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Self-concept in visually impaired adolescents

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Abstract

Self-concept refers to the perception and understanding an individual has about themselves. It encompasses various aspects such as beliefs, values, abilities, personality traits, physical characteristics, and societal roles. The present study was conducted to study the self Visually Impaired Adolescents in Rajasthan. A convenient random sampling method was used for the collection of data. The sample of 150 blind adolescents (age group of 12-14 and 15-17 yrs.) was selected from five blind schools in five districts of Rajasthan state. From each blind school, 30 blind adolescents were selected. A self-concept questionnaire developed by R.K. Saraswat (1984) was used which provides six dimensions viz. physical, social, intellectual, moral, educational, and temperamental as well as a total self-concept. It is a five-point scale with 48 items. The findings showed that there is a significant difference between the levels of self-concept. 12-14 years of adolescents have higher self-concepts rather than 15-17 years of adolescents.

Keywords: Adolescent, visually impaired, Self-concept.

Introduction

A person's perception and understanding of themselves is referred to as their self-concept. It covers a wide range of topics, including attitudes, values, skills, personality traits, physical attributes, and social roles. In essence, it's your perception of yourself as well as your feelings and ideas surrounding your identity. A healthy self-concept typically consists of a realistic, balanced self-image that acknowledges one's strengths and shortcomings while preserving one's sense of value and self-worth. As people accomplish their goals, learn new things, and adjust to changing circumstances, their self-concept can change too. It is essential to psychological health and has a significant impact on how people interact with others and go through life. A person's self-concept can be greatly impacted by visual impairment in several ways:

- **Identity and Self-Perception:** A person's sense of identity may be impacted by visual impairment. People may suffer from emotions of being unique or not meeting social expectations about their vision.
- **Self-Esteem:** People with visual impairments may experience low self-esteem, particularly if they believe their impairment will prevent them from reaching their goals or engaging in activities they enjoy.
- **Body Image:** People with visual impairments may have different opinions about their own and other people's physical appearances. Their self-confidence and body image may be affected by this.
- **Independence and Competence:** A person's sense of independence and ability to perform daily tasks and activities can be impacted by visual impairment. This may have an impact on how they view their abilities and skills.
- **Social Interaction:** People with visual impairments may find it more difficult to interact with others.
- **Emotional Well-Being:** Although the emotional effects of visual impairment can differ greatly, they can include feelings of loneliness, frustration, anxiety, or depression, all of which can have an impact on one's general self-perception.
- **Adaptation and Coping Mechanisms:** People who are visually impaired may, over time,

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acquire adaptive behaviors and coping mechanisms that have a positive impact on their self-perception. This could entail picking up new abilities, making use of assistive technology, or asking for help from others.

- **Perceived Control:** Visual impairment can have an impact on one's perception of control over their surroundings and circumstances in life. This may affect how people perceive their capacity to affect their destiny and mold their conception of themselves accordingly.

Related Work

Stefan Elmer (2017) [5] abridged current logical information identifying with self-idea and confidence among kids and youthful young people with visual impairment. A precise audit was led of articles distributed somewhere in the range of 1998 and 2016. An aggregate of 26 productions, speaking to 15 nations, met the consideration criteria, and 24 of the investigations utilized a cross-sectional structure. A few investigations found that the age and level of vision misfortune impacted apparent confidence. All in all, freedom in portability, child-rearing style, social help, and fellowship were accounted for as imperative for youngsters with visually impaired abilities to upgrade their self-concept.

Datta Poulomee, Joy Talukar (2015) [3] considered the Impact of vision impairment on understudies' self-concept. This research on the self-concept of understudies with vision impairment who were put in pro and standard instructive settings in South Australia. Self-concept was investigated crosswise over six measurements, to be specific Physical, Moral, Personal, Family, Social, and Academic Self-Concepts and the Total Self-Concept. It was directed to 25 understudies with vision impairment (13 females and 12 guys). An interest understudies' age extended somewhere in the range of 15 and 25 years and they were incorporated from all dimensions of vision impairment. Results demonstrated that most of the understudies with vision impairment acquired low scores on all components of self-idea, to be specific physical, moral, individual, family, social, and scholarly, a few understudies got ordinary scores in connection to family and scholastic self-ideas. There were no huge contrasts among female and male understudies with vision impairment over the six components of self-idea and consequently complete self-concept.

