

## Self-Concept of Physically Handicapped Students

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### Abstract

*It is a common knowledge that knowing oneself has become a great concern among the youth which includes the physically handicapped individuals. A physical handicap is considered as a drawback in attaining maximum achievement in school. For this reason, the study aimed to determine the level of self-concept of the 56 physically challenged students in nine secondary schools in the Province of Aocos Sur both public and private institutions.*

*This study utilized a descriptive correlational method of research. The researchers made use of a three way process in which a survey was initially employed to reach out the potential respondents of the investigation. After having been identified the respondents, an interview was conducted, then, followed by the administration of the instrument.*

*The interview was done at the Principal's and Guidance Counselor's Offices. The primary data gathering tool used in the study was adopted from the instrument employed by Tobia (1992) in her study, the Pasao's Self-Concept Rating Scale. The said Rating Scale measured ten indicators: "not-me", emotionality, goal directedness, accepting attitudes, family relations, peer relations, identity, self-feeling, personal worth and self-confidence*

*The overall scores obtained by the respondents in the Rating Scale were interpreted as either positive or negative using the norm set by Pasao with a reference mean of 334.*

*Findings of the study showed that females have higher incidence of physical abnormalities than males. Most of them are Roman Catholics, the eldest children, enrolled as second-year students and with three siblings in the family. They considered themselves as sports minded individuals.*

*Majority of the respondents have visual irregularities. They also claimed that such abnormalities are congenital in nature.*

*Results, likewise, revealed that all the ten indicators of self-concept taken singly and as a whole yielded mean score below the norm. This means that the respondents have a negative impression or project a poor self-concept about themselves.*

## **Introduction**

### **Background of the Study**

The lack of knowledge and evaluation about oneself has long been a problem among the youth. Psychologically, the absence of this concern may consequently lead to a poor understanding of the individuals about their best selves. People may also possibly lose self-direction and have the difficulty of achieving optimum self-development. Their self-image becomes distorted and their self-esteem is affected. Hence, there is really a great need to know "thysself", the famous dictum of Socrates.

The "self" is associated with self-concept and identity. Weiten and Lloyd (1997) defined self-concept as a collection of beliefs about one's basic nature, unique qualities, and typical behavior. Feldman (1998) referred self-concept as an individual's sense of identity, the set of beliefs about what he or she is like as an individual. His self-concept includes many separate but interrelated dimensions. He refers his self-concept as a single entity but there are a number of specific self-concepts that operate in various situations.

Weiten and Lloyd (1997) explain that people have separate concepts of their physical, social, emotional, and intellectual selves. Apruebo (2005) maintains self-concept as the product of experience and as a result of the individual growth process and his personal-social development. It evolves from the culture he deals with and the individual situations and experiences that comprise his day-to-day dispositions. Self-concept is the total of individual past experiences, decision-makings, and future plans.

According to Feldman (1998) as cited by Apruebo (2009), the knowledge that individual separates from others and develops self-concept emerges by the age of 18 months. Child development experts explain that children feel totally merged with their caregivers, unable to distinguish themselves from caregivers, and other significant people. **AS** they get older, children soon develop a sense of themselves as separate individuals, ultimately developing a self-concept.

The insights of Feldman conform to the idea of Fabella (1999) as cited by Aprucbo (2009) when he said that the foundation of the individual's self-concept is laid during the first six years of his life. Psychiatrists say that approximately 85 percent of the adult personality (in which self-concept is the core) is already formed by the time the individual is six years old.

When the individual reaches adolescence, characterized as a period of crucial adjustment and development, his social horizons broaden and new factors begin to influence the development of his personality. His association with his peers, classmates, and teachers becomes interesting and his self-concept which is the core of his personality is being shaped. His philosophy of life, virtues, and values are likewise formed.

Along this premise, the study primarily focuses on knowing the self-concept of the physically handicapped students. Just like any other normal individuals, they wish to explore and discover more about the many facets of their lives.

Through this undertaking, educators in the different field of specializations may help these students enhance their psychological make-up and natural potentialities and support them in the realization of their life goals.

### **Significance of the Study**

In the province of Ilocos Sur, there are no established special schools for physically handicapped high school students for them to enroll and at the same time to address their immediate needs. The ultimate aim of education is to provide optimum development to the learners for them to have a meaningful existence in the society. To realize this objective, the school and its guidance program will complement and support each other to maximize their growth and development. This becomes then an essential part of the total educational program to help assess the self-concept of the students for them to be properly guided in accordance with their interests, aptitudes and skills. Therefore, the need for this study is being desired to forego.

Findings of this study will serve as baseline information for the school personnel including the teaching staff and guidance counselors in planning and organizing wholesome activities for the physically handicapped students in order to boost their morale as they continue to finish their secondary schooling.

To the physically handicapped students, results of this study may provide them hints on how they will understand themselves better and be more equipped with strong self-confidence in the pursuit of their life's aspirations.

