



ISSN: 2456-0057

IJPNPE 2021; 6(2): 290-293

© 2021 IJPNPE

[www.journalofsports.com](http://www.journalofsports.com)

Received: 24-07-2021

Accepted: 26-09-2021

**Dr. Amalesh Adhikari**

Assistant Professor, Department  
of Physical Education,  
Vivekananda Mission  
Mahavidyalaya, Chaitanyapur  
(Haldia), Purba Medinipur,  
West Bengal, India

## Comparison of self-esteem and sociability among hearing impaired visually impaired and orthopedically impaired persons

**Dr. Amalesh Adhikari**

**DOI:** <https://doi.org/10.22271/journalofsport.2021.v6.i2e.2394>

### Abstract

Self-esteem and Sociability are the important aspects in our life. In sociology and psychology, self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Sociability is the relative tendency or disposition to be sociable or associate with one's fellows. These characteristics are also important among hearing impaired persons, visually impaired persons as well as orthopedically impaired persons. So the study, comparison of Self-esteem and Sociability among hearing impaired visually impaired and orthopedically impaired persons has been taken into consideration. Forty subjects of each category namely hearing impaired, visually impaired and orthopedically impaired students (having problems in upper limbs) were selected within the age range of twelve to eighteen years for the study. Self-esteem was measured by Rosenberg's Self-Esteem Scale and Sociability was ascertained through Cowell Social Behavior Trend Index (Form-A, Form-B). The data were analyzed through the statistic of Analysis of Variance (ANOVA). The results indicate that hearing impaired subjects had better self-esteem and Sociability than orthopedically impaired and visually impaired subjects. The orthopedically impaired subjects were superior to visually impaired subjects in respect to self-esteem and sociability.

**Keywords:** Hearing impaired, visual impaired, orthopedically impaired, self-esteem, sociability etc.

### Introduction

Humanity is the foundation of human civilization and mankind stands as an anchor of it. Each and every individual of our society should be accomplished with the highest degree of opportunities and desired to expose a new horizon for the growing generation. But there are so many barriers and tribulations in front of us which are participating in the present world such as physical, mental, social, and economical and so on. We should have to triumph over these tribulations to make our life smooth and meaningful. Like other problems of the universe, physical disability also plunks the human society into challenges. A good percentage of human beings are suffering from different physical disabilities.

It is very hard to integrate these people with the major segment of people. Due to physical disability they face the challenge of performing any task at par with the normal people. Due to orthopedically handicapping condition of the lower limb the movement is somewhat restricted. The teacher must be on the look-out for alternative ways and means to minimize this coming short. The present study is an attempt on the part of the investigator to determine the self-esteem and sociability among hearing impaired, visually impaired and orthopedically impaired persons and compare them with the variables, so that effort can be made in the right direction to integrate them with other people of the society.

### Statement of the problem

The problem of the study was to investigate the self-esteem and sociability of the hearing impaired, visually impaired and orthopedically impaired persons and also compare them in respects to the variables.

### Hypothesis

It was hypothesized that there will be insignificant difference in respect to self-esteem and sociability among hearing impaired, visually impaired and orthopedically impaired persons.

**Corresponding Author:**

**Dr. Amalesh Adhikari**

Assistant Professor, Department  
of Physical Education,  
Vivekananda Mission  
Mahavidyalaya, Chaitanyapur  
(Haldia), Purba Medinipur,  
West Bengal, India

### Delimitations

1. The study was delimited to the boys and girls of 12 to 18 years old.
2. The subjects were selected from the different schools of West Bengal.

### Limitations

1. The subjects were of special population. So, there may be any snag during communication with the subjects. It was beyond of the investigator's control.
2. The subjects were from different socio-economic status, different mode of living as well as have different personality characters. Hence uniform response might not be occurred which were another limitation of the study.
3. During test taken, same response was not obtained from all the subjects. It was also the limitation of this study.

### Significance of the Study

1. This study will provide descriptive information about the self-esteem and sociability among the physically disabled persons.
2. The result of this study will also have great significance in identifying the areas which can be easily developed.
3. This study will serve as a guideline to the teacher.
4. The findings of this study might give some clues to the concerned authorities in better understanding of the physically challenged students which may lead to the proper placement to those students in school situations where by successful educational achievement might be possible through an effective instructional programme and better social adjustability.
5. This study may also help in framing the educational programme as an integral part of the curriculum for the physically disabled persons.

### Procedure

#### Selection of Subjects

1. Forty students of each category namely hearing impaired, visually impaired and orthopedically impaired (having problems in upper limbs) students respectively were chosen randomly from different special schools in West Bengal for the present study.
2. The age range was 12 to 18 years.