Martin, P. et.al (2014) [9] found a relationship between general self-adequacy convictions with mental modification, scholastic accomplishment, and achievement of formative assignments in 133 German youths with visual impairment and 446 friends without visual impairment who participated in a one-year longitudinal examination. Between-bunch contrasts in dimensions of self-viability convictions were little. By and large, higher self-viability convictions anticipated positive change in mental alteration and scholastic accomplishment just as more noteworthy advancement in the fulfillment of formative undertakings of puberty. Be that as it may, for passionate side effects and the disparity among wanted and present achievement of formative errands we found such an impact just for understudies without visual impairment.

Methodology

This chapter deals with the methodological details adhered to by the investigator to conduct the investigations. The major sections are organized under seven heads.

Sample: The researcher used the "convenient random sampling" technique for the collection of data. The sample of 300 is from 150 blind adolescents in the age group of 12-14 and 15-17 and 150 parents randomly selected from five blind

schools of various five districts of Rajasthan state. From each blind school 30 blind adolescents.

Locale: The study was conducted in various districts of Rajasthan state, which consisted of Ajmer, Bhilwara, Jaipur, Jodhpur, and Udaipur.

Design of study: This study was a descriptive study utilizing survey methods to attain its intentions. A convenient random sampling technique was used for this study.

Variable: Here, an attempt is being made to define the independent and dependent variables.

Independent variables: The major independent variables under investigation were as follows:

Age group
(12-14) years
(15-17) years

Dependent variable: The major dependent variables under investigation were as follows:

Self- concept

Description of the major research Tools:

The self-concept questionnaire developed by R.K. Saraswat (1984) was used which provides six dimensions viz. physical, social, intellectual, moral, educational, and temperamental as well as a total self-concept. It is a five-point scale with 48 items.

Reliability

The test-retest reliability of this questionnaire is .91. The Reliability coefficient of its dimension varies from .67 to .88. There is no time limit but generally 20 minutes have been found sufficient for responding to all the items.

Scoring

The respondent is provided with five alternatives to give their response ranging from the most acceptable to the least acceptable description of their self-concept. The alternatives or responses are arranged in such a way that the scoring system for all items remains the same i.e. 5, 4,3,2,1 whether the item is positive or negative. The scores of the items within each dimension are added separately, and the sum of the scores on all the 48 items provides of an individual. A higher score indicates a higher self-concept, while a low score is an indication of a low self-concept.

The procedure of data collection

Self-concept questionnaire was constructed by Dr. Raj Kumar Saraswat, For data collection, the researcher approached the various principals of blind schools and got permission from five different schools in five districts of Rajasthan state. The researcher individually met blind adolescent students and their respective parents. Data collection was done at various blind schools of Rajasthan viz Ajmer (Adarsh nagar govt. blind school), Bhilwara (Soor-niliyam blind school), Jaipur (Netraheen kalyan sang), Jodhpur (Netraheen vikas sansthan), Udaipur (Pargya chakshu govt. blind school).

Statistical Analysis: The statistical methods used in the present study are:

Arithmetic Average (Mean): Simple or arithmetic average of a range of values or quantities, computed by dividing the total of all values by the number of values.

Standard Deviation: Standard deviation is the measure of dispersion of a set of data from its mean. It measures the absolute variability of a distribution, the higher the dispersion or variability, the greater the standard deviation, and the greater the magnitude of the deviation of the value from their mean.

T-test: The t-test is one type of inferential statistics. It is used to determine whether there is a significant difference between the means of the two groups.

Objectives

1. To study the self-concept in visually impaired adolescents in Rajasthan state.
2. To compare the self-concept of blind children of 12-14 years of age and blind children of 15-17 years of age.

Major Hypothesis

1. There is no significant difference between blind children of 12-14 years of age and 15-17 years of age regarding their self-concept.

Delimitations

- The present study is restricted to 150 blind adolescent children, selected from different blind schools in Rajasthan by using convenient random sampling.
- The present study is confined to blind adolescent boys aged 12-17.

Results and Discussion

The present chapter deals with the analysis of results. The blind children are compared age-wise on selected aspects. The chapter is distributed into different parts which are as follows:

Self-Concept

- C1 Physical
- C2 Social
- C3 Temperamental

- C4 Educational
- C5 Moral
- C6 Intellectual
- C7 Total Self Concept
- C8 Total Dimensions of Self-Concept

