

## **Self Esteem And Achievement Motivation Of Physically Challenged Adolescents**

**Running Title: -Self Esteem And Achievement Motivation**

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### **ABSTRACT**

The physically challenged includes visually partial sighted or blind; deaf or partially deaf or hard of hearing; speech and language challenged or mute; orthopedically challenged or crippled and many other groups. Physically challenged children have to adjust their own challenges as well as their social circle and have to bear a double burden-social to challenged that to actual physical defect. Children with physically challenged are in extremely varied population. Their physical challenges may be mild, moderate or severe; their intellectual functioning may be normal, below normal or above normal; they may have a single challenges or a combination of challenges.

### **INTRODUCTION**

The very purpose and main function of education is the development of an all round and well balanced personality of the students and also to develop all dimensions of the human intellect. So that our children can help to make over nation more democratic cohesive, socially responsible culturally rich and intellectually competitive nation. In this sense, we must also give attention to those who are denied from all above mentioned activities because of their physical disabilities.

**Adolescence**, the transition from childhood to adulthood, is an important developmental phase, marked by a multitude of significant physical, psychological and social changes. Today it is known that most of the young people progress relatively unaffected through the years of adolescence, formerly described as a period of "storm and stress", and characterized by extreme mood-changes and difficult behaviour.

### **DEFINITION OF KEY TERMS**

#### **Self esteem**

Self esteem is how we feel about ourselves. It is our thoughts and feeling about ourselves. Self Esteem has been described as the judgements that we make about our own worth and the feelings associated with those adjustments.

#### **Achievement Motivation:**

Achievement motivation is the need for excellence and significant accomplishment, despite what reward maybe offered after the achievement has been met.

#### **Physically Challenged**

Physically challenged are all challenged with physical limitations to some degree

#### **Adolescents**

In the present study, the term adolescent population is operationally defined as that category of boys and girls who belong inclusively to the age group of 12-17 years.

### **OBJECTIVES OF THE STUDY**

The objectives of the study were

1. To find out the self-esteem of physically challenged adolescence with respect to their gender.
2. To find out the self-esteem of physically challenged adolescence with respect to their age.
3. To find out the achievement motivation of physically challenged adolescence with respect to their gender.
4. To find out the achievement motivation of physically challenged adolescence with respect to their age.

### **HYPOTHESIS OF THE STUDY**

The following hypotheses were formulated for the study

1. There will not be any significant gender difference in self-esteem of physically challenged adolescence.

2. There will not be any significant difference in self-esteem of physically challenged adolescence with respect to their age.
3. There will not be any significant difference in achievement motivation of physically challenged adolescence with respect to their gender.
4. There will not be any significant difference in achievement motivation of physically challenged adolescence with respect to their age.

### **METHODOLOGY**

Methodology of the study is the totality of procedures followed to make the study scientific and valid to the maximum possible extent (Best, 2012). Methodology gives a detailed account of the methods adopted and the procedures followed. It includes the method used for the study as well as population, sample, variables and tools adopted for the study.

### **SAMPLE SELECTION**

In the present study descriptive survey method was used to collect data. The samples of the present study consisted of 50 Physically Challenged adolescents from Kerala. A general data sheet, self-esteem inventory and Achievement motivation scales were used for the collection of data.

### **TOOLS USED FOR THE STUDY**

The tools used for the study were:

- Self-esteem inventory-developed by Immanuel Thomas and Dr. H Sam Sananda Raj, Dept. of Psychology, University of Kerala, Trivandrum,1982.

### **ACHIEVEMENT MOTIVATION QUESTIONNAIRE**

Constructed by Soumya Premkumar and Prof. Dr.Asha J.V. (DEAN, Faculty of Education, School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam, Kerala. (2021).

The data collected was analysed and interpreted using appropriate statistical techniques like

1. Arithmetic Mean
2. Median
3. Mode
4. Standard deviation
5. Skewness
6. Kurtosis

### **PROCEDURE ADOPTED FOR THE EXPERIMENTATION**

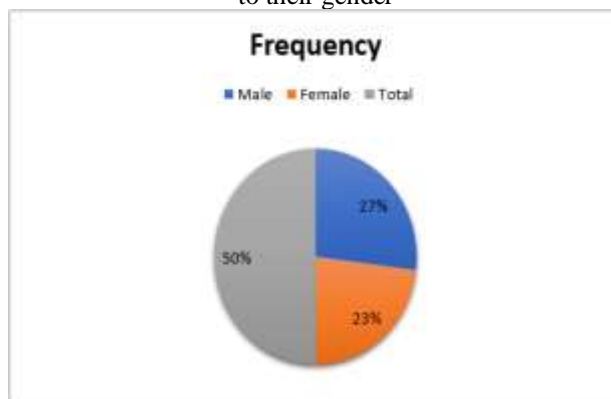
After finalising the sample as well as materials and tools to be used, data was gathered for the experiment.

