



A study of Self -Esteem and Social Support among Orthopedically Challenged Students

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Received: 27.08.2022; Accepted: 20.12.2022; Published online: 31.12.2022

Abstract

The present study focused and designed to determine the self-esteem and social support of orthopedically challenged students. In this society, there are the kinds of people who have some type of disability. They also are an integral segment of the society and they need special attention and social support, lack of which might cause in the development of the feeling of being neglected and they may have the feeling of loneliness. Now a day's attention is being paid to conduct researches on these special groups and the results show that these proved to be fruitful and have contributed in the success of differentially able population in different walks of life across the society. The present study has the following objectives: 1. To study the significant differences between orthopedically challenged and non-disabled (normal) students on social support and self-esteem. 2. To study the significant gender differences on the variables social support and self-esteem among orthopedically challenged students.

Rosenberg Self-esteem Scale (RSE) and Multi-dimensional scale of perceived social support (MSPSS) were used for the collection of data. The Questionnaires were administered on 100 students (n1= 50 orthopedically challenged and n2=50 non-disabled students). The purposive and stratified random sampling technique was used to select the disabled and normal population from different Disability Unit Haryana state. The obtained data was analyzed using t-test and find out the level of self-esteem and social support of both the group of students. The results of the study were interesting and useful for further researches.

Keywords: Self-esteem, Social support, Orthopedically challenged students, Non-disabled students

1. Introduction

Human beings have the enquiring nature and they have an unending task to explore and understand their surroundings. Social settings reasonably enable them to grow, flourish and disclose their inborn capabilities. The progress and development in all the spheres of a society means that each one

in the society wants to offer and carry on shouldering his or her responsibilities which makes the society consistent and on the path of overall progress. This development making is a continuous process. In this society there are also the kinds of people who have some type of disability. They also are an integral segment of the society and they need special attention and social support, lack of which might cause in the development of the feeling of being neglected and they may have the feeling of loneliness. Now a day's attention is being paid to conduct researches on these special groups and the results show that these proved to be fruitful and have contributed in the success of differentially able population in different walks of life across the society. If anyone suffers from any kind of disability like congenital or accidental or if it has been caused by any kind of infection all these reasons make the individual incapable of doing activities according to socially accepted norms of behavior. According to the World Health Organization (WHO, 2001) child's mental or behavioral disorder will rise and become one of the five most common causes of morbidity, mortality, and disability among children by the year 2020. As part of one's overall health, mental and emotional health or well-being is an essential condition to enable one to lead and control one's life successfully. UNICEF (2011) reported that around 20 percent of the world's adolescents have a mental health or behavioral problems. The National Assistance Act of 1948 defines 'handicapped persons as those who are blind, deaf and dumb and others who are substantially and permanently handicapped by illness or congenital deformity'. Ruslink defines a state that a handicapped person is one who cannot hold to his own age group because of a physical trait or injury, some emotional disturbance or restriction in his/her mental ability [1]. The Disabled Persons Act 1944 and 1958 (India) describes a disabled person as "one who, on account of injury, disease or a congenital deformity, is substantially handicapped in obtaining and keeping employment or in undertaking work on his/her own account of a kind which, apart from injury, disease deformity would be suited to his/her age, experience and qualifications". The Ministry of Health in 1944 has listed the following conditions as the causes of handicap or disablement.

- Amputation of one or more limbs
- Arthritis and Rheumatism
- Congenital malnutrition and deformity
- Diseases of the digestive and genital urinary system

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- Injury of the head, face and limbs
- Origin of epilepsy and poliomyelitis
- T. B. of bones and joints.