C1 Physical Dimension of Self Concept

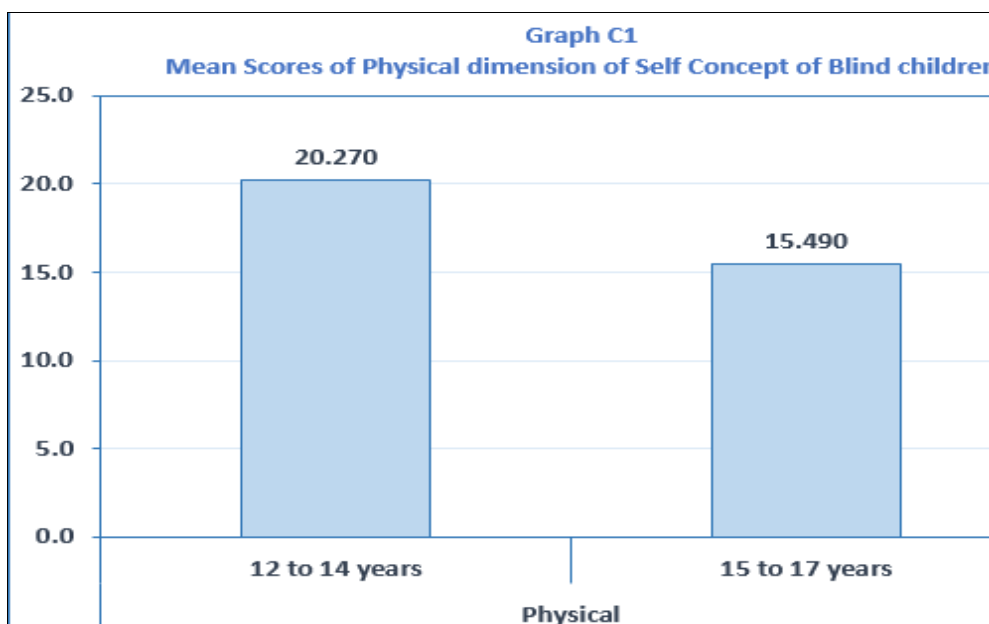
Table C1 compares the physical dimension of self-concept between blind children of 12-14 years of age and 15-17 years of age.

Table C1: Comparison of Physical dimension of self-concept of blind children

Particular	12 to 14 years	15 to 17 years
N	75	75
Mean	20.270	15.490
Std. Deviation	3.633	2.440
Std. Error Mean	0.419	0.282
Mean Difference	4.773	
't'	9.445	
p-value	0.000	

The above table and Graph C1 show that the mean score of the physical dimension of self-concept of blind children aged 12 to 14 years is found to be 20.27 and the mean score of the physical dimension of self-concept of blind children aged 15 to 17 years is found to be 15.49. The 't' value is found to be 9.445 which is significant at 0.01 level. It infers that there is a significant difference between the physical dimension of the self-concept of blind children aged 12 to 14 years and blind children aged 15 to 17 years. Furthermore, the mean scores indicate that blind children between having ages of 15 to 17 years have a lower physical dimension of self-concept in comparison to blind children aged 12 to 14 years.

As per the physical dimension is concerned this age group is not satisfied with their physical appearance and feels that they do not have any sex appeal in front of the opposite sex. They are cursed and society rejects them hence low self-concept is seen.



C2 Social dimension of self-concept

Table C2 shows a comparison of the social dimension of self-

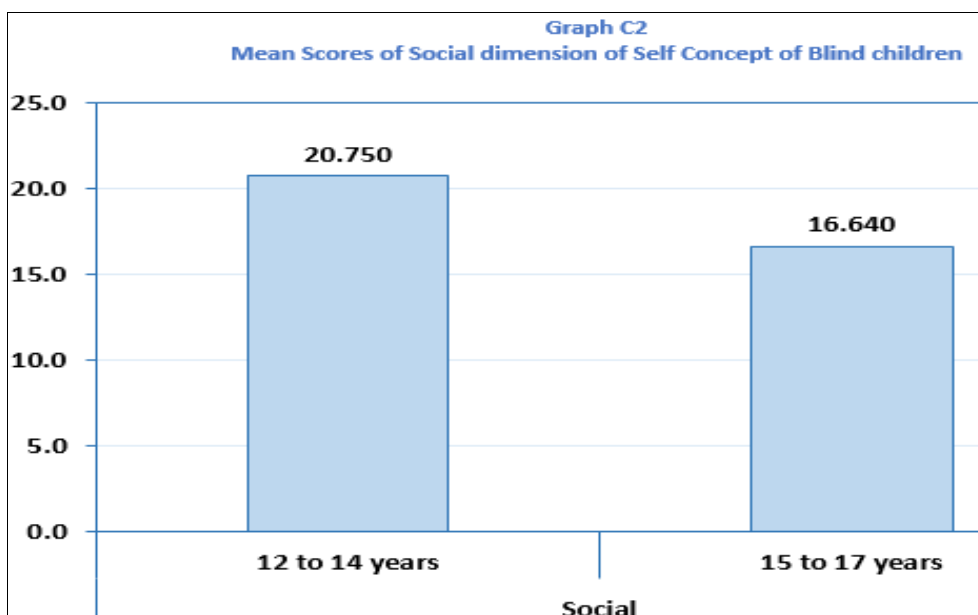
concept between blind children of 12-14 years of age and 15-17 years of age.

