



Gender Study of Self Concept and Aggression of Visually Impaired Adolescents

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Abstract

The purpose of the study was to determine the self-concept and aggression of visually impaired adolescents. A sample of 100 visually impaired adolescent (50 girls and 50 boys) students were selected by purposive simple random sampling method. 'Self-concept list' by Dr. Pratibha Deo and 'Aggression Inventory' by M.K Sultania were used for collection of data. The result revealed that visually impaired adolescents have average self-concept and aggression level. No Significant difference in self-concept was found between girls and boys visual impairment adolescent students. But a positive and significant difference was found between the girls and boys visually impaired adolescent students in their aggression level.

Keywords: *Self-Concept, Aggression, visually impaired adolescent.*

Introduction

Self-concept is the sum total of all that the individual can call "I" or "Me". It refers to those perceptions, beliefs, feelings, attitudes and values which the individual views as part or characteristics of himself. Thus self-concept refers to individual's perception or view of himself. It includes the person's abstractions and evaluations about his physical abilities, appearance, intellectual capacities, social skills, psychological self image, self-confidence, self-respect and self adequacy. (Combs and Syngg (1964)

An individual's self concept is reinforced or modified by every life experience. Self concept does not develop in isolation, it is formed in a social intercourse; private reactions to himself; mastery in solving and competence in dealing with life's situation (Coppersmith, 1967). Therefore,

Interaction with social environment is important for the development of self and vision plays a vital role in this interaction.

Visually challenged people suffer a great deal and they remain deprived of the visual perception which leads to concept formation.

Visual impairment prevents direct access to world; restricts independent mobility in unfamiliar surroundings; limits a person's direct perception of distant environment as well as of objects and overall it deprives the individual of important social cues.

Like any other disability, visual impairment affects an individual's ability to adjust socially and to interact independently with society and environment. Visual impairment prevents direct access to world; restricts independent mobility in unfamiliar surroundings; limits a person's direct perception of distant environment as well as of objects and overall it deprives the individual of important social cues.

Due to these limitations and restrictions social competence ; social maturity and social interaction of visually impaired individuals are reduced, moreover psychological , social and physical development of the individual is influenced by visual impairment as a result self concept and their emotional level are affected.

According to Akinboye (2002), emotions are to the base of human integrity, honesty, fairness, dignity and other important human actions. He went further to say that, emotions drive human behaviours and actions. Previous researches (Ekamn, Levenson, & Friesen, 1983) have shown that there are at numerous basic emotions which as; happiness,

interest, surprise, fear, anger, sorrow and disgust. According to Leventhal (1982) each of these emotions are operating through a control mechanism which serve as a monitor for one of the main aspects of human life. Aggression is directly linked with the emotions; moreover, aggression is related to imbalance of neural mechanisms which regulate our emotions (Patrick, Bradely and Lang (1993).

Self concept and Aggressive are the important factors in adolescent development. It is one of a greater concern to educationist and mental health professionals as it is one of the most pressing problems among school-aged children and adolescents. It is one of the main factors that determine ones behavior, personality and integrity.

Only visually impaired adolescent were taken for the study as adolescence is the period of change and transition due to various physical, psychological and emotional changes which effect their self-concept and emotional level. This is the period when an individual struggles to, find his identity and to adjust with the changing attitude of the family members, teachers and other social groups.

The physiological and psychological changes which are accompanied with sexual maturity come so quickly that an individual becomes insecure about his capabilities and interest. Throughout this period, the adolescent tries to find his identity and at the same time tries to adjust within the social environment. These two processes result into the formation of their emotions and self concept.

Obiakor FE, Stile SW (1990) reported that visually impaired have higher self-concept than normally sighted children, refuting the notion that visually impaired children have poorer self-concepts than normally sighted children. A number of researchers also observed positive relationship of visual impairment with psychological distress, aggression, adjustment, loneliness, tension, nervousness (Karlsson, 1998) and maladjustment (aggarwal & Kaur, 1985; Qadari & Hussain, 1982; Benerjee, 1988). Contrary to this, some studies especially in India did not report any significant association between these two (Sinha, 1982; Hasan, Khan, & Khan, 1983; Sastry, 1985; Jindal-snape, Kato & Maekawa, 1998)

The present research is concerned with testing of self concept and aggression with respect to their gender and visual status. Researches have quoted that Girls may have different ways than boys of expressing aggression that are affected by

biological, dispositional, and contextual factor. There was evidence that aggression take on different forms for girls as compared to boys. Furthermore, it was revealed that relational aggression tends to be targeted at attacking the relationship structures that are salient to each gender (Crick & Grotpeter, 1995; Maccoby, 2002, 2005; Rose & Rudolph, 2006). These findings support sex differences in relational orientation suggested by past theory and research (Borelli & Prinstein, 2006; Cyranowski, Frank, Young, & Shear, 2000; Oldehinkel, Rosmalen, Veenstra, Kornelis Dijkstra, & Ormel, 2007; Rose & Rudolph, 2006). Girls have been described as possessing a stronger orientation to interpersonal affiliation and affection (e.g., feeling included in the friendship group) than boys. In contrast, boys are described as more oriented toward social hierarchy factors (e.g., being admired by the broader peer group) than girls.