#### Selection of Variables

In order to assess this study, the following variables were selected:

1. Self-esteem
2. Sociability

#### Criterion Measures

1. Self-esteem was measured by Rosenberg's Self-Esteem Scale.
2. Sociability of the subjects was ascertained through Cowell Social Behavior Trend Index (Form-A, Form-B).

### Statistical Analysis

Comparison among physically disabled persons in respect of self-esteem and sociability were obtained through the statistic of Analysis of Variance (ANOVA).

### Level of Significance

For testing hypothesis the level of significance was set at 0.05 level.

### Presentation and Analysis of Data

**Table 1:** Mean and standard deviation of self-esteem and sociability among hearing impaired orthopedically impaired and visually impaired students

Variables	Hearing Impaired Students		Orthopedically Impaired Students		Visually Impaired Students	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Self-esteem	24.775	1.367	20.200	1.223	17.150	0.892
Sociability	7.725	1.449	5.275	1.377	3.275	1.131

From table -1 it was observed that hearing impaired students had better self-esteem and sociability than orthopedically impaired and visually impaired students. Again orthopedically impaired students were superior to visually impaired students in respect to self-esteem and sociability.

**Table 2:** Analysis of variance on self-esteem among hearing impaired orthopedically impaired and visually impaired students

Source of Variance	df	Sum of Square	Mean of Square	F-value
Between Groups	2	1240.517	620.258	72.465 *
Within Groups	117	1001.460	8.559	
Total	119	2241.977		

\* Significant at 0.05 level of Confidence

Tabulated  $F_{.05}(2, 117) = 3.07$

In analyzing Table - 2 calculated value of 'F' is greater than tabulated value of 'F'. So, null hypothesis is rejected. For analyzing the data, Post – Hoc LSD test was employed to find out which group is better in respect to self-esteem.

**Table 3:** Post – HOC mean comparison on self-esteem among hearing impaired visually impaired and orthopedically impaired students

Status	Hearing Impaired Students	Orthopedically Impaired Students	Visually Impaired Students	Critical Difference at 5% level
Mean	24.775	20.200	17.150	1.295

From Table - 3 there was a significant difference among all variables. The table showed that hearing impaired students had better self-esteem than orthopedically impaired and visually impaired students. Again orthopedically impaired students were superior to visually impaired students in respect to self-esteem.

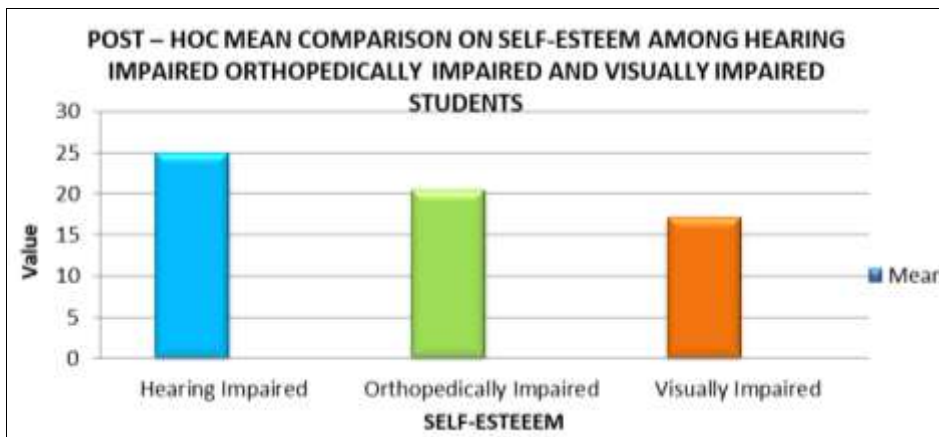


Fig 1: Post – Hoc Mean Comparison on Self-Esteem among Hearing Impaired Visually Impaired and Orthopedically Impaired Students

Table 4: Analysis of variance on sociability among hearing impaired orthopedically impaired and visually impaired students

Source of Variance	df	Sum of Square	Mean of Square	F-value
Between Groups	2	396.200	198.100	97.498 *
Within Groups	117	237.725	2.032	
Total	119	633.925		

\* Significant at 0.05 level of Confidence  
 Tabulated  $F_{.05}(2, 117) = 3.07$

In analyzing Table - 4 calculated value of 'F' is greater than tabulated value of 'F'. So, null hypothesis is rejected. For analyzing the data, Post – Hoc LSD test was employed to find out which group is better in respect to Sociability.

Table 5: Post – HOC mean comparison on sociability among hearing impaired orthopedically impaired and visually impaired students

Status	Hearing Impaired Students	Orthopedically Impaired Students	Visually Impaired Students	Critical Difference at 5% level
Mean	7.725	5.275	3.275	0.631

From Table - 5 it was observed that hearing impaired and orthopedically impaired students were superior to visually impaired students in respect to Sociability. Again hearing impaired students were superior orthopedically impaired students.