Table C2: Comparison of Social dimension of self-concept of blind *children*

	12 to 14 years	15 to 17 years
N	75	75
Mean	20.750	16.640
Std. Deviation	3.390	2.288
Std. Error Mean	0.391	0.264
Mean Difference	4.107	
't'	8.697	
p-value	0.000	

The above table and Graph C2 show that the mean score of social dimensions of self-concept of blind *children* aged 12 to 14 years is found to be 20.75 and the mean score of social dimensions of self-concept of blind *children* aged 15 to 17 years is found to be 16.64. The 't' value is found to be 8.697 which is significant at 0.01 level. It infers that there is a significant difference between the social dimension of self-concept of blind *children* of age 12 to 14 years and blind *children* of age 15 to 17 years. Furthermore, the mean scores indicate that blind *children* between having ages of 15 to 17 years have poor social dimensions of self-concept in

comparison to blind *children* of having age of 12 to 14 years. The older adolescents consider themselves socially unequipped as they feel they cannot be of any help to their family and friends like their normal sighted friends or family. They cannot give pieces of advice as they are not exposed to good literature and the internet so they also lack information. With low body image, lack of self-confidence, and academic stress these adolescents do not have good teacher-pupil relationships. They also have strained relationships with their peers.



C3 Temperamental dimension of self-concept

Table C3 shows the comparison of temperamental dimensions

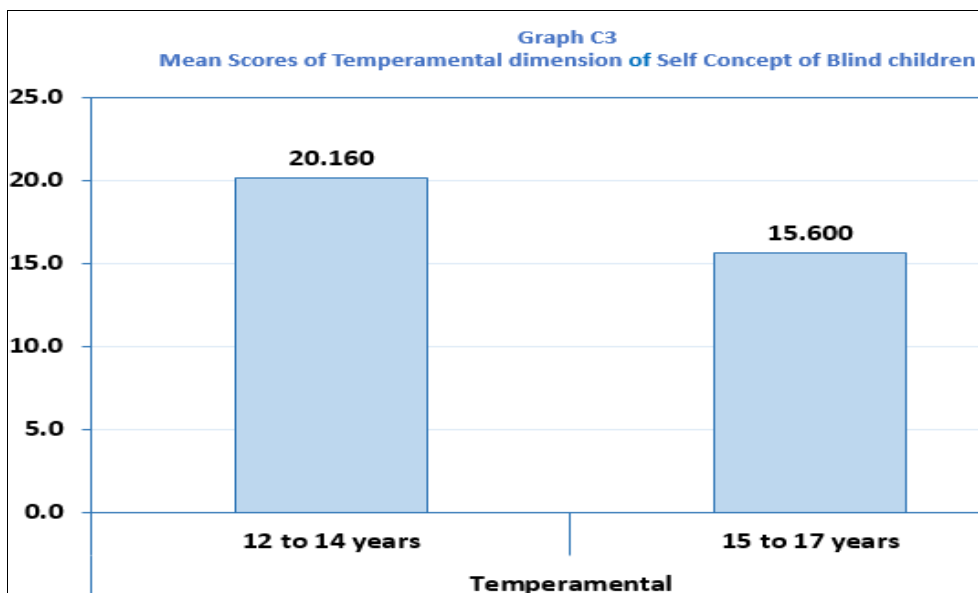
of self-concept between blind *children* of 12-14 years of age and 15-17 years of age.

Table C3: Comparison of Temperamental dimension of self-concept of blind *children*

	12 to 14 years	15 to 17 years
N	75	75
Mean	20.160	15.600
Std. Deviation	4.120	2.438
Std. Error Mean	0.476	0.282
Mean Difference	4.560	
't'	8.249	
p-value	0.000	

The above table and Graph C3 show that mean score of temperamental dimensions of self-concept of blind *children* having age of 12 to 14 years is found to be 20.16 and the mean score of temperamental dimensions of self-concept of blind *children* having age of 15 to 17 years is found to be 15.60. The 't' value is found to be 8.249 which is significant at 0.01 level.

It infers that there is significant difference between temperamental dimension of self-concept of blind *children* of age 12 to 14 years and blind *children* of age 15 to 17 years. Furthermore, the mean scores indicate that blind *children* having age of 15 to 17 years have poor temperamental dimension of self-concept in comparison to blind *children* having age of 12 to 14 years.



C4 Educational dimension of self-concept

Table C4 shows a comparison of the educational dimension of self-concept between blind children of 12-14 years of age and 15-17 years of age.

