

# Self Esteem and Emotional Competency of the Disabled Children: An Empirical Literature Review

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**Abstract**—The Present study is an empirical literature review on Special Children who have been determined to require special attention and specific necessities that other children do not. The state decides upon this status and offers benefits that follow a special needs child because it is believed the child will not be adopted if assistance is not provided. Special education or special needs education is the practice of educating students with special needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

**Keywords:** Special Education, disabilities, early intervention, self-sufficiency, visually and hearing impaired, slow learners, autistic, emotion, self esteem.

## 1. INTRODUCTION

Children with special needs are not a new concept of phenomenon for today's society. These children are found everywhere, in all nationality & culture and are different to their ability & impairment. They can be divided in to profound/severe/mild and low, as per the rate of disability exists within them. There are different causes for disability such as heredity /genetic/environmental & cultural. The intervention programmes for these special children are also multi ferrous. These are designed to help learners with special need to achieve a higher level of personal self-sufficiency & success in school & their community.

Common categories of special need are learning disabilities, communication disorders, emotional & behavioral disorders, physical disabilities & developmental disabilities. Intellectual giftedness is a part of special education which is studied under gifted education category .Therefore special education is now deals with the children of differently able categories.

Therefore, there is a need of a special education programme to address each individual student's unique needs. That education program should focus on specific strength & weakness of the child as well as what opportunities & challenges lay with him/her.

The early intervention programme through parental support, adaptation to family environment, attitude & awareness of the parents helps to identify the special needs of the children and help their parents for their treatment they are entitled for remedy. Many researchers & research organizations have conducted research on children with special needs. Learning Disabilities are neurological based processing problems. These processing problems can interfere with learning basic skills, such as reading, writing & mathematical calculation. They can also interfere with higher level skills such as organizations, time planning, abstract reasoning, long & short term memory & attention. Psychologically they are called Dyslexia (slow learner, Dyscalculia (mathematical disabilities) & memory Dysgraphia (fine motor skills). Children having learning disability feel difficulties to learn like a normal child & face trouble for performing specific type of skills or completing task.

Again different studies also report that when the learning materials are presented through concrete situations, the backward learners' concentration and attention do not differ significantly from that of a normal child. Inability to express ideas through language is another significant characteristic of a slow learner. A slow learner also lacks imagination and foresight. He faces difficulty to foresee consequences in the future. Autism Spectrum Disorder (ASD) & Autism are both general terms for a group of complex disorders of brain development. These disorders are Characterize in varying degrees by difficulties in social interaction, verbal & nonverbal communication & repetitive behavior.

The disorder is a large spectrum of symptoms, skills & levels of impairment. Children with autism have trouble in

communicating, understanding, filling & thinking of other people & feel difficulties to express themselves through words, gestures, facial expressions & touch. The child with autism is very sensitive, may be greatly troubled, sometimes even pained by sounds, touches, smells or sight that seen normal to others. The child may be sometimes repetitive stereotype body movements such as rocking, pacing or hand flipping. They also have unusual responses to people, objects, resistance power or aggressive which may lead to self-injurious behavior. Autism is, which leads to cognitive impairment, so unveil skill development. But if training is given to them, they may unusually develop creativity, such as drawing, painting. Autism may be occurred due to environmental factors such as family medical conditions, parental age, explorer to toxin, & complication during birth or pregnancy & other demographic factors.

Hearing Impairment, whether permanent or fluctuating that adversely affects a child's educational performance. Many researchers have studied different aspect of hearing impaired children in the context of family and the schools. Studies conducted by Gertrude and Rachael (2002), Julka (2003), Nicolass & Maryna (2004), Kartukayam, et al. (2004) studied the role of family, teachers and peers who are the persons with hearing impairment. They found that family of hearing impaired children are not very co-operative while peer groups are found very co-operative towards them, The professional training of the teachers on special education is very important in this regard.

Visual Impairment is a level of deficiency within a person who cannot effectively read print language because of a visual, physical, perceptual, developmental, cognitive or learning disability. They are called blind since the impairment of visual function that cannot be improved by the use of corrective lenses. For these children special kind of language Braille is developed and many institutions are established through government and private efforts. Many studies were conducted on the deficiency of visual impaired in different educational socio-economic and cultural aspects. Studies conducted by Ottmann, UNESCO (2012), Varian (2005), Brobhy and Cravan (2007), Henry (2006) investigated the impact of new technology on the academic progress of visual impaired children. The study found that web-accessibility to the visual impaired children has a positive impact on their educational growth. However, the children need well-trained special educator in this CAI. (Computer Assisted Instruction).

