

A study of self-esteem and academic achievement of the physically challenged secondary school students of Kashmir: Quantitative analysis

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Abstract

The study was conducted to compare the Self-esteem and academic achievement among physically challenged viz. orthopaedically impaired, visually impaired and hearing impaired students of Kashmir Division, J&K, India. The sample for the study consisted of 240 secondary school students (visually impaired 80, hearing impaired 80, orthopaedically impaired 80). The physically challenged students were selected by purposive sampling. The sample was taken from different Higher Secondary and High Schools of Kashmir both Govt. and Private. Rosenberg's self-esteem scale was used to study Self-esteem and academic achievement was calculated by the aggregate marks of 10 & 11 classes. The data collected was subjected to various statistical treatments like mean, S.D. and t-test. The result of the study highlighted that there is significant difference among visually impaired, orthopaedically impaired and hearing impaired. On analysis of three categories of physically challenged it was revealed that the hearing impaired students have the lowest level on Self-esteem and academic achievement.

Keywords: self-esteem, academic achievement, visually impaired, hearing impaired, orthopaedically impaired

Introduction

Adolescence is a time of rapid changes; physical, cognitive, emotional, sexual and social. In this fluid environment, youths attempt to build a sense of their own identity, independent of others ^[1]. Although it is a tempestuous time for most of the youth, the majority of them pass through this transitional phase by establishing healthy relationships at home and school. However a number of adolescents experience more challenges and difficulties than their peers but in the case of youth with disabilities, additional hurdles complicate their transition and makes adjustment difficult. Many students with physical impediments have to face many academic and social barriers and as such have to develop techniques, strategies, methods and skills to adjust to school which many times is experienced as an incapacitating environment. The disabled are not a homogenous group. There are different types of disabilities and have different requirements. Disability is no more taken as an impediment but as a challenge (WHO 1980), so the term used to denote such children in the study is "Physically Challenged". For the purpose of the present investigation under the umbrella term "Physically Challenged" includes the Hearing Impaired, Visually Impaired and Orthopaedically Impaired (Crippled).

The school enrollment of children with disability is dismal and estimates to less than one percent of children with disabilities. It is concerned that inclusive education is the only way to prosperity both for the individual and the society. This prosperity will lead to sustainable development of humanity. The physically challenged children are those who suffer from a physical defect and

these physical defects become a challenge and put the burden on them to lead a happy and a normal life. These physical defects become accountable for their inferiority complex and isolation which in turn creates a number of conflicts and other psychological problems like aggression, drug addiction, frustration and so on.

In the course of childhood and adolescence, school experiences play a central role in the development of self-perceptions and can have powerful and long effects on self-esteem ^[2]. Milton ^[3] (1668) is claimed to have first coined the term Self-esteem. The term, however, entered the mainstream with the work of William James in 1890 who defined self as known and Knower and Cooley's Theory of "Looking Glass-Self" in 1902 states that people see themselves through the eyes of the others. Self-esteem comes from a Greek word which means "reverence for self". The self refers to the values, beliefs and attitudes and the esteem designates the worth that one gives to oneself ^[4]. Abraham Maslow ^[5], in hierarchy of needs mentioned self-esteem. He described two forms of self-esteem: respect from others (recognition, success) and self-respect (self-love, self-confidence skill, aptitude etc.). Self-esteem is a universal need for every human being and essential for maintaining mental and physical health.

Self-esteem is individual's judgment of his or her self-worth (Rosenberg 1965) ^[18]. Self-esteem is a value

²Mishra P, Mehrotra Akhil – Comparison of Self-concept among the Physically Challenged and Normal Adolescents. India Journal of Movement Education and Exercises Sciences' Vol. II. No. 1, Jan. 2012.

³John Milton, an English poet known for his epic poem Paradise Lost.

⁴RekhaSrivastava, andShobhnaJoshi2014; RelationshipbetweenSelf-conceptandSelf-esteeminadolescents, InternationalJournalofAdvancedResearch(2014), Volume2, Issue2, 36-43

⁵Maslow, a humanistic psychologist who talked about the hierarchy of needs.

¹ Erik Erikson (1968). The eight stages of psycho-social development of the personality.

judgment where the individual determines the value of his or her own unique attributes and limitations ^[6].

Self-esteem is an individual's summary evaluation of their worthiness as a human being (Rosenberg 1979) ^[19]. It is also designated as self-acceptance, self-respect, self-regard, self-worth, self-evaluation and self-feeling ^[7].

Self-esteem ranges from extremely positive to extremely negative. The environment of success raises it while the environment of failure lowers it. Some signs of positive self-esteem are confidence, self-direction, an awareness of personal strengths, optimism, an independent and cooperative attitude, an ability to trust others and to feel comfortable with a wide range of emotions whereas a person with low self-esteem feels unworthy, incapable, incompetent, dependent and has a fear of being ridiculed. Low self-esteem is a debilitating condition that keeps individual from realising their full potential.