Table C4: Comparison of Educational dimension of self-concept of blind children

	12 to 14 years	15 to 17 years
N	75	75
Mean	20.130	15.480
Std. Deviation	3.473	1.571
Std. Error Mean	0.401	0.181
Mean Difference	4.653	
't'	10.571	
p-value	0.000	

The above table and Graph C4 show that the mean score of the educational dimension of self-concept of blind children aged 12 to 14 years is found to be 20.13 and the mean score of educational dimensions of self-concept of blind children

aged 15 to 17 years is found to be 15.48. The 't' value is found to be 10.571 which is significant at 0.01 level. It infers that there is a significant difference between the educational dimension of the self-concept of blind children aged 12 to 14 years and blind children aged 15 to 17 years. Furthermore, the mean scores indicate that blind children between having ages of 15 to 17 years have poor educational dimensions of self-concept in comparison to blind children having age of 12 to 14 years.

The possible reason could be that there is, less availability of learning resources, less options for choosing subjects, they are not able to draw pictures, maps and diagrams etc. so they hence to skip their choice in answering questions so they scored less in education.

C5 Moral dimension of self-concept

Table C5 shows comparison of moral dimension of self-concept between blind children of 12-14 years of age and 15-17 year of age.

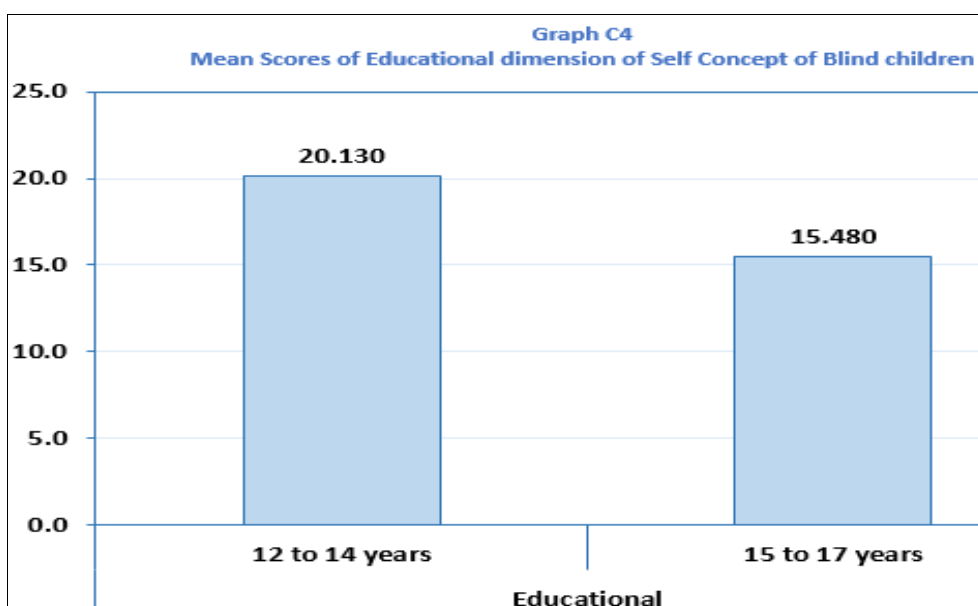


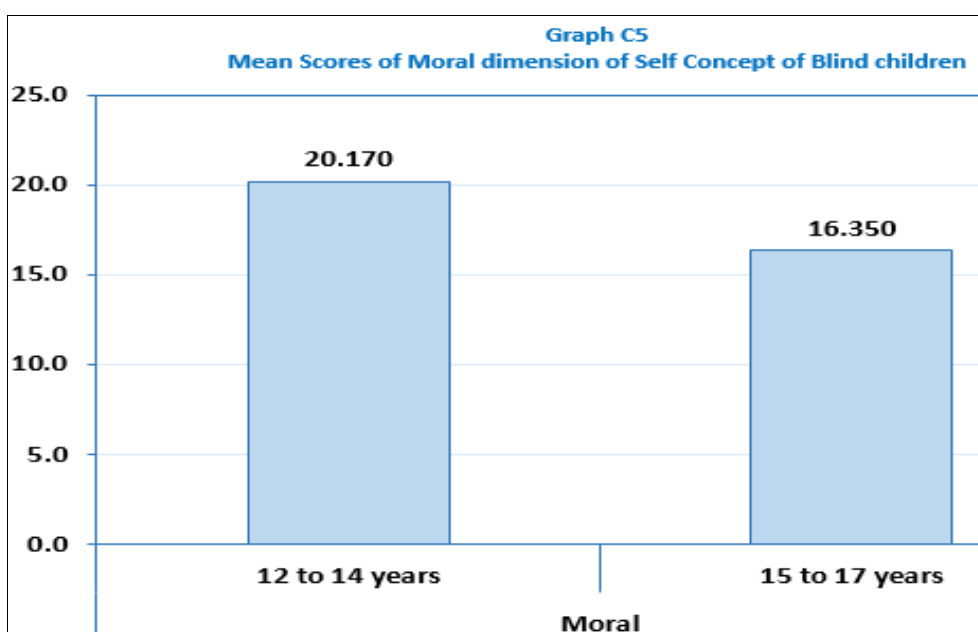
Table C5: Comparison of Moral dimension of self-concept of blind children