Understanding the gender wise psychological makeup of visual impaired children will be useful in drawing guidelines for special educational programmes and practices based on empirical evidences. All this encouraged the investigator to undertake the present study.

Objectives of the Study

1. To study the self-concept of visual impaired adolescent girls and boys.
2. To study the aggression level of visual impaired adolescent girls and boys.
3. To study the difference, if any, between the self-concept of visually impaired adolescent girls and boys.
4. To study the difference, if any, between the aggression level of visually impaired adolescent girls and boys.

Population: Populations for the purpose of this study include all the visually impaired adolescent students studying in schools of Delhi region.

Sampling Technique/ Sample: Purposive sampling was used in the study and a sample of 100 visually impaired adolescent (50 girls and 50 boys) students were taken as sample.

Tools and techniques

Tool for the Study of self-concept: Self-concept list by Dr. Pratibha Deo – emotional, intelligence, character, social and aesthetic.

Tool for aggression: M.K Sultania's Aggression Inventory

Statistical Analysis: - In order to test the hypothesis the statistical techniques of mean, standard deviation, z test

Table 1 Showing Self-Concept of visually impaired adolescent students

	Number of students	Mean	S.D
Girls	50	127.8	7.3
Boys	50	125.6	5.7

The scores indicate that both visually impaired girls and boys have above average positive self concept. Their positive opinion about themselves reflects sign of positive self concept. On the social and aesthetic front it was seen that they share good

relation with their family, school and society which means that, in turn, they receive positive feedbacks from their parents, siblings, teachers and friends. However, boys scored Low in emotional dimension which shows that they are emotionally imbalance.

Table 2 Showing aggression level of visually impaired adolescent students

	Number of students	Mean	S.D
Girls	50	34.11	8.5
Boys	50	40.7	7.8

The scores indicate that both visually impaired girls and boys have average aggression level. Comparing boys with girls, it was seen that boys are more aggressive than girls. Majority of boys

said when they are angry; they act without thinking and frequently throw things without thinking of any consequences. On the other hand, girls get angry but are stable in their reactions.

Table 3 Showing self-concept of visually impaired adolescent girls and boys

	Number of students	Self-Concept (mean)	S.D	z value
Girls	50	127.8	7.3	1.69
Boys	50	125.6	5.7	

Table 3 shows that the 'z' value for the self-concept of visually impaired adolescent girls and boys, is less than the table values at 0.05 level as well at 0.01 of significance (i.e. 1.96 & 2.58

respectively)., Therefore concerned null hypotheses is accepted. Hence there is no significant difference between the self-concept of visual impaired boys and girls adolescent students.

Table 4 Showing aggression of visually impaired adolescent girls and boys

	Number of students	Aggression (mean)	S.D	z value
Girls	50	34.11	8.5	4.04
Boys	50	40.7	7.8	

Table 4 shows that the 'z' value for the aggression of visually impaired adolescent girls and boys, exceed the table values at 0.05 level as well at 0.01 of significance (i.e. 1.96 & 2.58 respectively). Therefore concerned null hypothesis is rejected. Hence there is significant difference between the aggression level of visual impaired boys and girls adolescent students.

Educational Implication

Family plays an important role in the overall development of the child. If the family environment is not peaceful, the child will be disturbed and will become aggressive. Therefore, visually impaired adolescents must be provided healthy homes, schools and social environment so that their self concept can develop in positive direction and they can adjust with changing social environment.

Anger management and motivational workshops should be organized by schools, so that they can express and share their thoughts with others and have confidence on their worth. The education provided to them should be skill based and vocation oriented; so that they can become independent and contributes to the growth of society by being a productive member of it.

For the special educators and counseling psychologists, programmes should be explored to open a new chapter with invaluable resource materials which can serve as a foundation on which they can build upon. Therefore, there is the need to develop effective intervention programmes for adolescents with visual impairment because this will not only improve their level of aggressive behaviour, but also ensure their overall positive development.

It is also imperative for policy-makers and all concerned educational bodies to fashion a way to attach behaviour modifiers to special schools. This is to ensure that necessary behaviour skills for healthy living and overall positives development

could be acquired. Parents can help improve aggressive behaviour problems by providing a strong support system to promote adolescents feelings of control and power over their destiny.

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