An important factor that plays a crucial role in the success of an individual is self esteem. According to Slavin (1995), two of the most important components of students' self esteem is the feeling that they are well liked by their peers and the feeling that they are doing well academically. Community learning methods affect both of these components and thus CL could in fact increase students' self esteem. Students' beliefs that they are valuable and important individuals are of critical importance for their ability to withstand the disappointments

of life, to be confident decision-makers, and ultimately to be happy and productive individuals. Blaney et al., (1977) found positive effects of CL on student self esteem. Jigsaw was used in the study. Madden & Slavin (1983) found significantly greater general self esteem in STAD than in control groups. Johnson & Johnson (1983) reported that cooperation increased students' general and school self esteem more than competition or individualization did, but they found no differences on peer self esteem. According to Uscher (1986), CL breaks down stereotypes and leads to an increase in self esteem. These results are supported by the findings of Kalaiyaran & Krishnaraj (2004) and Tripathi (2004). It was seen that STAD and Group Investigation methods showed greater effectiveness than traditional method in enhancing self esteem of learners. Johnson et al., (1985) however found no differences in self esteem between cooperative and individual methods. It can be thus seen that though evidence concerning CL and self esteem is not completely consistent, CL can definitely influence self esteem and according to Slavin (1995) if CL methods are used over longer periods as a principal instructional methodology, genuine, lasting changes in students' self esteem might result.

## 2. FIGURE & DATA

The last decade has seen the passing of three major legislations on disability by the Government of India. The Rehabilitation Council of India Act (1992), Persons with Disability Act (1995) and the National Trust Act (1999) have been enacted and implemented at both the Central and State level.

- Education of children with disability has been part of the National Policy on Education (NPE), 1986 and the Program of Action (1992)
- Currently education provisions for children with disabilities are covered by 'special schools' and integrated mainstream schools.
- Over 1.24 lakh children with disabilities have been integrated in over 20,000 mainstream schools under the Integrated Education for Disabled Children Scheme of the Ministry of HRD.
- At the elementary level, under the Sarva Shiksha Abhiyan programme, over 14 lakh children with disabilities have been enrolled.
- However despite efforts over the past three decades by the government and the non-government sector, educational facilities need to be made available to a substantial proportion of persons with disability need to be covered.
- Compared to a National literacy figure of around 65 percent the percentage of literacy levels of the disabled population is only 49 percent

- Literacy rates for the female disabled population is around 37 percent compared to national average of over 54 percent for the female population.
- A literacy rate for the male disabled population is around 58.14 percent compared to national average of 75.85 percent for male population.
- According to NSSO 2002 figures, of the literate disabled population only 9 percent completed secondary and above education

### 3. GOVT. POLICIES AND PRACTICES AND INCLUSIVE EDUCATION”

The Scheme of Integrated Education for the Disabled Children (IEDC) has been replaced by the scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS) with effect from 1.4.2009. The scheme IEDC was meant to cover all classes in the school education stage. With the coverage of children with special needs in the elementary stage under Sarva Shiksha Abhiyan (SSA), the scheme of IEDC was replaced by IEDSS under which children with disability in the secondary stage (classes IX to XII) are covered.

The objective of IEDSS is to enable the disabled children who have completed eight years of elementary education to continue their education at the secondary stage in an inclusive environment in regular schools. The scheme will cover all children of age 14 + passing out of elementary schools and studying in secondary stage in Government, local body and Government-aided schools, with one or more disabilities as defined under the Persons with Disabilities Act (1995) and the National Trust Act (1999) in the age group 14+ to 18+ (classes IX to XII).

### 4. CONSTITUTIONAL PROVISION ON SPECIAL EDUCATION”

There has been a considerable shift in the understanding of disability, from earlier medical interpretations of seeing disability as a deficit within the individual to that of viewing it in the context of a Human Rights issue.

The National Policy on Education (NPE), 1986 and the Programme of Action (1992) gives the basic policy framework for education, emphasizing the correcting of existing inequalities. It stresses on reducing dropout rates, improving learning achievements and expanding access to students who have not had an easy opportunity to be a part of the mainstream system. The NPE, 1986 envisaged measures for integrating the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

The 93rd Amendment of the Constitution of India has made education a fundamental human right for children in the 6-14 years age group thereby making it mandatory for all children

to be brought under the fold of education. This includes children with disability.

India is a signatory to the Salamanca Statement and Framework for Action on Special Needs Education (1994) that emphasizes access to quality education for all. The Statement endorses the need for fundamental policy shifts required to promote the approach to inclusive education, namely enabling schools to serve all children, particularly those with special educational needs by implementing practical and strategic changes.

The Government of India has enacted the legislation Persons with Disabilities (Equal Opportunities and Full Participation) Act, 1995 (PWD Act) to achieve the goal of providing access to free education in an appropriate environment to all learners with disabilities till she/he attains the age of eighteen years. The Act endeavors to promote the integration of learners with disabilities in mainstream schools.