	12 to 14 years	15 to 17 years
N	75	75
Mean	20.170	16.350
Std. Deviation	3.342	1.914
Std. Error Mean	0.386	0.221
Mean Difference	3.827	
't'	8.604	
p-value	0.000	

The above table and Graph C5 show that the mean score of moral dimensions of self-concept of blind children aged 12 to 14 years is found to be 20.17 and the mean score of moral dimensions of self-concept of blind children aged 15 to 17 years is found to be 16.35. The 't' value is found to be 8.604 which is significant at 0.01 level. It infers that there is a significant difference between the moral dimension of the self-concept of blind children aged 12 to 14 years and blind children aged 15 to 17 years. Furthermore, the mean scores

indicate that blind children between having ages of 15 to 17 years have a poor moral dimension of self-concept in comparison to blind children aged 12 to 14 years.

Both the age groups were found to be low on this dimension. They were ready to cheat or steal if there was a situation where it was required. Low financial condition, lack of parental supervision was the possible reasons for their low score of this dimension.



C6 Intellectual dimension of self-concept

Table C6 shows a comparison of the intellectual dimension of self-concept between blind children of 12-14 years of age and 15-17 years of age.

Table C6: Comparison of Intellectual dimension of self-concept of blind children

	12 to 14 years	15 to 17 years
N	75	75
Mean	20.070	15.610
Std. Deviation	3.622	1.822
Std. Error Mean	0.418	0.210
Mean Difference	4.453	
't'	9.512	
p-value	0.000	

The above table and Graph C6 show that mean score of intellectual dimension of self-concept of blind children having age of 12 to 14 years is found to be 20.07 and the

mean score of intellectual dimension of self-concept of blind children having age of 15 to 17 years is found to be 15.61. The 't' value is found to be 9.512 which is significant at 0.01 level. It infers that there is significant difference between intellectual dimension of self-concept of blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean scores indicate that blind children having age of 15 to 17 years have poor intellectual dimension of self-concept in comparison to blind children having age of 12 to 14 years.

Both the age groups scored low in this dimension as they considered themselves incomplete to solve their problems, think about merit and demerits and analyses their problem among these two groups, also the younger group had better score on this dimension.

C7 Total self-concept

Table C7 shows a comparison of total self-concept between blind children of 12-14 years age of and 15-17 years of age.

