

A study on self-esteem of normal and abnormal children

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Abstract

The purpose of the study was to compare the self-esteem between normal and abnormal school boys. To achieve the purpose of the study, twenty (n=20) school boys as normal boys from St. Mary's Higher Secondary School, Pothakalanvilai and twenty (n=20) school boys as abnormal boys from Deaf and Dumb Higher Secondary School, Thirumaraiyur were selected as subjects. The age category of the subjects was under 19. Self-esteem was selected as dependent variable for this study and it was measured through Rosenberg Self-Esteem Scale which was developed by Rosenberg, during the year 1965. Independent randomized research design was used for this study, as the subjects were selected randomly from two independent groups' normal and abnormal school boys. The collected data were subjected to statistical treatment to find out any differences between the groups in the dependent variable selected by using independent 't' test. The level of significance will be fixing at .05 level confidences for all the cases. It was concluded that, there is no significant difference between normal and abnormal school boys on self-esteem. However abnormal School boys have high degree of self-esteem when compared to normal school boys.

Keywords: Self-esteem, Normal and Abnormal Children, school boys

1. Introduction

Defining abnormality by level of impairment has a serious drawback: Many people with mental disorders do not show overt impairment in functioning. For example, an adolescent who carefully plans his suicide may show so few overt problems at home or in school that parents and friends are surprised when he attempts self-harm. Yet another definition of abnormality might incorporate the individual's degree of psychological distress. People can show psychological distress through depressed mood, irritability, anxiety, worry, panic, confusion, frustration, anger, or any other feeling of dysphoria. Psychological distress is one of the central features of most anxiety and mood disorders. One limitation of defining abnormality in terms of psychological distress is that distress is often subjective. Some signs of distress can be observed by others, such as sweaty palms and flushed face. However, distress is usually assessed by asking clients (Petrenko CL, Friend A, Garrido EF, Taussig HN, Culhane SE, 2012) [6]

Childhood is a time of physical maturation, intellectual development, and social emotional growth. Ideally, children are provided with ample opportunities for play and exploration within the safety and security of a loving family and supportive social network. However, for a significant number of youth, childhood is marked by biological, behavioral, or social-contextual challenges that can adversely affect their development (Tanaka M, Wekerle C, Schmuck ML, Paglia-Boak A; MAP Research Team, 2011) [8].

The field of abnormal child psychology is broad and constantly changing. There is much work to be done. Geneticists, neuroscientists, physicians, psychologists, counselors, teachers, parents, and all other individuals who interact with youth can play a role in the prevention and alleviation of childhood disorders and the promotion of children's mental health (Stein JA, Leslie MB, Nyamathi A. 2002) [7].

2. Statement of the Problem

The purpose of the study was to compare the self esteem between normal and abnormal school boys.

3. Methodology

To achieve the purpose of the study, twenty (n=20) school boys as normal boys from St. Mary's Higher Secondary School, Pothakalanvilai and twenty (n=20) school boys as abnormal boys from Deaf and Dumb Higher Secondary School, Thirumaraiyur were selected as subjects. The age category of the subjects was under 19. The requirement for the collection of data through administration of questionnaires was explained to the subjects so as to avoid any ambiguity of the effort required on their part and prior to the administration of the questionnaire. All the subjects participated in this study voluntarily responded to the questionnaire without bias. Self esteem was selected as dependent variable for this study and it was measured through Rosenberg Self-Esteem Scale which was developed by Rosenberg, during the year 1965. Independent randomized research design was used for this study, as the subjects were selected randomly from two independent groups' normal and abnormal school boys. The collected data were subjected to statistical treatment to find out any differences between the groups in the dependent variable selected by using independent 't' test. The level of significance will be fixing at .05 level confidences for all the cases.

4. Analysis of Data

The analysis of independent 't'- test on the data obtained for self-esteem among normal and abnormal school boys have been analyzed and presented in table I.

Table I: Summary of Mean and Independent “ T “ Test of The Normal and Abnormal School Boys on Self Esteem

Group	Number	Mean	Standard Deviation	‘t’ – Value
Normal School Boys	20	20.90	3.01	0.76
Abnormal School Boys	20	21.65	3.22	

(Self Esteem scores are in Numbers) (Table value required for significance at .05 level for ‘t’-test with df 38 is 2.02).

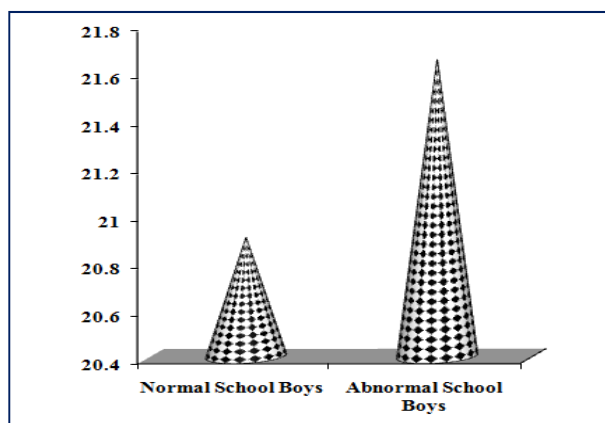


Fig 1: Mean Value of Normal and Abnormal School Boys on Self Esteem

Discussion on Findings

The result of the study indicated that there was no significant difference between normal and abnormal school boys on self-esteem.

However abnormal school boys having high degree of self-esteem when compared the normal school boys. Because usually abnormal children receive more positive reinforcements and social approvals than counterparts, this will leads to high self esteem.

This is consistent findings by Benony and colleagues. The gifted students receive more positive reinforcements and social approvals. On the other hand, the positive learning experiences lead to a greater confidence in their capabilities and ability that can enhance their self-esteem. Saif writes in this regard: People who have a history of consistent success have a frequent of the expectations of success, since the sufficiency is an important part of self-esteem, these individuals have high levels of in -esteem and self-concept.

Forsterling F, Binsler M (2002) [2] argued the Reciprocal Effects Model (REM) in which self-worth both affects and is affected by school achievement, each leading to gains or loss in the other.

Fröjd SA, Nissinen ES, Pelkonen MU, Marttunen MJ, Koivisto AM, *et al.* (2008) [3] documented the close association between psychological disabilities and higher levels of school self-esteem and academic self concept.

Fuhrmann P, Equit M, Schmidt K, Von Gontard A (2014) [4] gifted children’s are more likely to develop positive school emotions and affects, which, in turn, tend to increase their engagement and motivation in school activities and tasks.

Grills-Taquechel AE, Fletcher JM, Vaughn SR, Stuebing KK (2012) [5] Students without any psychological disorder are more likely to show lower global self-esteem and to report increasing anxious and depressive symptomatology than typical achievers.

Collins S, Woolf son ML, Durkin K (2013) [1] highlighted the role of self-esteem; when pupils face a challenging or threatening task aimed at evaluating their competences, a low self-worth may affect their mood. However, a low self-worth can obstacle social relationships with classmates by encouraging feelings of isolation and depressed behaviors. It is inferred from the above literatures and from the results of the present study, since abnormal children has higher rate of self esteem then normal children, no significant difference were found between both the groups. Hence it is concluded that, the person’s self-esteem is depends on the level of their mental stuff never depends on normality and abnormality in body and it never been changed for normal and abnormal children.

6. Conclusion

On the basis of the results the following conclusions were drawn. They are,

1. There is no significant difference between normal and abnormal school boys on self-esteem.
2. Abnormal School boys have high degree of self esteem when compared to normal school boys.

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