Self-esteem is of two types, Global and Specific. Global self-esteem means how much one likes oneself as a whole, specific self-esteem is how much one commends of a criteria part of oneself ^[8].

Self-esteem with reference to disability can be defined as a disabled person evaluating his/ her capacity to perform in the society. Often the disabled are capable of doing a job but are perceived by others as inferior and incompetent. The devaluing of the person with a disability can have a devastating effect on their self-esteem (Srilatha. K.) ^[9]. Self-Esteem is referred as, "the disposition to experience oneself as being competent to cope with the basic challenges of life and to being worthy of happiness". The national institute for self-esteem modified this definition as the experience of being capable of meeting life's challenges and being worthy of happiness (Nathaniel, 1972) ^[10]. Nathaniel (1994) ^[15] gave the six pillars of self-esteem: (i) Living consciously (ii) Self-acceptance (iii) Self-responsibility (iv) Self-assertiveness (v) Living purposefully (vi) Personal integrity.

Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore it is more pressing for the students to have a high academic achievement. The term achievement refers to the degree or the level of success attained in some specific school tasks especially scholastic performance. The academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic achievement generally indicates the learning outcomes of the pupil.

Good (1959) ^[8] has defined, academic achievements as knowledge, attitude or skill developed in the school subject usually designed by test scores and by marks assigned by a teacher. Mehta K. (1969) defined academic achievement as, the academic performance which includes both curricular and co-curricular performance of students. It indicates the learning outcomes of the

students. Trow (1956) defined academic achievement as, "knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupil's performance".

Need and Importance

The disabled are the world's largest minority. 20% of the world poorest people are disabled and tend to be regarded in their own communities as the most disadvantaged. As per the World Health Organization, disability is an umbrella term, covering impairments, activity limitations and participation restrictions, impairment is a problem in body function of structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. In the present scenario in spite of technological and scientific advancement, the country of India failed to fulfill the dreams of physically challenged children specially visually, orthopaedically and hearing impaired children. The global literacy rate for adults with disabilities is as low as 3% and 1% for women with disability. UNESCO estimates that 98% of children with disabilities in developing countries do not attend school and 99% of girls with disabilities are illiterate. In a society when children are given a right to belong, they are also given a right to be different. Education is a human right with an immense power to transform. The children with disabilities need this all the more, to supplement their differential talents so that they can prepare themselves for a happy productive and useful life. Education of children with disabilities has been a part of policy developments in India for the past few decades. Thus, providing support to students with disabilities so that their inclusion can be socially and academically meaningful is a challenge. Although the adolescent period of human development has received a large amount of research interest during the last few decades but the psychosocial development of adolescents with disabilities has largely been ignored (Stanrock 1998) ^[23] ^[11]. There is a significant dearth of empirical research on the prevalence of disabilities and their living conditions among youth between ages 15 to 24. (United Nations 2009).

Research of physically disabled has primarily focused on the adolescents physical rather than on their psychological conditions and development ^[12]. When psychological development has been studied it generally concerned academic or intellectual aspects. In relation to aspects like self-esteem, self-image and identity development the literature regarding the disabled is sparse ^[13].

Between 120 to 150 million disabled children and young people in the world live with low self-esteem. Problems that arise due to low self-esteem include irritability,

⁶Gallahue and Ozmun 1998, Understanding Motor Development, Boston McGraw Hill.

⁷ Hattie J. A 1992- Self Concept. Lawrence Erlbaum; New Jersey.

⁸Srilatha. K (2008)- A study on assessment level of self-esteem among physically challenged adults in selected rehabilitation centres at Bangalore.

⁹ibid.

¹⁰Nathaniel Branden from the book- The Six Pillars of Self-Esteem

¹¹Stanrock J.W.1998; Adolescence, New York McGraw Hill

¹²Abraham M, Ash M.J & Nash W.T;1979 Handicapped Adolescent- a time for reflection. pp. 557-565.

¹³King G.A, Shultz.I.Z, Steel.K, Gilpin.M & Cathers T, (1993) Self-Evaluation and Self-Image of Adolescents with Physical Disabilities. American Journal of Occupational Therapy 47, pp 132-140.

rigidity, defensiveness, self-doubt, pessimism, over dependence on people, hostility towards others, rapid and sudden anger, irritability to accept criticism, inability to accept new ideas (Srilatha K) ^[14]. There are adverse effects of physical disabilities on the development of the concept of self among the adolescents (Mishra 2011) ^[15]. In relation to study done on self-esteem, self-image and identity development, the literature regarding the disabled is sparse ^[16].

Review of related literature

Talwar M. Satish & SupninderKaur (2015) ^[24] A Comparative Study of Self-Concept and Academic Achievement of Physically Challenged and Normal.