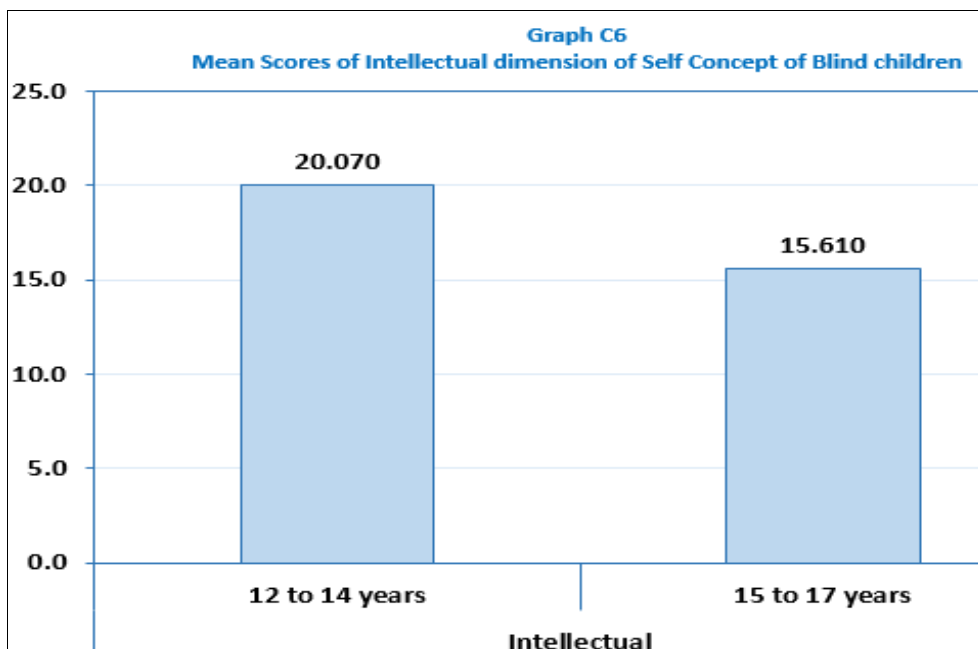
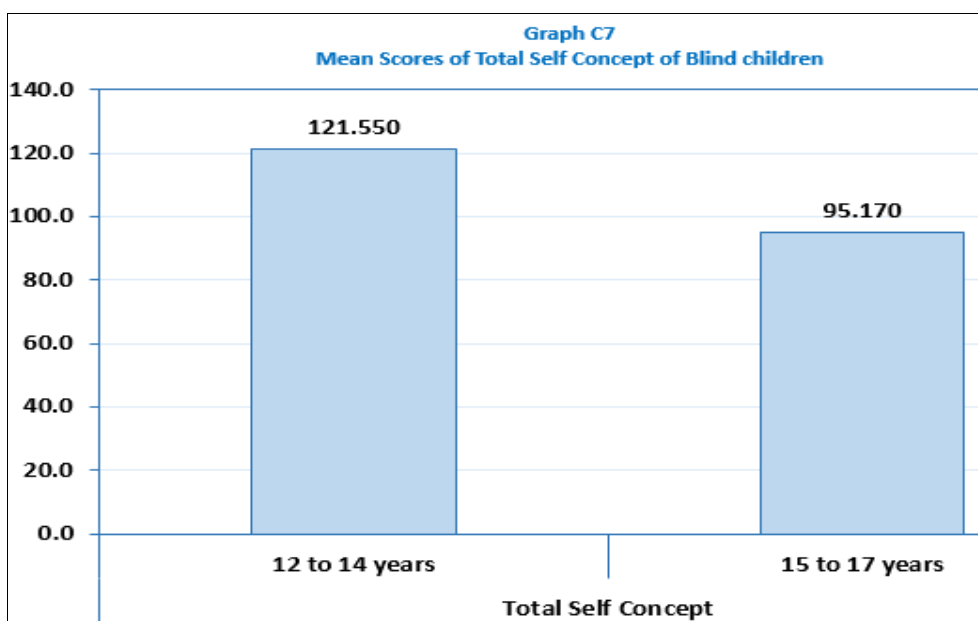


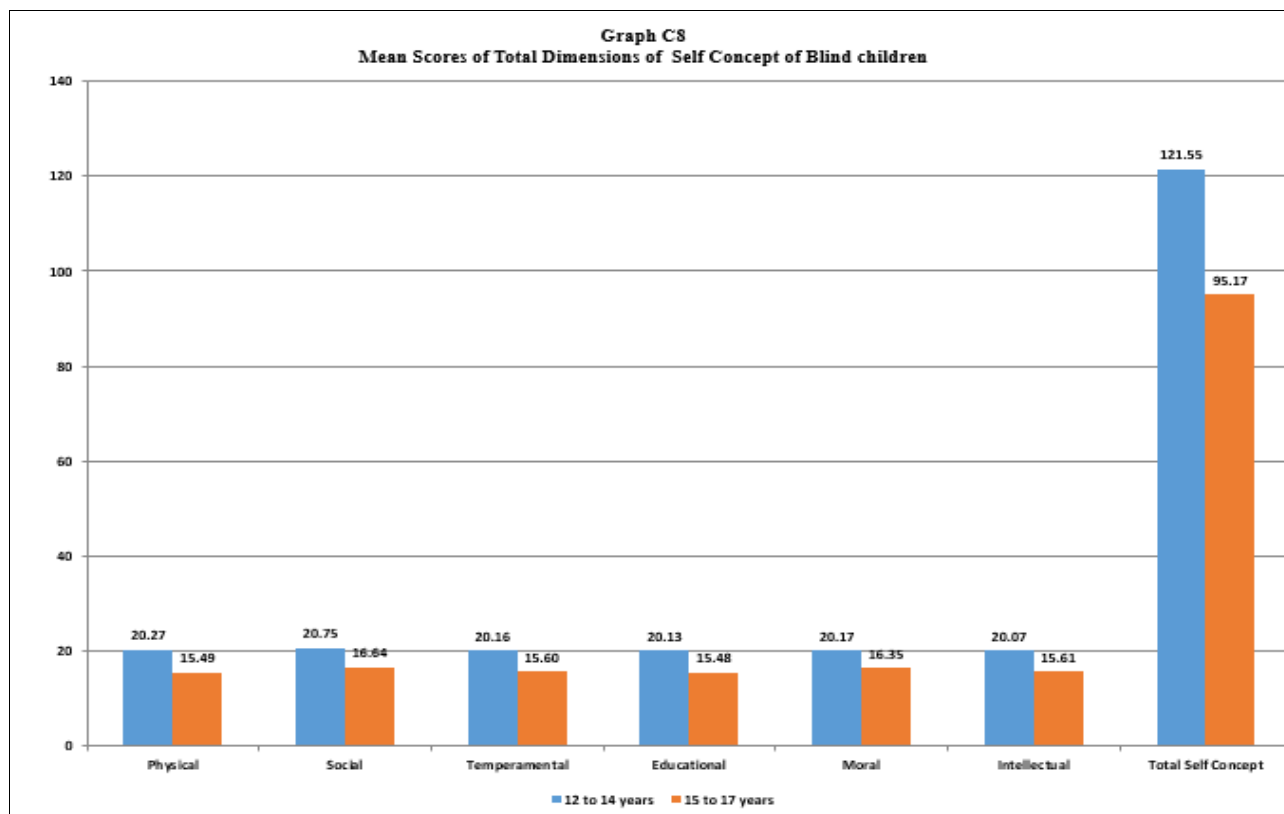
Table C7: Comparison of Total self-concept of blind children