Physically Challenged

Physical disability is an important factor influencing the behavior and adjustment of a person. First, the specific limitations of functions imposed directly by the impairment itself and second, by means of negative social significance of physical deviation in the Indian culture. The Indian organizations have yet to understand and take proactive steps to accommodate workers with disabilities e.g., offices with wheelchairs ramps, redesign of tools and equipment and special training programmes, etc. This negligence further marginalizes the physically disabled, producing lowered feelings of self-confidence, adjustment, self-acceptance and self-worth etc. In itself physical disability may not be as bad, as the people grow up with very negative image. Our society is responsible for their low motivation and unconcern [2].

Self-esteem

Self-esteem is difficult to understand in psychology itself. It was originated long before the inception of systematic explanation of personality. The self-esteem consists of two words i.e. 'self and 'esteem'. The word 'esteem' originated from the Latin word which means 'to estimate'. It is used as a fancy word for thinking that someone or something is important which a person describes considering the value and worth that he gives to himself. The word 'self means consideration of an individual's own point of view pertaining to values, beliefs and attitudes that he holds about himself. When we put these two words together it becomes easier to understand the concept of self-esteem. Freud, used this term years ago to refer the organized aspect of personality [3]. Carl Rogers, defines this as a part of personality which consists of perception of I or me [4]. It expands out the organism's synergy with the environment. American psychologist and philosopher William James first coined it in 1980. The term self-esteem comes from a Greek word meaning "reverence for self. Self-concept is an important indication of positive existence and a significant component of acquirement and positive development of life [5, 6].

Social support

The concept of social support has been used interchangeably by the researchers as Social Bonds [7] Meaningful Social Contact [8], Availability of Social Confidants and Human Companionship [9] and [10] called Social Network as Structural Support, one of the first definitions was put forward by Cobb [11]. Man is a social animal so he is always eager to live in the company of others

and every healthy person cannot live in isolation. The importance of one's closeness with family members, with friends or with spouse is taken for the prediction of healthy functioning [12-15]. Social concern is a central issue in the life of every human being.

Shukla and Agarwal examined the relationship between body image and self-esteem of adolescents' having physical and visual disability. The result reveals that the insignificant relationship between body image and self-esteem of adolescents with physical as well as visual disability [16]. Augestad conducted a study to summarize the current scientific knowledge of self-concept and self-esteem among visually challenged children and young adolescents. He conducted a systematic review of articles that were published between 1998 and 2016. There were 26 publications representing 15 countries and 24 studies were used as cross-sectional design in nature. The concluded result reveals that in some of the studies the age and degree of vision loss had effect on self-esteem [17]. In general, independence in mobility, parenting style, social support, and friendship were reported as important aspects for children with visually impaired to enhance their self-concept and self-esteem. Sultan., Malik and Atta examined the impact of social support on quality of life among orthopedically disabled and typical students. The sample size was 75 orthopedically disabled students (35 females, 40 males) and 150 typical students (73 females, 77 males) with the age range of 12 to 35 ($M = 17.11 \pm 4.71$), who were selected through purposive convenient sampling. The result shows that orthopedically challenged students tend to enjoy more social support enhance their quality of life than their counterparts [18]. Lestari, & Fajar conducted a study of social support and self-esteem among physically challenged person. Self-esteem is one of the important factors to determine the personality factor. The purposive random sampling technique was used to collect data and the respondents were 103 participants with physical disabilities and the age range was 18 -35 years old. The result showed that the social support has the positive relationship with self-esteem among orthopedically challenged population [19].

Adolescence is a stage of development noted for the difficulties resulting from the interaction of physical and rapid psychological changes, emotional development, consolidation and cognitive maturation [20-23]. Keeping these things in mind the study has been proposed to understand the problems of orthopedically challenged students more clearly for the betterment of their life. The aim of present research was to conduct a study on self -esteem and social support among orthopedically challenged students. The purpose of the present research was not only to add the significant report

Table-1: Means, SDs and t – value of Orthopedically challenged and non-disabled students on measures of self-esteem and social support