The present study was conducted on a sample of 60 secondary school students; 30 physically challenged and 30 normal secondary school students of district Ambala & Yamunanagar. The data was collected with help of self-concept inventory (Real Self and Ideal Self) by Sagar and Sharma, 1971. The data was analysed by applying mean, S. D. and t-test. As a result of this, the two groups of students; physically challenged and normal were compared on self-concept (real self and ideal self) and academic achievement. It was found out that the two groups of students i.e. physically challenged and normal secondary school students were significantly different on real self-dimension and ideal self-dimension of self-concept inventory. Also, the two groups viz. physically challenged and normal secondary school students, were compared with each other on academic achievement and it was found that normal secondary school students have higher academic achievement than physically challenged secondary school students.

Lakshmi Nair. K., (2014) Self-esteem among physically disabled and visually disabled late adolescents

The study aims to find out the level of self-esteem among physically disabled and visually disabled late adolescents and to know the gender difference in self-esteem among them using a quantitative comparative research design. The sample taken for the purpose of the study is 120 (N=120) consisting of 60 physical disabled (30 male and 30 female) and 60 visually disabled (30 male and 30 female). Simple random sampling has been applied for data collection. Rosenberg self-esteem scale was used and the respondents were asked to reflect on their current feelings. A t-test was planned for the analysis of the data. The result revealed that there exist a significant difference on self-esteems between physically disabled and visually disabled late adolescents, with visually disabled late adolescents having more self-esteem. It was observed that there is no gender difference in the self-esteem of physically disabled and visually disabled late adolescents.

Jamadar C., (2013) Self Esteem and Achievement Motivation Among Physically Challenged and Normal Students

The research aims to ascertain the level of self-esteem and achievement motivation among physically challenged and normal students and also to study the differences between self-esteem and achievement motivation among physically challenged and normal students. The subjects consisted of 100 students (50 physically challenged and 50 Normal students) from four public and four private secondary schools of the Mysore district. Intact groups of all eight schools enrolled in 9th grade were involved in the study. The data was collected with the help of questionnaire related to achievement motivation and self-esteem. The investigator analysed the data by applying t-test and ANOVA. Independent sample t-test was used to test the difference between male and female also physically challenged and normal students. ANOVA was used to test the differences between gender and subgroups because more than two groups (males, females and physically challenged and normal students) were being examined to find out the differences in their mean scores. Physically challenged girls have high achievement motivation than the physically challenged boys. The study further reveals that the physically challenged students have low achievement motivation than the normal students and deaf and dumb students have high achievement motivation than the blind students.

Statement of the Problem

The problem formulated for the present study reads as under:

A Study of Self-esteem and Academic achievement of the Physically Challenged Secondary School Students of Kashmir – Quantitative Analysis.

Objectives of the study

Following objectives become significant for the present study:

1. To compare orthopaedically impaired and visually impaired secondary school students on Self-Esteem and Academic Achievement.
2. To compare hearing impaired and orthopaedically impaired secondary school students on Self-Esteem and Academic Achievement.
3. To compare visually impaired and hearing impaired secondary school students on Self-Esteem and Academic Achievement.

Hypotheses

The following hypotheses were formulated for the present investigation:

1. There is no significant difference between orthopaedically impaired and visually impaired secondary school students on Self-esteem.
2. There is no significant difference between hearing impaired and orthopaedically impaired secondary school students on Self-esteem.
3. There is no significant difference between visually impaired and hearing impaired secondary school students on Self-esteem.

¹⁴Srilatha K. (2008).A study on level of self-esteem among physically challenged adults in rehabilitation centers in Bangalore. Rajiv Gandhi University, Karnataka.

¹⁵Mishra Pooja&Mehrotra (2011) Comparison of Self-Concept among Physically Challenged and Normal Adolescents, Indian Journal of Movement, Education & Exercise Sciences (IJMEES).Vol 2 No 1.

¹⁶King G.A, Shiltz I.Z, Steck.K, Gilpin.M&Cathers.T (1993)-Self Evaluation and Self-Image of Adolescents with physical disabilities. American Journal of Occupational Therapy, 47.

4. There is no significant difference between orthopaedically impaired and visually impaired secondary school students on Academic achievement.
5. There is no significant difference between hearing impaired and orthopaedically impaired secondary school students on Academic achievement.
6. There is no significant difference between visually impaired and hearing impaired secondary school students on Academic achievement.

Operational Definition Sof Terms and Variables.

1. Physically Challenged: Physically challenged are those students who have some physical impairment which hinders with their participation in any activity.

The following categories of physically challenged have been chosen for the present investigation.