	12 to 14 years	15 to 17 years
N	75	75
Mean	121.550	95.170
Std. Deviation	18.329	6.915
Std. Error Mean	2.116	0.799
Mean Difference	26.373	
't'	11.659	
p-value	0.000	

The above table and Graph C7 show that mean score of total self-concept of blind children having age of 12 to 14 years is found to be 121.55 and the mean score of total self-concept of blind children having age of 15 to 17 years is found to be 95.17. The 't' value is found to be 11.659 which is significant at 0.01 level. It infers that there is significant difference

between total self-concept of blind children of age 12 to 14 years and blind children of age 15 to 17 years. Furthermore, the mean scores indicate that blind children having age of 15 to 17 years have poor total self-concept in comparison to blind children having age of 12 to 14 years.





Conclusion and Future Scope

In conclusion, while visually impaired adolescents may face unique challenges in developing their self-concept, they also possess resilience and adaptability that can foster positive self-perception. Creating supportive environments that promote inclusivity, provide necessary resources, and address emotional needs is essential in helping these adolescents develop a healthy and confident self-concept.

Future Scope

Future research should focus on longitudinal studies on self-concept development in visually impaired adolescents, examining changes in environment, education, social relationships, and personal development. Comparative studies across different cultural and societal contexts can identify factors fostering positive self-concept development. Technological advancements, such as screen readers and navigation systems, should also be investigated for their impact on self-concept.

Suggestions for improving self-concept

- They should be taught to accept that blindness is not their destiny but a condition that requires modification in various situations of life and a blind person can be successful like a normal person.
- They must be exposed to various successful models of their type.
- They should be motivated to set goals for themselves.
- They must be taught to use acceptable language with consideration for the person or people present, the setting, and the social situation.
- They should be trained in doing their daily jobs which require moving from one place to another like getting or purchasing essentials from the market.

Authors Profile

Dr. Priyank Deopura was born in 1991 at Nathdwara, Rajasthan. She has completed her Graduation (B.Sc.) in home

science from Govt. Girls College, Nathdwara, and Post-graduation (M.Sc.) in home science from Govt. Meera Girls College, Udaipur. She has also done PGDCA and Diploma in Nutrition and Health Education. She completed her Ph.D. on the topic "Personality Development and Challenges faced by Blind Children and Their Parents: A Study of Selected Areas of Rajasthan" in the year 2020 from MohanLal Sukhadia University, Udaipur. She has secured a third position in merit at the post-graduation level at MohanLal Sukhadia University, Udaipur. Her dozen of papers are published in various national and international journals and two chapters have been published in books. She has participated in various national and international conferences, seminars and presented several papers, and awarded with best paper award. She was awarded the Vidhyarthi Ratna Award by Sahitya Mandal Sahityik Sansthan. Dr. Deopura has voluntarily taught in Prgya Chakshu Govt. senior secondary Blind School, Udaipur and she has worked as a Nutrition, Health, and Hygiene expert in the "Khushi project" of Hindustan Zinc Ltd., ICDS, and jatan sansthan in Rajsamand district. Currently, she is a post-doctoral fellow at ICSSR, New Delhi on the topic of the application of developed self-strategy for communication skills and modifying social support systems for visually impaired adolescents.

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