



## Self-confidence and anxiety disorder: A comparative analysis between visually impaired and hearing impaired students

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### Abstract

The present study was conducted to study the difference in self-confidence and anxiety disorder in school going children with visual and hearing impairments. For this purpose a sample of 100 secondary school going children was selected from 189 secondary schools of Kashmir division. The tools used for collection of data were self-confidence inventory by Richa Sharma and anxiety disorder scale by R.N.Kundu. The results of the study showed that children with hearing disability had more self-confidence as compared to children with visual disability whose mean score was low comparatively. The results also showed that children with visual problems had more anxiety problems as compared to children with hearing problems. The further conceptual definitions, methodology and results are discussed below.

**Keywords:** anxiety, depression, self-confidence, disability, hearing impairment, visual impairment

### Introduction

Confidence is a universal and realistic belief in one's own abilities. Self-confident people have faith in their own abilities to achieve goal that they plan to set. Self-confidence comes from having the accurate kind of skills and clarity of goals to be achieved, therefore clearer the goal, better the center of attention of mind and self-confidence.

Self Confidence refers to a person's perceived ability to tackle situations successfully without leaning on others and to have a positive self-evaluation. The personality pattern is a unified multidimensional structure in which the concept of self is the core or centre of gravity (Breckenridge and Vincent, 1965) [3]. Into this structure are integrated many patterns of response tendencies, known as 'traits' which are closely related to and influenced by the concept of self. Self-confidence is one such personality trait. The self is a composite of a person's thought and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining of his worth.

In the words of Basavanna (1975) [1], "Self Confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right." Self-confidence gives you liberty to make mistakes and cope with failure without feeling that your world has come to an end and that you are a worthless person. Confidence is something that is important to achieve success in your life. It is not only required to do well in your career or academics, but also to have healthy relationships and a good social life.

An anxiety disorder is a condition characterized by persistent feelings of nervousness, tension, or restlessness. Symptoms of anxiety disorders include overwhelming feelings of panic and fear, uncontrollable obsessive thoughts, and painful, unpleasant memories. Physical symptoms of this condition include increased heart rate, sweating, muscle tension, and other uncomfortable physical reactions. The individual is very

much ego centric, fails to maintain friendly interpersonal affiliation with others in the society.

### Issues of Anxiety and Self-Confidence in Children with Disability

Individual having any kind of disability have faced the problem in interacting with the society at one time or the other. Disability results in the limitation of performance in one or more activities that are essential for the daily living. This means the individual is incapable of some degree of independence (Reynell, 1970) [17]. Disability limits the individual's opportunity and creates frustration. It also creates a sense of prejudice among disabled and able bodied. The degree of disability of a person is measured on the basis of the demands of the surroundings in which he or she is living and his or her inability to meet those demands. From a vocational and educational perspective, there are three categories of disabled namely, those who are capable of being full educated and productive and are able to compete with the able-bodied; those who are partially productive because they cannot acquire speech and skills required to compete with the able-bodied; and those with serious disability who remain totally unproductive. However, the disabled individual can raise himself/herself from a lower to higher level as a result of social conditioning, technical change or fashion. The disabled individual may likewise regress to a lower level due to personality maladjustment (Jennings, 1988) [10]. Disabled individuals have problem of adjustment in a society that labels anyone that does not fit the description of the normal individuals. This led Cusforth (1951) [6] to conclude that society's negative reaction to the disabled was entirely responsible for their emotional problem.

Physical disability either congenital or acquired therefore may lead to feelings of inadequacy (Chang & Johnson, 2008) [4]. Marschark (1993) [12] suggested a strong relationship between

physical and mental functioning in humans because any type of physical or sensory deficiency disturbs one’s overall psychological functioning by creating an obstruction in normal flow of such processes, leading to an experience of the world, which is distinct in context. People who experience physical impediment are more likely to have low frustration tolerance (Mc Dermoot & Akina, 1972; Dell Orto & Power, 2007) [13, 7]. Many individuals with physical disability experience anxiety (Boswell & Wingrove, 1974) [2] and also experience depression due to loss and as well as due to the changed behaviours of people around them (Krueger, 1984). Disabilities are often associated with vulnerable self-esteem (Nosek et al., 2003; Gill, 1996; Cornwell & Schmitt, 1990) [15, 8, 5]. It has a negative effect on those who were ambitious and could have achieved their life goals easily in the absence of their present disability (Goodwill & Chamberlain, 1988) [9]. Narimani and Mousazadeh (2010) [14] also found a significant difference in the mean scores of handicapped and normal students on self-esteem. Lasker et al. (2010) [11] noted similar severe psychosocial problems in children with disability in comparison to the healthy ones. Puranen, Seuri, Simoli and Elo (1999) [16] found that participants displayed symptoms of anxiety and depression more commonly than general population.