1. Visually impaired
2. Hearing impaired
3. Orthopaedically impaired
- 2. Self-Esteem:** In the present study, self-esteem refers to the scores obtained by the students on Rosenberg Self-Esteem Scale (SES 1965).
- 3. Academic Achievement:** In the present study, academic achievement refers to the aggregate marks obtained by the students (physically challenged and normal) in 10th and 11th classes.

Methodology and Procedure

Method

The present study was concluded through the descriptive method of research (descriptive design). This method has been the most popular and widely used method of research in Social Sciences and Education.

Sample

The total sample for the present investigation consisted of 240 physically challenged secondary school students of Kashmir Division. The physically challenged students

were identified on the basis of visiting all possible High schools and Higher Sec. Schools. The investigator looked for three categories viz. visually impaired N=80, hearing impaired N=80, orthopedically impaired N=80. All the three categories of physically challenged students were taken from 97 Higher Secondary schools and High Schools. These physically challenged students, sample (N=240) was selected by using the purposive sampling technique.

Tools Used.

Rosenberg’s Self-Esteem Scale (SES) is a brief uni-dimensional measure of global self-esteem. The test has been developed by Morris Rosenberg. The Rosenberg Self-Esteem Scale was originally developed to assess self-esteem among adolescents. The scale consists of 10 statements related to overall feelings of self-worth or self- acceptance. The positive and negative items were presented in random order to reduce the effect of respondent set. The items are answered on a four-point scale ranging from strongly agrees to strongly disagree. Scores range from 10 to 40, scores between 15 and 25 are considered within normal range; scores below 15 suggest low self-esteem. Statements 1, 2,4,6,7 are positive and statements 3, 5, 8,9,10 are negative.

It is a reliable and valid quantitative tool for self-esteem assessment, the test retest reliability is seen to be .82 to .88, Cronbach’s alpha on different sample ranges from .77 to .88. Validity of the test was seen to be 0.55.

Statistical Treatment

The data for the present study was analysed by using the following statistical treatment:

1. Mean
2. S.D
3. “t” test.

Analysis and Interpretation of Data

Table 1: Distribution of the physically challenged secondary school students on self-esteem (N=80 in each case)

Levels	Orthopaedically Impaired (N=80)	Visually Impaired (N=80)	Hearing Impaired (N=80)
High Self-Esteem	4 (5%)	6 (7.5%)	7 (8.75%)
Average Self-Esteem	51 (63.75%)	52 (65%)	31 (38.75%)
Low Self-Esteem	25 (31.25%)	22 (27.5%)	42 (52.5%)

The table 1 shows the distribution of physically challenged viz. orthopaedically impaired, visually impaired and hearing impaired secondary school students on self-esteem. The table shows that in the orthopaedically impaired (N=80) secondary school students only 5% have high self-esteem, 63.75% have average self-esteem and 31.25% have low self-esteem. In

the visually impaired (N=80) secondary school students only 7.5% students have high self-esteem, 65% have average self-esteem and 27.5% students have low self-esteem. In the hearing impaired (N=80) secondary school students only 8.75% have high self-esteem, 38.75% students have average self-esteem and the majority of 52.5% students have low levels of self-esteem.