**TABLE 1**Frequency distribution and percentage of physically challenged with respect to their gender.

Sl.No	Gender	Frequency	Percentage
1	Male	27	54.00
2	Female	23	46.00
	Total	50	100.00

The table shows that out of 50 samples 27 (54.00%) are males and 23 (46.00%) are females

**FIGURE 1** Graphical representation of the Frequency distribution and percentage of physically challenged with respect to their gender

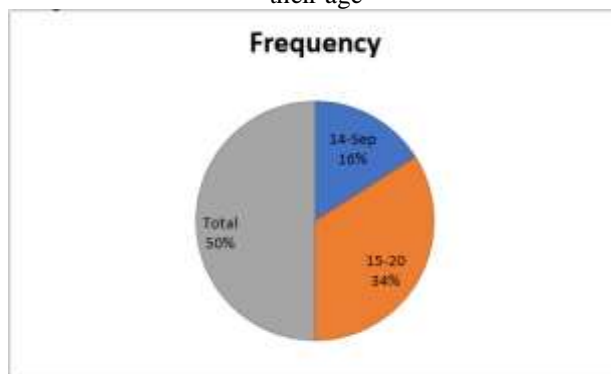


**Table: 2** Frequency distribution and percentage of physically challenged with respect to their age

Sl.No	Age	Frequency	Percentage
1	9-14	16	32.00
2	15-20	34	68.00
	Total	50	100.00

The table shows that out of 50 samples 16 (32.00%) are in between the age of 9 and 14 and 34 (68.00%) are between the age of 15 and 20.

**FIGURE 2** Graphical representation of Frequency distribution and percentage of physically challenged with respect to their age



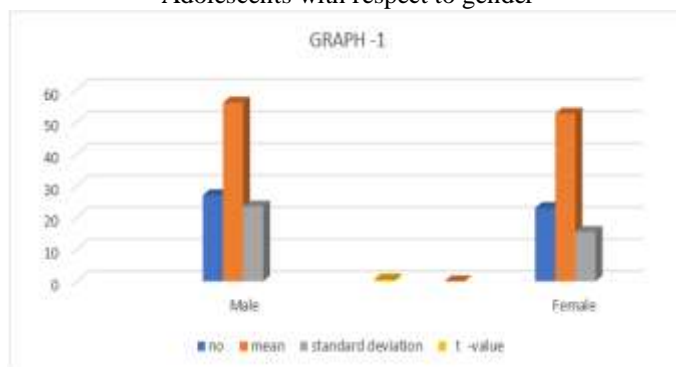
**Table: 3** Self-esteem of Physically challenged Adolescents with respect to gender

SEX	NO	MEAN	STANDARD DEVIATION	t -VALUE
Male	27	56.00	23.45	0.59
Female	23	52.57	15.51	

The table shows the mean value, standard deviation and t-value of self-esteem scores of physically challenged adolescents with respect to their gender. The test of significance shows no significant difference between self-esteem of

both sexes. Hence the null hypothesis is accepted. This reveals sex is not a determining factor for the self-esteem of the physically challenged adolescents.

**FIGURE 3** Graphical representation of Mean and Standard Deviation of Self -esteem of Physically challenged Adolescents with respect to gender



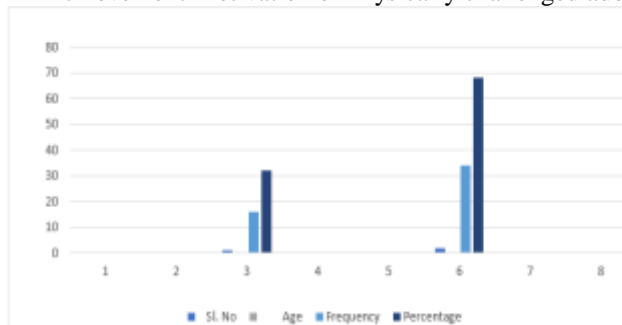
**Table:4** Self -esteem of Physically challenged Adolescents with respect to age

Age	NO	MEAN	STANDARD DEVIATION	t -VALUE
9-14	34	52.23	18.06	-1.125
15-20	16	59.06	23.75	

The table shows the mean value, standard deviation and t-value of self esteem scores of physically challenged adolescents with respect to their age. The test of significance shows no significant difference between self esteem of both ages. Hence the null hypothesis is accepted. This reveals age is not a determining factor for the self esteem of the physically challenged adolescent.

