

ORIGINAL ARTICLE

Self-esteem and Social Intelligence in Visually Impaired Adolescents

JAWAIRIA SALEEM¹, SADIA SALEEM², SADIA IKRAM³, SAIMA INAM⁴, ASMA SIDDIQUI⁵, QURAT UL AIN⁶¹Department of Behavioral Sciences, Azra Naheed Medical College, Lahore.²Dean School of Professional Psychology, Department of Clinical Psychology, University of Management Technology, Lahore.³Associate Professor, Department of Pathology, Azra Naheed Medical College, Lahore.⁴Associate Professor, Department of Pathology, Sharif Medical and Dental College, Lahore.⁵Department of Physiology, King Edward Medical University.⁶Department of Biochemistry, University of Lahore.Correspondence to Dr. Jawairia Saleem, Email: jeri.sheikh@gmail.com, Cell: +923334221187

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 Profile**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 loss¹. Among those individuals, it was expected 37 million were sightless. According to World Health Organization it was also stated that 10% lived in undeveloped countries². 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-esteem³. 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 people⁴. According to the definition of self-esteem is essential for existence and standard, strong growth⁵It is necessary for growing individual, define mechanism, and help to experience all challenges⁶. 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 society⁷. In Pakistan visually impaired individuals are included in neglected population and there is less work according to this population⁸.

Two types of self-esteem impact at person's life manly academic achievement⁹. 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^{10,11}.

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

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for those with poor self-esteem¹². 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 failing¹³. Additionally, having high self-esteem may provide children the courage to face challenges and the fulfillment they deserve for their accomplishments¹⁴. In this research provides a theoretical frame work 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 profile.

Measures: In order to complete this study two different scales were used. First of all basic demographic information of the participants demographic Profile 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)¹⁵ and Social intelligence (SI)⁹. The self-esteem Scale (SES) consists of 4 factor scales, while the other scale was consisted on six factors. Higher score on SESC 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

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& 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 table³ 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<
Academic Self-esteem	Visual Impairment	28.82	4.45	.36	.71(ns)
	Non-Visual Impairment	28.51	4.66		
Self Confidence	Visual Impairment	35.23	7.27	1.55	.12(ns)
	Non-Visual Impairment	33.24	6.91		
Social Self-esteem	Visual Impairment	36.04	5.50	1.40	.16(ns)
	Non-Visual Impairment	34.53	6.28		
Low Self-esteem	Visual Impairment	13.89	7.76	3.71	.001***
	Non-Visual Impairment	9.23	6.13		

Note: M=Mean, SD= standard deviation, t= t value, p= significance level, df, 121, ***p<0.00

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

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

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<
Model I ($R=.32, \Delta R^2 = .07$)					
Control variables					
Groups	-4.44	1.53	-.30	2.89	.005**
Model II ($R=.37, \Delta R^2 = .07$)					
Groups	-5.29	1.62	-.36	3.27	.001***
Model III ($R=.47, \Delta R^2 = .11$)					
Groups	-5.50	1.67	-.38	3.29	.001***
Academic Self-esteem	.44	.19	.28	2.25	.026*

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, $F(8, 113) = 2.29, ***p < 0.001$, Step III, $F(15, 106) = 20.03, *p<0.05$, Step V, $F(16, 105) = 2.06, *p<0.05, **p<0.01$.

DISCUSSION

According to previous literature any impairment can impact at person's whole life¹⁶. 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 intelligence¹⁷. 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 life¹⁸.

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 factors¹⁹. 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 Manual²⁰.

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 sibling²¹. Strong family networks and adult encouragement for independence can have a positive impact on the wellbeing of students with vision impairment²². It was concluded that if both groups Visual Impaired and Non Visual Impaired have same opportunities then level of Self-esteem will remain same²³.

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-visualimpaired.

Implications: According to these findings counseling strategies can be given to the adolescents in regards to their requirements also develop strategies through which guardians can be psycho-educate in regards to the issues of visualimpaired 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, designed and did statistical analysis & manuscript writing, is responsible for integrity of research, SI, AS & QA did data collection

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