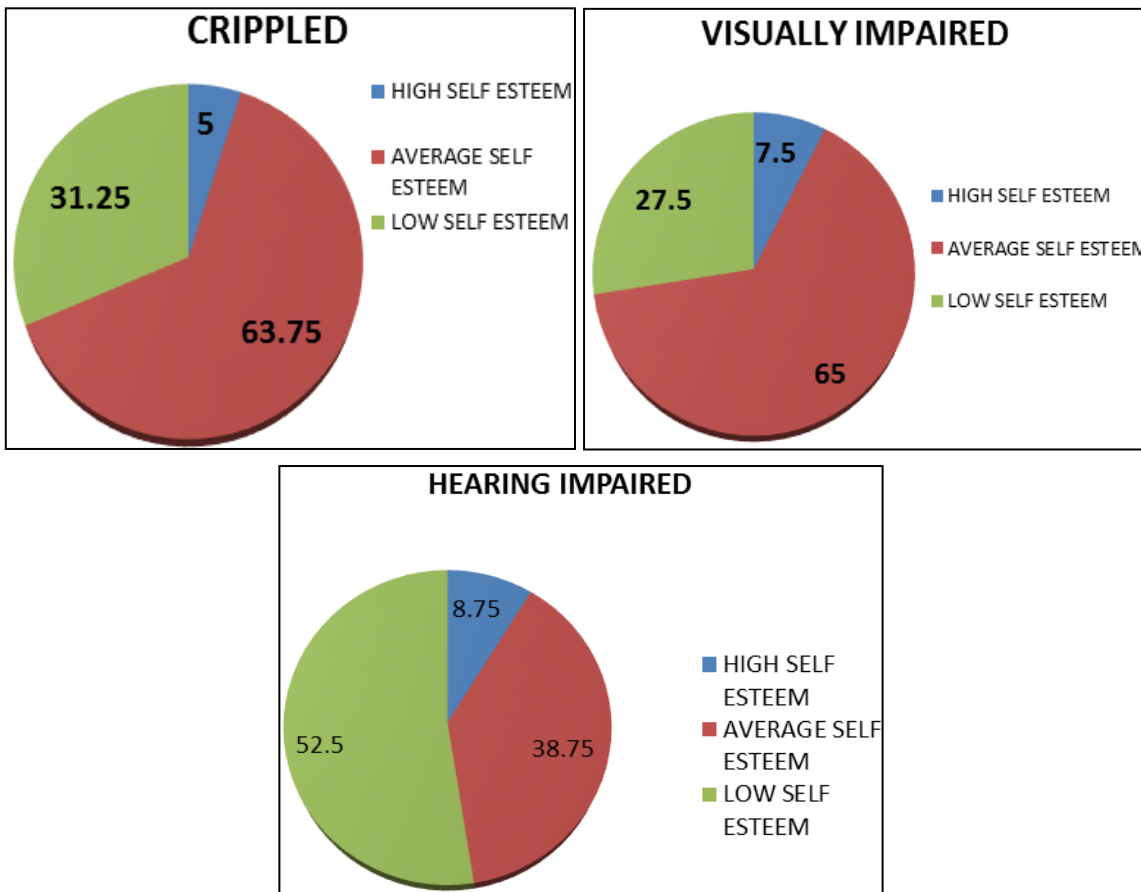


Fig 1

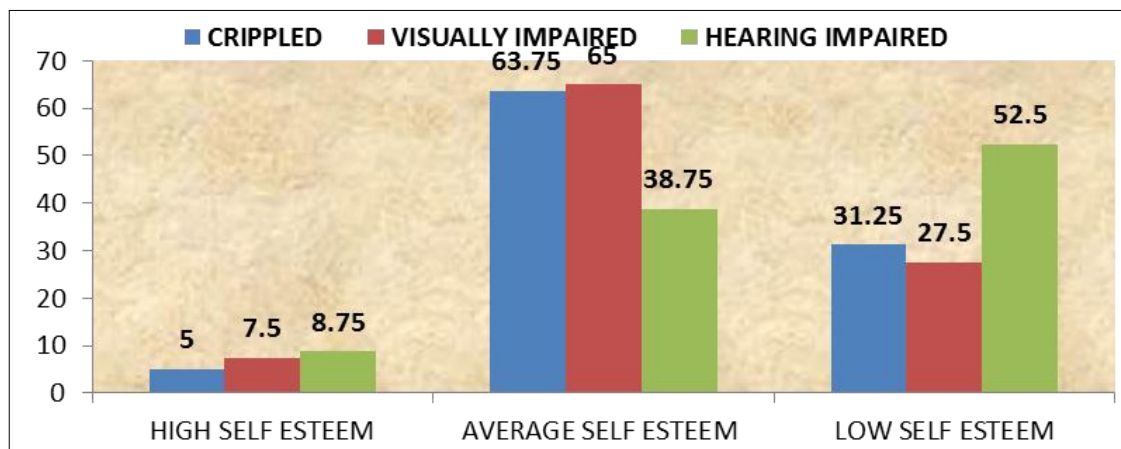


Fig 2

Table 2: Distribution of physically challenged secondary school students on academic achievement (N=80 in each case)

Levels	Orthopaedically impaired(N=80)	Visually impaired(N=80)	Hearing impaired(N=80)
Above average academic achievement	1 (1.25%)	7 (8.75%)	*
Average academic achievement	14 (17.5%)	23 (28.75%)	6 (7.5%)
Below average academic achievement	65 (81.25%)	50 (62.5%)	74 (92.5%)

The table 2 shows the distribution of physically challenged viz. orthopaedically impaired, visually impaired and hearing impaired on academic achievement (N= 80 in each group).The hearing impaired have the least scores on academic achievement with only 7.5% having the average academic achievement and the majority 92.5% have below average academic achievement. The orthopaedically impaired shows that

1.25% have above average academic achievement 17.5% have the average academic achievement and 81.25% have below average academic achievement. The visually impaired shows that 8.75% have above average academic achievements 28.75% have the average academic achievement and 62.5% have below average academic achievement. The above table clearly indicates that majority of the physically challenged have below average

academic achievement thus the integrated school needs to relate with the special needs of these children and design

both teaching and testing in accordance with their demands to make inclusion meaningful.

