem Scale for School Children (SESC) \(^11\)and Social intelligence (SIS)\(^12\). Self-esteem Scale (SESC) consists of 4 factor scales, while the other scale was consisted on six factors. Higher score on SES first three factors indicted that he had high Self-esteem while high score on last factor indicate that individual had low level of Self-esteem. While social intelligence scale has high test-retest reliability.

Procedure: Purpose of the study was declared to authorities of these specific institutions, also assured them about confidentiality
& privacy. Data was collected from two groups of adolescents: those who were visually impaired and those who were not. All scales were administered orally. In main stream same self-administered questionnaire was distributed to subjects during class sessions instructions were given orally. Debriefing Data were collected from both groups through SPSS in the form of mean, median, mode, standard deviation, frequency and percentages.

RESULTS

The current research aimed to find out difference between Visual Impaired and Non Visual Impaired adolescents on the Self-esteem Scale for Children (SECS) and Social Intelligence Scale. There were no significant differences found on the first three factors of Self-esteem. However, overall visually impaired tend to have lower level of Self-esteem (Table 1). Social intelligence scale only significant difference was found in Social Desirability where Visual Impaired scored higher (M=16.27) than Non-Visual Impaired (M=13.36) adolescents (Table 2) While according to the rest of the three factors there were no significant differences found between visually and non-Visually impaired adolescents. The Hierarchical Regression table revealed that being visually impaired and having low level of social facilitation is found to be a negative predictor of low self-esteem.

Table 1: Means difference on four factors of self-esteem scale

| Factors             | Groups                | M     | SD   | t     | p<  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Self-esteem</td>
<td>Visual Impairment</td>
<td>28.82</td>
<td>4.45</td>
<td>.36</td>
<td>.71(ns)</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>28.51</td>
<td>4.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self confidence</td>
<td>Visual Impairment</td>
<td>35.23</td>
<td>7.27</td>
<td>1.55</td>
<td>.12(ns)</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>33.24</td>
<td>6.91</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Self-esteem</td>
<td>Visual Impairment</td>
<td>36.04</td>
<td>5.50</td>
<td>1.40</td>
<td>.16(ns)</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>34.53</td>
<td>6.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low self-esteem</td>
<td>Visual Impairment</td>
<td>13.89</td>
<td>7.76</td>
<td>3.71</td>
<td>.001***</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>9.23</td>
<td>6.13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: M=Mean, SD= standard deviation, t= t value, p= significance level, df, 121, ***p<0.001

Table 2: Means difference on the Four Factors of Social Intelligence Scale

| Factors             | Groups                | M     | SD   | t     | p<  
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Social Facilitation</td>
<td>Visual Impairment</td>
<td>59.77</td>
<td>9.91</td>
<td>.35</td>
<td>.72(ns)</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>59.14</td>
<td>10.06</td>
<td></td>
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<tr>
<td>Pro social</td>
<td>Visual Impairment</td>
<td>17.78</td>
<td>5.07</td>
<td>1.57</td>
<td>.11(ns)</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>16.65</td>
<td>2.73</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Desirability</td>
<td>Visual Impairment</td>
<td>16.27</td>
<td>4.76</td>
<td>2.74</td>
<td>.001***</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>13.36</td>
<td>6.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social etiquette</td>
<td>Visual Impairment</td>
<td>25.11</td>
<td>3.84</td>
<td>.56</td>
<td>.57(ns)</td>
</tr>
<tr>
<td></td>
<td>Non-Visual Impairment</td>
<td>24.71</td>
<td>3.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: M=Mean, SD= standard deviation, t= t value, p= significance level, df, 121, ***p<0.001

Table 3: Identified Predictors of low Self-esteem in Adolescents Hierarchical Regression was used. Data was included according to model I, II and III (n=122)

| Predictors             | B     | SEB   | B     | t     | p<  
<table>
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<tbody>
<tr>
<td>Model I(R²=.32, ΔR² = .07)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Control variables</td>
<td>-4.44</td>
<td>1.53</td>
<td>- .30</td>
<td>2.89</td>
<td>.005**</td>
</tr>
<tr>
<td>Model II(R²=.37, ΔR² = .07)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td>-5.29</td>
<td>1.62</td>
<td>- .36</td>
<td>3.27</td>
<td>.001***</td>
</tr>
<tr>
<td>Model III(R²=.47, ΔR² = .11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Groups</td>
<td>-5.50</td>
<td>1.67</td>
<td>- .38</td>
<td>3.29</td>
<td>.001***</td>
</tr>
<tr>
<td>Academic Self-esteem</td>
<td>.44</td>
<td>.19</td>
<td>.28</td>
<td>2.25</td>
<td>.028</td>
</tr>
</tbody>
</table>

Note: only significant results are presented in model I, II and III Note: Step I: F (4, 117) = 3.49, **p<0.01, Step II: F (8,113)=2.93, ***p <0.001, Step III, F (15, 106) =20.03, *p<0.05, Step IV, F(16,105)=2.06, *p<0.05, *p<0.01.

DISCUSSION

According to previous literature any impairment can impact at person’s whole life. Visual Impaired adolescents faced many psychological issues related to academics, social and physical, however highly effected area is their Self-esteem which further effect at rest of the other areas of life especially social intelligence. According to this study difference was found at the levels of Self-esteem in both groups. If adolescents faced Visual Impairment they faced different problems like anxiety, depression, psychological and social. Impaired individuals also faced problem related to Self-esteem because they dependent on other for most of their necessities of life. On the Social Intelligence Scale girls shown more facilitating behavior as compare to boys, meanwhile no significant difference was found on rest of these three factors. The six aspects listed in the Tennessee Self-Concept Manual Physical Self-Concept, Moral Self-Concept, Personal Self-Concept, Family Self-Concept, Social Self-Concept, and Academic Self-Concept were employed in the self-concept analysis, which resulted in Total Self-Concept. Individuals with Physical, Moral, Personal, Family, Social, Academic, and Total Self-Concept scores of less than or equal to 40T are considered low, between 41T and 59T are average (normal), more than or equal to 60T are high, and more than 70T are considered very high, according to the Tennessee Self-Concept Manual.

One interpretation could be that some of the participants with vision impairment were found to have positive relationships with that family member and received normal scores in the family self-concept dimension because the majority of the participants with vision impairment lived with at least one parent and/or sibling. Strong family networks and adult encouragement for independence can have a positive impact on the wellbeing of students with vision impairment. It was concluded that if both groups Visual Impaired and Non Visual Impaired have same opportunities then level of Self-esteem will remain same.

CONCLUSION

Adolescents are a significant time of individual’s life wherein he confronted diverse psycho-social issues. On the off chance that he confronted any debilitation individual experienced heaps of issues. However, person would have a lot of problems in his life if he had any form of impairment. In light of their dependence on
others, adolescents with visual impairment have a lower level of self-esteem, yet they have similar level of social intelligence as non-visually impaired.

Implications: According to these findings counseling strategies can be given to the adolescents in regards to their requirements also develop strategies through which educational in regards to the issues of visually impaired adolescents.

Authors Contribution: JS, did statistical Analysis and manuscript writing, SS, responsible to guide in writing and also responsible in statistical analysis of research, review and final approval of manuscript, SI, conceived and did statistical analysis & manuscript writing, is responsible for integrity of research, SI, AS & QA did data collection

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Conflict of interest: Nil

REFERENCES