From the above discussion it is clear that children with physical disabilities and impairments face a not only social impediments but also psychological. These barriers hinder them in channelizing their abilities in constructive ways and make them feel helpless and dependent. They report the symptoms of anxiety, depression stress, low self-esteem and confidence. In line with the above literature, the present study is aimed to assess the levels of self-confidence in children with hearing and visual problems. The objectives of the study are enumerated below:

**Objectives**

- To assess the levels of self-confidence and anxiety in visually impaired and hearing impaired students.
- To compare the visually impaired and hearing impaired students on self-confidence.
- To compare the visually impaired and hearing impaired students on anxiety disorder.

**Hypothesis**

1. There is no significant difference between visually impaired and hearing impaired secondary school students on self-confidence.
2. There is no significant difference between visually impaired and hearing impaired secondary school students on anxiety disorder.

**Materials and Method**

The study was designed to compare visually impaired and hearing impaired secondary school students on self-confidence and anxiety disorder .As such, descriptive method of research was employed.

**Sample**

The sample of this study collected from 189 secondary schools of Kashmir division. The sample consists of 100 students of which 50 visually impaired and 50 hearing impaired secondary school students were selected from 10 district of Kashmir division. Both the categories viz. visually impaired and hearing impaired students were identified on the basis of information obtained from the offices of several secondary school institutions using purposive sampling technique.

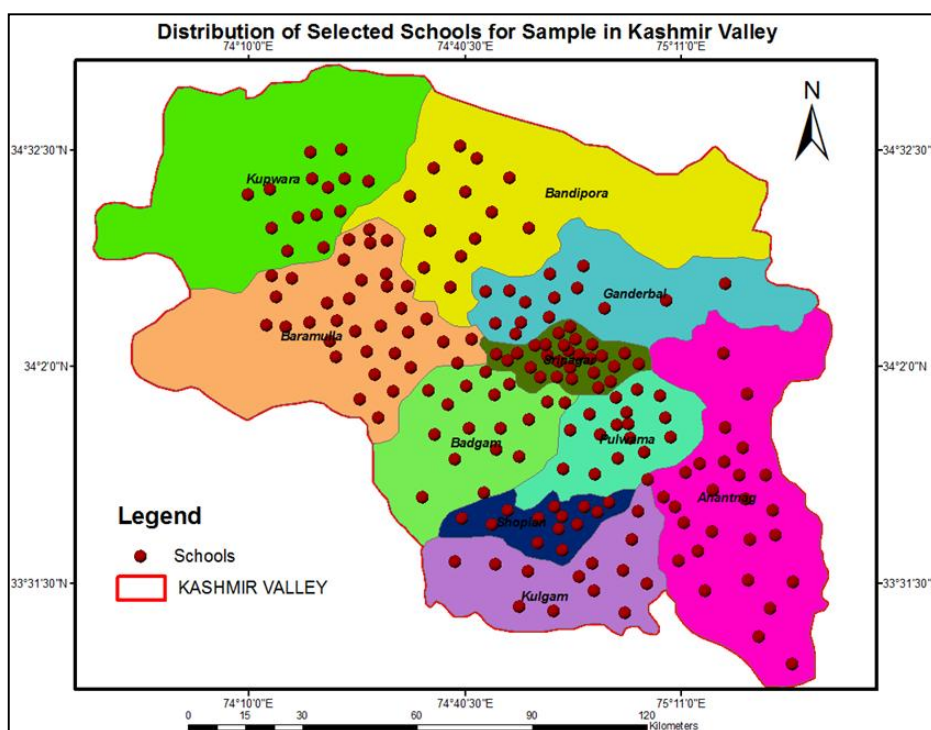


Fig 1

**Tools**

In this present study the Self-confidence inventory by Richa Gupta and Anxiety Disorder Scale by R.N. Kundu has been used for data collection. The Self-confidence inventory has been designed to assess the level of self confidence among adolescents and adults. Coefficient of reliability for this inventory was determined by split half, Kuder-Richardson 20 formula and test retest method respectively .91, .89, .78. The validity coefficients were determined for each item by biserial

correlation method and only those items were retained which yielded .25 or above biserial correlation with the total score. The Kundu Neurotic Personality Inventory consists of 60 items which are to be responded on a five point Likert Scale. The scale has excellent validity and reliability indices.