The National Curriculum Framework for School Education (NCERT, 2000) has recommended inclusive schools for learners with special educational needs by making appropriate modifications in the content, presentation and transaction strategies, preparing teachers and developing learning friendly evaluation procedures.

India is a signatory to or participated in the United Nations Rights of the Child, United

Nations Standard Rules on the Equalization of Opportunities, the Jomtien Declaration on Education for All and the Salamanca Statement and Framework for Action.

"Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions." (Article 3, Salamanca Framework for Action) This framework stems from the messages of the Jomtien World Declaration on Education for All (1990) and was reaffirmed in the Dakar Framework for Action (2000): UN Convention on Inclusive Education

The new anti-discriminatory climate has provided the basis for much change in policy and statute, nationally and internationally. Inclusion has been enshrined at the same time that segregation and discrimination have been rejected. Articulations of the new developments in ways of thinking, in policy and in law include:

- **The UN Convention on the Rights of the Child (1989)** which sets out children's rights in respect of freedom from discrimination and in respect of the representation of their wishes and views.
- **The Convention against Discrimination in Education of UNESCO** prohibits any discrimination, exclusion or segregation in education.
- **The UNESCO Salamanca Statement (1994)** which calls on all governments to give the highest priority to inclusive education.

- **The UN Convention on the Rights of Persons with Disabilities (2006)** which calls on all States Parties to ensure an inclusive education system at all levels.

As used by UNESCO, inclusion refers to far more than students with special educational needs. It is centered on the inclusion of marginalized groups, such as religious, racial, ethnic, and linguistic minorities, immigrants, girls, the poor, and students with disabilities, HIV/AIDS patients, remote populations, and more. In some places, these people are not actively included in education and learning processes.

## 5. REVIEW OF RELATED LITERATURE

Chatterji and Mishra (2004), Singhal (2005), Pang and Richui (2005), Hostler and Pont (2005) conducted study on parents-teachers programs and evaluate their impact on the academic performance and cooperativeness of children with hearing impaired attending pre-school. Statistical analyses revealed that both parents and teachers psychologically strengthen the academics and personal behavior of hearing impaired children. Singal (2006), Rangasayee and Anand (2006), Prakash and Shanti (2006) conducted a research study on the language proficiency and academic performance in children with hearing impairment studying in special schools. These studies pointed out the need of inclusive education. Berent, et al. (2000), Moeller (2000), Briscoe, et al. (2001), Pivic Maccomes and Laflamme (2002), Biswas and Panda (2004) investigated the attitudinal barriers towards the hearing impaired children and the role of the school in inclusive education.

The study was significant because it was emphasizing on emotional distress of the hearing impaired. Toth (2000), Taylor (2000), Michael, et al. (2005), Black and Glickman (2006), Dhingra (2007), Satapathy (2008) investigated psycho-socially and demography co-relates of academic performance of hearing impaired adolescents. The result revealed that stress had a significant inverse co-relation with academic performance of non-impaired students but positive in hearing impaired students. Visual impaired children face lot of problems not in their study but in their day to day living styles. National Reading Panel (2000), Corl and Ferrell (2000), Coper (2004), Gal Borg and Gal (2006) did meta-analysis and studied narrative reviews with systematic, explicit, quantitative method to find out the practical difficulties faced by various categories of visual impaired children.

Studies conducted by Winter (2005), Cahen (1992), Corn, Wil, Bell (2001) studied the fluency comprehension of the blind children through automated practice sessions. The challenge facing by the blind children is their academic empowerment and emotional empowerment. Though they have enormous potential but the school environment is not very supportive to understand their emotional requirement in relation to social adjustment and academic motivation. Many studies are conducted by the researcher and research

organization such as Koenig, Holbrook (2000), Warmsley (2004) studied the literacy behavior of the students with visual impairment at secondary level. But a few research studies are conducted the social adjustment and academic motivation of visual impaired children studying in secondary school in relation to their academic achievement and emotional competencies.

The present study is therefore an innovative effort to understand the role of social adjustment and academic motivation which play very significant role in the academic achievement of visual impaired children. The study will be very unique since it will also focus the emotional competency of the visual impaired students which is very essential for developing complete personality of the children. In another way, the study will compare these three independent variables. Moreover the study will also cover the opinion of parents, teachers and siblings of visual impaired and hearing impaired children to get a complete view on the matter.

However these studies were mostly conducted with one variable which are not sufficient to understand the role of other variables like emotional competencies, social adjustments, academic motivation and academic achievement in a single study. Viswas and Panda (2004), Huffman (2001), Chritchfield (2002), Black and Glickman (2006) conducted study on psychological adjustment of the hearing impaired. However the present study will be examining the inter-relations between academic achievement, emotional competency, social adjustment and academic motivation which is basically a socio-emotional study. Ruth (2009) examined the differential efficacy of verbal self instructional training on reflective and impulsive reading disabled tribal and non-tribal children.