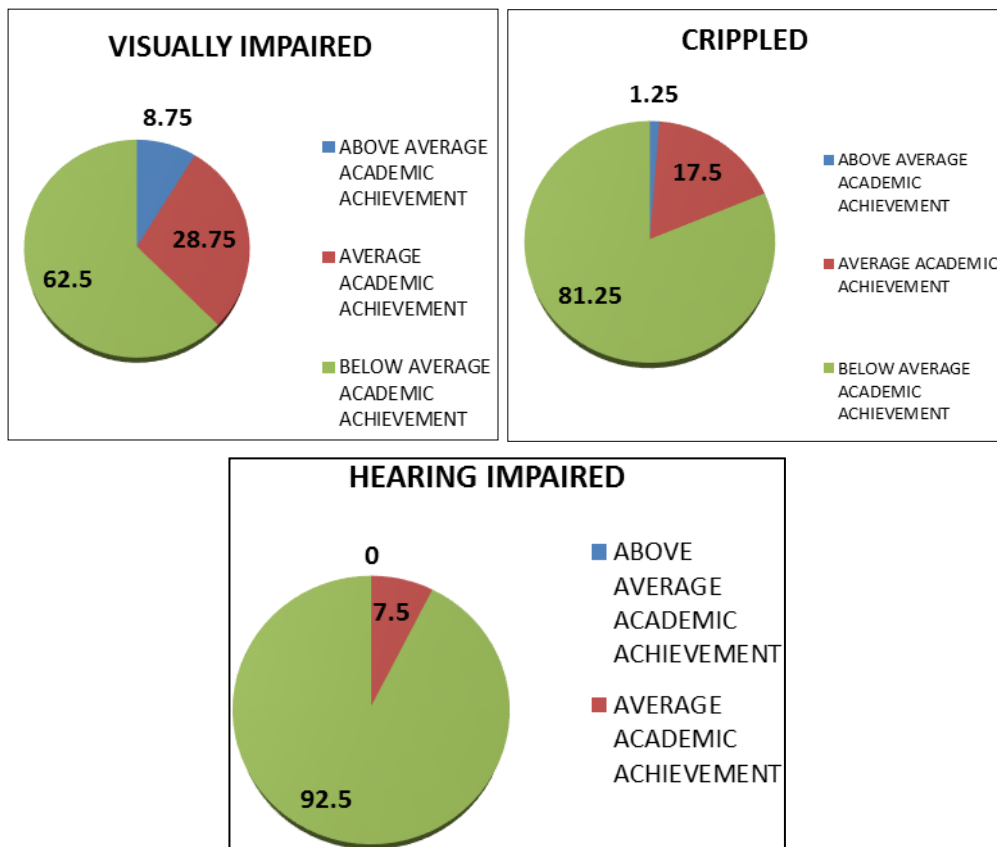


Fig 3

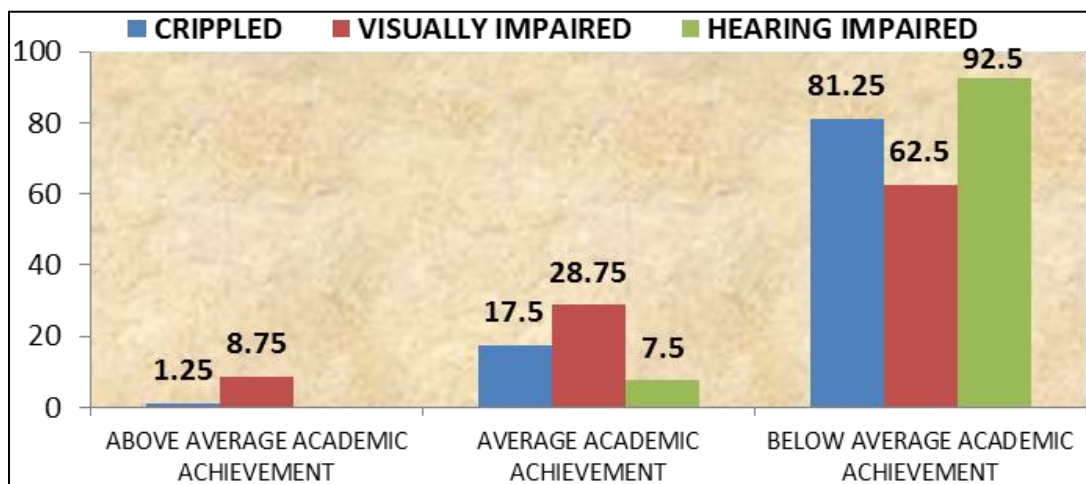


Fig 4

Table 3: Showing the mean comparison of orthopaedically impaired and visually impaired secondary school students on self-esteem (N=80 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Orthopaedically impaired	80	16.87	3.15	1.43	Not Significant
Visually impaired	80	17.66	3.77		

The Table 3 shows the mean comparison of visually impaired and orthopaedically impaired secondary school students on self-esteem. The calculated t-value (1.43) is less than the tabulated t-value (1.98) at .05 level of significance; which depicts that there is no significant

difference between visually impaired and orthopaedically impaired secondary school students on self-esteem. A quick look at the means of the above table clearly shows that both visually impaired and orthopaedically impaired secondary school students have low self-esteem. Thus

from the confirmation of the results from the above table, the null hypothesis no.1, which reads as “There is no significant difference between orthopaedically impaired

and visually impaired secondary school students on self-esteem”, stands accepted.