**FIGURE 4** Graphical representation of Mean and Standard Deviation Self -esteem of Physically challenged Adolescents with respect to age

**GRAPH-2** Achievement Motivation of Physically challenged adolescents.

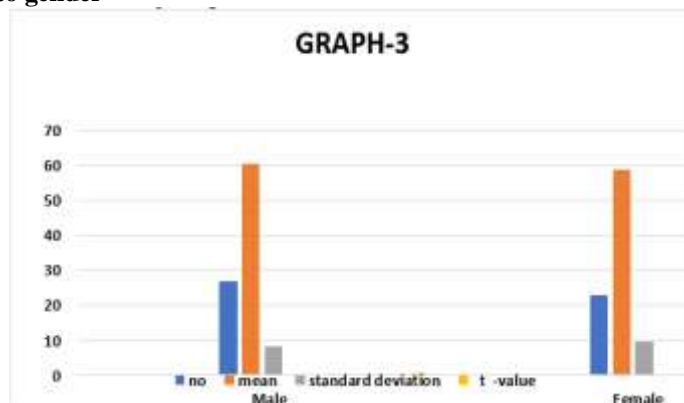


**Table: 5** Achievement Motivation of Physically challenged Adolescents with respect to gender

SEX	NO	MEAN	STANDARD DEVIATION	t -VALUE
Male	27	60.33	8.30	0.54
Female	23	58.96	9.65	

The table shows the mean value, standard deviation and t-value of Achievement Motivation scores of physically challenged adolescents with respect to their gender. The test of significance shows no significant difference between Achievement Motivation of both sexes. Hence the null hypothesis is accepted. This reveals that sex is not a determining factor for the Achievement Motivation of the physically challenged adolescents.

**Graphical representation of Mean and Standard Deviation of Achievement Motivation of Physically challenged Adolescents with respect to gender**

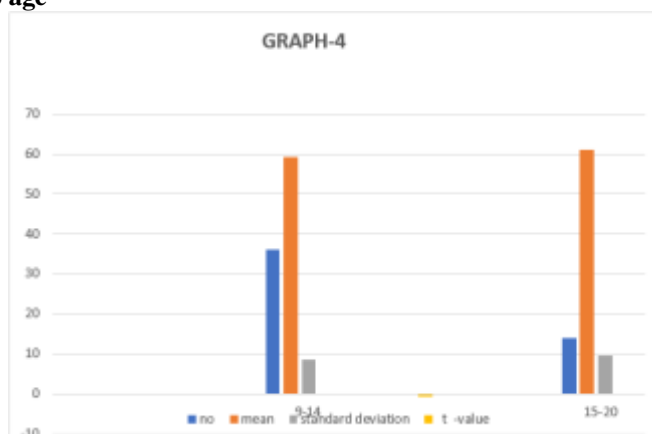


**Table: 5.6** Achievement Motivation of Physically challenged Adolescents with respect to age

Age	NO	MEAN	STANDARD DEVIATION	t-VALUE
9-14	36	59.22	8.65	-0.61
15-20	14	60.93	9.66	

The table shows the mean value, standard deviation and t-value of Achievement Motivation scores of physically challenged adolescents with respect to their age. The test of significance shows no significant difference between Achievement Motivation of both ages. Hence the null hypothesis is accepted. This reveals that age is not a determining factor for the Achievement Motivation of the physically challenged adolescents.

**Graphical representation of Mean and Standard Deviation of Achievement Motivation of Physically challenged Adolescents with respect to age**



**Table: 5** Correlation of coefficient between self-esteem and achievement motivation of Physically Challenged adolescents

Variables	N	
Self-esteem	50	
Achievement motivation	50	-0.24

The table 4.7 shows that there is no correlation between the variables like self-esteem and achievement motivation in physically challenged adolescents. Finally we can conclude that physically challenged adolescents had no change in self esteem and achievement motivation on the basis of gender and sex.

### STATISTICAL TECHNIQUES EMPLOYED

Statistics is a body of mathematical techniques. It is the process of gathering, analysis and interpreting of numerical data. Statistics is a basic tool of measurement, evaluation and research (Best & Kahn, 2012). Both descriptive and inferential statistics were used for the present study.

The following statistical methods were used:

Computation of arithmetic mean, median, mode and standard deviation was done to get the frequency distribution of the scores.

Computation of 't' value to test the significance of difference between the means of physically challenged adolescents with respect to their gender and age.

### IMPLICATION OF THE STUDY:

The present study analysed the Self esteem and Achievement motivation of physically challenged adolescents. The research findings indicates that this study has unavoidable theoretical implications.

1. The study brings out a new knowledge on self esteem and achievement motivation of adolescents especially physically challenged ones.
2. The present study can be used as a source of information to counsellors, clinical psychologists and behavioural professionals.
3. The study is expected to pave way for future research in self esteem and achievement motivation challenged persons.

### CONCLUSION:

The major inferences drawn from the data analysis are given below

1. The study found no correlation between Self Esteem and Achievement Motivation of Physically challenged Adolescents.
2. Male physically challenged adolescents did not differ from female physically challenged adolescents in Self esteem.
3. There is no age difference in case of Self esteem of Physically challenged adolescents.
4. According to the study it is evident that the male physically challenged did not differ from female physically challenged in Achievement motivation.
5. The study clearly indicates that age difference of physically challenged adolescents is not a matter for their level of Achievement.

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