Results showed that verbal self-instructional training has been very effective for non-tribal children and those having reflective cognitive style failed to yield desirable results for the tribal and impulsive children. Mehta (2006) conducted a study based on the awareness level of teachers about learning disability. The study has revealed that there is a significant difference in the awareness level of learning disabilities in students among teachers of different boards. Amongst them ICSE board teachers are more aware about learning disabilities as compared to the CBSE and SSC board.

Carlson (2005) reported that there is a vast difference between learning difficulty and learning disability; an individual with learning difficulty can learn using conventional teaching techniques while an individual with learning disability requires specialized interventions which depend on the type of disability. Learning disability can result from injury; it can be hereditary and it can come in many forms. Saracoglu, Minden, & Wilchery (2000) found that a sample of 34 university students with learning disability reported significantly poorer self esteem, academic achievement and personal emotional achievement than a sample of 31 non-learning disabled students.

Olenchak (1995) in his study on effects of enrichment on gifted/ learning- disabled students examined the effects of a highly structured personally tailored enrichment programme for 108 students in grade 4 through 6 who were gifted and learning disabled. Results indicate that year-long participation in programme had significant positive impact on attitude towards school, self-concept and creative production. Bramlett (1994) conducted a comparative study on non-referred, learning disabled and mildly mentally retarded students using the Social Skills Rating System (SSRS).

The study found that the students with disabilities scored significantly lower than non-referred group on social skills and significantly higher in problem behaviours. Eshel (1994) made an attempt to find out the effects of mainstreamed or self-contained classes for students with a mild learning disability. The study compared a total of 108 elementary or high school students with mild learning disabilities placed in either self-contained or regular classes. The study found no evidence that student growth was greater in self-contained class, although these students tend to have a higher academic self-concept. Nelson (1994) tried to find out whether the children classified as learning disabled understand the criteria dimension of different types of uncontested and contested knowledge or not. Students clearly distinguished between uncontested and contested knowledge, suggesting that they are capable of working with curriculum containing complex, controversial, intellectual and social knowledge. Wilson and David (1994) evaluated the academic intrinsic motivation and attitudes towards schools and learning of learning disabled students.

The study revealed that subjects perceived the school environment and academic tasks as two separate factors. Learning disabled students, compared to non-disabled students, exhibited more positive attitudes towards the school environment than for academic learning tasks. School attitudes improved as grade level increased.

Berk and Landau (1993) in their study on private speech of learning disabled and normally achieving children in classroom and laboratory contexts found that learning-disabled children used more task relevant private speech than normally achieving classmates during academic seat work. This was more profound for those learning disabled children with attention deficit hyperactivity disorder. Cancelli (1993) observed relationships between classroom behaviours and achievement among learning disabled students involved in Teacher-Directed Instruction (TDI) and independent seat work.

Results found a stronger relationship between academic-type classroom behaviours and achievement during TDI. Different types of classroom behaviours are related to achievement for each type of instruction. Carlisle and Andrews (1993) in their study tried to find out how mainstreamed learning disabled students cope up with their science classes. This study found that mainstreamed fourth and sixth grade students with

learning disabilities had significant weaknesses on a science curriculum based assessment relative to non-disabled peers and they rated themselves and were rated by their teachers more negatively. Scott (1993) in her study tried to identify the rhyming skills differentiating among mildly mentally retarded, learning disabled and normally achieving students. This study among children between ages 6-8 found that the rhyming ability of normally achieving students and students with learning disabilities was much higher than that of students with mild mental retardation. Most of the learning disability children could generate rhymes while most of the mildly mentally retarded students could not generate rhymes. Swanson (1993) made an attempt to study individual differences in working memory of learning disabled children and skilled readers.

Results suggests that learning disabled children's working memory problems are functionally related to higher order processes and not memory alone. Coleman (1992) compared the similarities in the social competencies of learning disabled and low achieving elementary school children. Eighty-five children with learning disabilities in grades 3-6 were compared to match low achieving peers. Results indicated that the two groups were comparable on most of the social competence measures, although learning disabled children reported themselves less lonely than low achieving children, and regular class children rated that learning disabled children were more likable than low achieving children.

## 6. CONCLUSION

Disable children have lifetime of disability ahead, which affects their opportunities for education, employment, and earning potential. Early onset disability adversely affects psychomotor, social, and emotional development. In recent years, important changes in public policies and attitudes have resulted in improved opportunities for people with physical and mental disabilities. Now, people living with disabilities assume their rightful place in society as the equals of non-disabled people.

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