Table 4: Showing the mean comparison of hearing impaired and orthopaedically impaired secondary school students on self-esteem (N=80 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Hearing Impaired	80	15.63	3.66	2.32	significant at .05 level
Orthopaedically Impaired	80	16.87	3.15		

The Table 4 shows the mean comparison of hearing impaired and orthopaedically impaired secondary school students on self-esteem. The calculated t-value (2.32) is less than the tabulated t-value (2.59) at 0.01 level of significance which depicts that there is no significant difference between hearing impaired and orthopaedically impaired secondary school students on self-esteem. A quick look at the means of the above table clearly shows

that both hearing impaired and orthopaedically impaired have lower levels of self-esteem. Thus from the confirmation of the results from the above table, the null hypothesis no.2 which reads as "There is no significant difference between hearing impaired and orthopaedically impaired secondary school students on self-esteem”, stands accepted.

Table 5: Showing the mean comparison of visually impaired and hearing impaired secondary school students on self-esteem (N=80 in each group)

Group	N	Mean	S.D	t-value	Level of Significance
Visually Impaired	80	17.66	3.77	3.47	Significant at .01 level
Hearing Impaired	80	15.63	3.66		

The Table 5. shows the mean comparison of visually impaired and hearing impaired secondary school students on self-esteem. The calculated t-value (3.47) is more than the tabulated t-value (2.59); at 0.01 level of significance which depicts that there is a significant difference between visually impaired and hearing impaired secondary school students on self-esteem. A quick look at the means of the above table clearly shows that hearing-

impaired students have low self-esteem as compared to visual impaired secondary school students. Thus from the confirmation of the results from the above table, the null hypothesis no.3 which reads as “There is no significant difference between visually impaired and hearing impaired secondary school students on self-esteem”, stands rejected.

Table 6: Showing the mean comparison of orthopaedically impaired and visually impaired secondary school students on academic achievement (N=80 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Orthopaedically Impaired	80	56.64	6.48	1.86	Not Significant
Visually Impaired	80	58.93	8.86		

The Table 6 shows the mean comparison of orthopaedically impaired and visually impaired secondary school students on academic achievement. The calculated t-value (1.866) is less than the tabulated t-value (1.98), which depicts that there is no significant difference between orthopaedically impaired and visually impaired secondary school students on academic achievement. A quick look at the means of the above table clearly shows that both crippled and visually impaired secondary school

students have a lower level of academic achievement. Their disability acts as an impediment to attain the desired level of success. Thus from the confirmation of the results from the above table, the null hypothesis no.4 which reads as "There is no significant difference between orthopaedically impaired and visually impaired secondary school students on academic achievement”, stands accepted.

Table 7: Showing the mean comparison of hearing impaired and orthopaedically impaired secondary school students on academic achievement (N=80 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Hearing Impaired	80	49.52	8.87	5.797	Significant at .01 level
Orthopaedically Impaired	80	56.64	6.48		

The Table 7 shows the mean comparison of hearing impaired and orthopaedically impaired normal secondary school students on academic achievement. The calculated t-value (5.797) exceeds the tabulated t-value (2.59) at

0.01 level of significance, which depicts that there is a significant difference between hearing impaired and orthopaedically impaired secondary school students on academic achievement. A quick look at the means of the

above table clearly shows that hearing-impaired secondary school students have a low level of academic achievement as compared to orthopaedically impaired secondary school students. The hearing impairment restricts them to achieve the desired level of academic achievement. Thus from the confirmation of the results

from the above table, the null hypothesis no.5 which reads as, “There is no significant difference between hearing impaired and orthopaedically impaired secondary school students on academic achievement”, stands rejected.

Table 8: Showing the mean comparison of visually impaired and hearing impaired secondary school students on academic achievement (N=80 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Visually Impaired	80	58.93	8.86	6.713	Significant at .01 level
Hearing Impaired	80	49.52	8.87		

The Table 8 shows the mean comparison of visually impaired and hearing impaired normal secondary school students on academic achievement. The calculated t-value (6.713) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is a significant difference between visually impaired and hearing impaired secondary school students on academic achievement. A quick look at the means of the above table clearly shows that hearing-impaired secondary school students have a lower level of academic achievement as compared to visually impaired secondary school students. The inability to hear instructions clearly makes the hearing impaired feel disconnected with the class. Thus from the confirmation of the results from the above table, the null hypothesis no.6, which reads as “There is no significant difference between hearing impaired and visually impaired secondary school students on academic achievement”, stands rejected.