**Results**

**Table 1:** Frequency distribution of levels of self-confidence and anxiety of children with hearing impairments (N=50).

Self confidence			Anxiety		
Levels	N	%age	Levels	N	%age
High	12	24%	High	34	68%
Average	10	20%	Average	11	22%
Low	28	56%	Low	5	10%
Total	50	100%	Total	50	100%

The above table showing the frequency distribution of self-confidence and anxiety of children with hearing impairments shows that out of the total sample of 50, 12 (24%) fall in the high level while as 28 (56%) fall in the low level of self-confidence . With respect to anxiety, the table shows that out of the total sample of 50, 34 (68%) fall in the high level while as 5(10%) fall in the low level of anxiety.

is the important sensory organ, so visually impaired children experience fear, helplessness and feeling insecure, which reduce their level of self-confidence. 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 visually impaired and hearing impaired secondary school students on self-confidence*”, stands rejected.

**Table 2:** Frequency distribution of levels of self-confidence and anxiety of children with visual impairments (N=50).

Self confidence			Anxiety		
Levels	N	%age	Levels	N	%age
High	15	30%	High	23	46%
Average	10	20%	Average	18	36%
Low	25	50%	Low	9	18%
Total	50	100%	Total	50	100%

The above table showing the frequency distribution of self-confidence and anxiety of children with visual impairments shows that out of the total sample of 50, 15 (30%) fall in the high level while as 25 (50%) fall in the low level of self-confidence . With respect to anxiety, the table shows that out of the total sample of 50, 23 (46%) fall in the high level while as 9 (18%) fall in the low level of anxiety.

**Table 4:** Showing the mean comparison of visually impaired and hearing impaired secondary school students on anxiety disorder scale (N=50 in each group).

Group	N	Mean	S.D	t-value	Level of significance
Visually impaired	50	84.22	12.10	4.24	Significant
Hearing impaired	50	74.76	10.14		

**Table 3:** Showing the mean comparison of visually impaired and hearing impaired secondary school students on self-confidence scale (N=50 in each group).

Group	N	Mean	S.D	t-value	Level of significance
Visually impaired	50	82.42	12.14	4.93	Significant
Hearing impaired	50	94.86	13.14		

The above table shows the mean comparison of visually impaired and hearing impaired secondary school students on anxiety disorder scale. The calculated t-value (4.24) is more than the tabulated t-value (2.58) at 0.01 level of significance, which depicts that there is significant difference between visually impaired and hearing impaired secondary school students on anxiety disorder scale. A quick look at the means of the above table clearly shows that visually impaired secondary school students are more prone to psychological problems as compared to hearing impaired secondary school students. The visual sense is more valuable as compared to all other senses viz. hearing, motor and speech as above 85% knowledge is received through sense of sight. Thus sense of sight is most accountable for neurotic behavior such as anxiety, phobias, stress, anger and depression, etc. 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 visually impaired and hearing impaired secondary school students on anxiety disorder*” stands rejected.

The above table shows the mean comparison of visually impaired and hearing impaired secondary school students on self-confidence inventory. The calculated t-value (4.93) is more than the tabulated t-value (2.58) at 0.01 level of significance, which depicts that there is significant difference between visually impaired and hearing impaired secondary school students on self-confidence inventory. The above table clearly reveals that visually impaired students have low self-confidence as compared to hearing impaired. As sense of sight

**Conclusion**

The two groups’ viz. visually impaired and hearing impaired secondary school students were compared with each other on

self-confidence scale and anxiety disorder scale. It was found that visually impaired secondary school students are more prone to psychological problems as compared to hearing impaired secondary school students. The sense of vision is more accountable for their stress, depression, inferiority complex, shyness, anger. The investigator found that visually

impaired students have low level courage and confidence furthermore visual impairment becomes a challenging and demanding factor for them to lead a happy and prosperous life. They may perceive every day situation as threatening which leads to depression and hopelessness.

### Suggestions for Further Research

The present study implies various suggestions to do further research on the following problems:

1. Parental attitudes and their socio-economic background of the students can also be considered in further studies.
2. A make-up of the physically challenged children may also be attempted. This may bring out the institutional climate as affecting the total development of these children.
3. Further research may be conducted on physically challenged children by taking into account other variables like personality characteristics, adjustment, interest, attention and motivation, attitude of parents and teachers etc.

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