Variable	Category	N	Mean	SD	SEM	t-value
Self-esteem	Orthopedically challenged students	50	27.99	3.880	.222	3.769*
	Normal Students		24.92	4.290	.251	
Social support	Orthopedically challenged students	50	67.37	11.985	.700	0.847 (n.s.)
	Normal Students		66.06	12.857	.735	

*Sig. at 0.05 levels, n.s. -not significant

The obtained results are partially supported by study of Nazir who found that physically challenged school going children reflects more self-esteem than normal school going children in urban area where as contrary to rural areas [27]. The result found may be now a days for several awareness programs are organized for development of differently able students there are several examples available on internet where orthopedically challenged people do great work like Deepa Mallik, Stephen Hawking, Faridakhlo etc. So, they also develop thinking that they have different abilities to do better in different field that leads self-esteem among them.

Further, both the groups of students did not differ significantly on the variable social support ($t=0.847$; $p>05$) as the mean score of orthopedically challenged students on social support was 67.37 and normal students mean score was 66.06. The obtained result reveals that the orthopedically challenged students and non-disabled students received almost similar amount of social. Lestari & Fajar conducted a study of social support and self-esteem among physically disabled person. They found that the social support has the positive relationship with self-esteem among orthopedically challenged population [19].

As shown in Table-2 the groups of students were studied on self-esteem and social support in terms of gender differences (male and female). Both groups of subjects were measured on self-esteem and the obtained mean scores of both the gender was almost same mean score of male students were found to be 27.92 and of female students the mean score was found 27.99 and both the groups

did not differ significantly on self-esteem ($t=0.183$; $p>05$).

Table-2: Means, SDs and t – value of male and female orthopedically challenged students on measures of self-esteem and social support

Variables	Gender	N	Mean	SD	SEM	t-value	P
Self-esteem	Male	25	27.92	3.880	.222	0.204	0.183 (n.s)
	Female	25	27.99	4.290	.251		
Social support	Male	25	65.98	12.276	.702	1.400	0.782 (n.s)
	Female	25	67.37	11.985	.700		

n.s. -not significant

The obtained result is contradicted to the findings of Vinutha et al., who reported that boys are significantly higher self-esteem than female counterparts and girls are more self-protective than boys [28]. Furthermore, both the groups of students were measured on social support and the obtained mean scores of male students was found relatively lower than that of the female students (male=65.98 and female=67.37) but the two groups did not differ significantly regarding their social support ($t=1.400$; $p>05$). Kef who reported that social support is positively related with self-esteem, high well-being, and less loneliness of physically challenged adolescents. It is also observed from the result that there is no significant difference between orthopedically challenged and normal students on social support that's why orthopedically challenged students don't sufferer from low self-esteem [29]. Furthermore, it was suggested that social support from friends was more crucial than family support for adjustment and well-being of physically disabled adolescents. Moreover, it was also reported that feeling of independence and feeling of happiness was positively correlated among orthopedically disabled adolescents.

4. Conclusion

Physically challenged persons can develop a positive attitude towards their life if they possess a positive self-esteem. In the present study, both the groups of participants viz. orthopedically challenged students and normal students were compared and measured on self-esteem and social support. The results reveal the significant

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differences were found on self-esteem but not significant on social support both the groups of students and the obtained results reveals that the self-esteem is one of the important psychological aspects for orthopedically challenged students than social support. Further, it is also observed that male and female students of orthopedically challenged groups did not significantly differ with each other on self-esteem and social support. Normally, People who suffer from physical disabilities they experience various physical, social, and psychological problems. One of the psychological issues they experience is low self-esteem. But in the present study contradict result were found might be due to time has been changed drastically inclusive education system has been introduced or due to low sample size. This study gives the reliable results in terms of self-esteem and social support of orthopedically and normal students that social support has a positive relationship with self-esteem with the population of orthopedically challenged. If environment that is conducive and supportive children tend to develop and maintain positive self-esteem. The feelings of adequacy, self-efficacy is optimized in them.

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