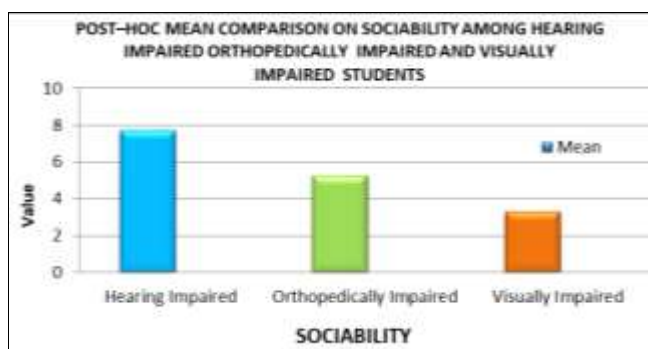


Fig 2: Post – Hoc Mean Comparison on Sociability among Hearing Impaired Orthopedically Impaired and Visually Impaired Students

**Discussion of the findings**

The obtained data on the subjects through application of statistical technique revealed that hearing impaired subjects had better self-esteem and Sociability than orthopedically impaired and visually impaired subjects. Again orthopedically impaired subjects were superior to visually impaired subjects

in respect to self-esteem and sociability. Self-esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Due to lack in vision, the visually impaired subjects suffer from inferiority complex. Thus they have less self-esteem trait. Again, orthopedically impaired subjects (having problems in upper limbs) exhibits lower self-esteem due to lack in physical ability. Sociability is the ability to be fond of the company of others, people who are inclined to seek out the opportunity of social contact with others. In the sense of natural growth and development, the individuals having some disability is somewhat disrupted. Impaired individuals suddenly realize their inabilities to perform some movements and confine themselves to shell until they regain confidence and understand that they are also worth something. Due to inferiority complex, jealousy, fear or any other reason visually impaired persons remain are not easily amenable for free mixing. Thus it was found that they were less sociable than the hearing impaired subject and orthopedically challenged subjects. Again orthopedically disabled subjects were less sociable than the hearing impaired subject.

**Conclusion**

From the above findings, it may be concluded that visually impaired persons suffer most from both self-esteem and sociability than impaired subject and orthopedically challenged subjects. Orthopedically impaired persons also suffer more in self-esteem and sociability than hearing impaired persons. During teaching, teacher should keep in mind about such psychological facts which help the students for better educational achievement. In society, normal people should also keep in mind about such psychological trait of the differently abled persons for their better living.

**References**

1. Bandera A. Self-reference thought: A developmental Analysis of Self-efficacy. In Flagella, J.H. & Ross, L. D. (Eds). Cognitive Social Development: Frontiers and Possible Futures. New York: Cambridge University Press. 1982, 200-239.
2. Canvassing T, Peru S. The relationship between Self-Confidence, Mood State, and Anxiety among Collegiate Tennis Pla yers. Journal of Sport Behavior. 2002;27:230-239.
3. Clarke Harison H, Clarke Devid H. Development and Adapted Physical Education. (2<sup>nd</sup> Edition), New Jersey: Prentice Hall Inc. 1978, 221-224.
4. Cumming JL. Competition Athlete’s use of Imagery and

- the deliberate practice framework. Thesis Doctoral degree, University of Western Ontario 2002.
5. Dehaan CB, Wallander JL. Self-Concept, Sexual Knowledge and Attitudes, and Parental Support in the Sexual Adjustment of Women with Early- and Late-onset Physical Disability. *Arch Sex Behav.* 1988;17(2).
  6. Florian V. Sex Counseling: Comparison of Attitudes of Disabled and Non-disabled Subjects. *Arch Phys Med Rehabil.* 1983;64(2).
  7. Harper DC, Richman LC. Personality Profiles of Physically Impaired Young Adults. *Journal of Clinical Psychology.* 1980;36(3).
  8. Hall CR. The Motivation Functions of Mental Imagery for participation in Sport and Exercise. Edited by J. Annett, B. Cripps, and H. Steinberg, 15-21. Leicester, England: British psychological society. 1995.
  9. Kendal G, Hrycaiko D, Martin GL, Kendall T. The Effects of an Imagery Rehearsal, Relaxation, and Self-talk package on basketball game performance. *Journal of Sport & Exercise Psychology.* 1990;12:157-166.
  10. Pavilion A. Cognitive and Motivation Function of Imagery in Human Performance. *Canadian. Journal Application Sport Science.* 1985;10:22-28.
  11. Treasure DC, Monson JT, Lox CL. Relationship between Self-Efficiency, Wrestling Performance, and Affect Prior to Competition. *The Sport Psychologist.* 1996;10:73-83.
  12. Rosenberg M. Self-Esteem Scale, Agra Psychological research Centre, Agra. 1965.