Discussion of results

The physical defects of the disabled are accountable for their inferiority complex which in turn is responsible for creating a low self-esteem. The two categories of physically challenged secondary school students’ viz. orthopaedically impaired and visually impaired secondary school students were compared with each other on self-esteem inventory. It was found that there is no significant difference between orthopaedically impaired and visually impaired secondary school students on self-esteem. Their disability tends to lower their self-esteem which negatively affects their ability to function effectively in the activities of the school. Further, the two categories of physically challenged secondary school students’ viz. visually impaired and hearing impaired secondary school students were compared with each other on self-esteem inventory. It was found that there exists a significant difference between visually impaired and hearing impaired secondary school students on self-esteem. The mean score of visually impaired on self-esteem is higher than the mean score of hearing impaired students. This can be attributed to assistance provided to the visually impaired in the form of corrective glasses, lenses, magnifiers and large lettering books whereas the hearing impaired due to the high cost of hearing devices which many cannot afford and lack of identification leads to reduced communication. They are passive, less persistent, have poor attention and display high anxiety which may be a cause of their lower levels of self-esteem. Lakshmi Nair. K & Anuradha S., (2014) also revealed that their

exist is a significant difference on self-esteem between physically disabled and visually disabled late adolescents, with visually disabled late adolescents having more self-esteem. The two categories of physically challenged secondary school students’ viz. hearing impaired and orthopaedically impaired secondary school students were compared with each other on self-esteem inventory and it was found that there exists a significant difference between hearing impaired and orthopaedically impaired secondary school students on self-esteem. The mean score of the hearing impaired students was lower than the orthopaedically impaired students showing a significant difference between the two groups. In this world which relies so much on hearing and speech the hearing impaired may feel frustrated, have embarrassing misunderstandings, and the loneliness of being left out of oral conversations which may lead to this diminished self-esteem. The communication problems of children with hearing impairment, the fast rate of teachers’ speech during lectures, difficulty in participating in discussions and answering the questions are some hurdles faced by the hearing impaired which may lower their self-esteem. Students with hearing impairment lag behind in academics as compared to their counterparts with visual impairment and physical disabilities on account of their problems in communications, socialization, curriculum adaptations and modifications and above all signs languages interpretation. Hearing impaired students suffer from alienation and do not feel a sense of belongingness to the class during lessons. Sheridam (2001) found that hearing impaired students have low self-confidence as compared to normal students.

Due to physical impairments, these children have low level of academic achievement and are unable to achieve academic excellence as revealed by the data which indicates only a few of the physically challenged, 3.33% have above average academic achievement, 17.92% have average academic achievement and the majority of the students 78.75% have below average academic achievement (chapter IV). Other findings in support are, Gopalakrishnan (2014) [9] the children with special needs are rarely identified and even if identified are not under the care of appropriate organisations from where they can get benefits available for them and get good academic results. Shirley Jorgensen (2005) students with disabilities undertook lighter course loads and took approximately longer to graduate than the normal students. The two categories of physically challenged

secondary school students' viz. orthopaedically impaired and visually impaired secondary school students were compared with each other on academic achievement. It was found that there is no significant difference between orthopaedically impaired and visually impaired secondary school students on academic achievement. The mean score of both orthopaedically impaired and visually impaired secondary school students were low on their academic achievement. Talwar Mini Satish & Supninder Kaur pointed out that the calculated t -value (0.47) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that there is no significant difference between visually impaired and locomotors disabled secondary school students Further, the two categories of physically challenged secondary school students' viz. visually impaired and hearing impaired secondary school students were compared with each other on academic achievement. It was revealed that there exists a significant difference between visually impaired and hearing impaired secondary school students on academic achievement. The mean score of hearing impaired on academic achievement is lower than the mean score of visually impaired students. The children with hearing impairment don't follow directions, pay attention and continuously they are out of what is going on in the classroom while studying, hence most of them have the low academic achievement and cannot get success in life.

Lastly, on comparing the two categories of physically challenged secondary school students' viz. hearing impaired and orthopaedically impaired secondary school students with each other on academic achievement, it was seen that there exists a significant difference between hearing impaired and orthopaedically impaired secondary school students on academic achievement. The mean score of hearing impaired is lower than the mean score of orthopaedically impaired students on academic achievement. Monika and Samir Lenka (2014) revealed that the percentage of orthopedically impaired students scored first division is only 16.25 whereas 38.5 percent of students scored second division. But a higher percentage i.e. 45.25 percent of students obtained third division. It indicates that less percentage of orthopaedic impairment student scored first division as compared to other divisions. Sen Qi and Ross E. Mitchell (2011) the performance of deaf and hard-of-hearing students has been consistently below hearing students. There is an achievement gap. The gap is larger for reading than for mathematics and these gaps between deaf and hard-of-hearing students and hearing students have not been closing over the last three decades.

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