To the parents, for them to continuously encourage and support the educational needs of their children in spite of their physical difficulties. Their love, patience, sympathy and understanding should be more extended to them.

### **Objectives of the Study**

This study aimed to determine the level of self-concept of the physically handicapped students in selected secondary schools in the province of Ilocos Sur for the School Year 2007-2008.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following socio-economic factors: age, sex, year level, religion, number of siblings, ordinal position, parents' occupation, special talents, nature of abnormality, and causes of abnormality?
2. What is the level of self concept of the respondents in terms of the following components: not me, emotionality, goal directedness, accepting attitudes, family relations, peer relations, identity, self-feeling, personal worth, and self-confidence?
3. Is there a significant relationship between the socio-economic profile of the respondents and their level of concept?

### **Review of Related Literature**

The William James' self theory outlined the dimensions of the mature self, and contented that things become part of the self via emotional identification. The subjective "I" is the self as the passing thought. The objective "me" is the self as an object of awareness consisting of the three regions: spiritual me, social me and material me. On the other hand, Mead's self theory emphasized how the self develops and contented that it was largely a cognitive process brought about through symbolic interaction and role-taking.

However, in most recent views, Myers (2005) considered the self-concept, self knowledge, self esteem and social self as the elements of the self. A person observes and interprets whoever he/she encounters will be examined by the self and is formed by the self concept. The specific beliefs and the elements of the self refer to self-schema. Self schema provides an organizing framework for understanding a concept, an event, a situation, an object, or a person.

According to Lord (1997) self schema summarizes the personality traits, attitudes, values, interests, and other characteristics that people attribute to themselves. It also includes actions and interpersonal relationships. Perceiving oneself like aggressive, overweight, smart, or whatever would affect how a person processes social information. Social information influences how a person perceives, thinks or evaluates in both oneself and others.

Tobia (1992) conducted a study entitled "Values and Self-Concept of the University of Northern Philippines Laboratory High School Students". In her study, she found that the students displayed a positive impression in their self-concept. Her finding provides a good picture of the students' view and regard for themselves in their goal-directedness, accepting attitudes, family relations, peer relations, self-feeling, personal worth and self-confidence.

Molina (2004) in her study on Career Motivation and Self-Concept of the First Year College Students in the University of Northern Philippines found out that the respondents assess themselves positively in all the ten factors of their self-concept. This shows that they have a good disposition in life.

## **Methodology**

This study utilized a descriptive correlational method of research. The researchers made use of a three way process in which a survey was initially employed to reach out the potential respondents of the investigation. After having been identified the respondents, an interview was conducted then followed by the administration of the instrument.

The interview was done at the Principal's and Guidance Counselor's Offices. The primary data gathering tool used in the study was adopted from the instrument employed by Tobia (1992) in her study, the Pasao's Self-Concept Rating Scale. The said Rating Scale measured ten indicators: "not-me", emotionality, goal directedness, accepting attitudes, family relations, peer relations, identity, self-feeling, personal worth and self-confidence

The overall scores obtained by the respondents in the Rating Scale were interpreted as either positive or negative using the norm set by Pasao with a reference mean of 334.

For the interpretation of each factor, the following norms were used to indicate negative and positive description.

Factors	Highest Scores	Norm
1. "Not Me"	115	77
2. Emotionality	55	37
3. Goal Directedness	60	40
4. Accepting Attitudes	50	33
5. Family Relations	40	27
6. Peer-Relations	70	47
7. Identity	65	45
8. Self-Feeling	55	37
9. Personal Worth	50	33
10. Self-Confidence	15	10

For the interpretation of each item, the following frequency scales were used:

Positive Statements	Descriptive Rating	Negative Statements
1.00--1.80	Never	4.21--5.00
1.81--2.60	Rarely	3.41--4.20
2.61--3.40	Sometimes	2.61--3.40
3.41--4.20	Often	1.81--2.60
4.21--5.00	Always	1.00--1.80

The population of the study consisted of 56 physically handicapped students from the selected secondary schools in the province of Ilocos Sur both public and private institutions. The respondents were distributed as reflected in Table 1.

**Table 1. Distribution of the Respondents of the Study**

Name of Secondary Schools	<i>n</i>
<b>First District</b>	
UNP-Laboratory High School	3
Ilocos Sur National High School	13
Benito Soliven Academy	2
Bacsil National High School	5
San Juan Institute	7
Sinait National High School	4
<b>Second District</b>	
Sta Maria National High school	3
Dili National High School	3
Tagudin National High School	8
<b>Total</b>	<b>56</b>

The data gathered were treated statistically through the use of frequency count and percentages, weighted mean and simple linear correlation analysis.

## Results and Discussions

Table 2 presents the profile of the physically handicapped students in the selected secondary high schools in the Province of Ilocos Sur.

**Table 2. The Profile of the Physically Handicapped High School Students**

Variables	f	%
<b>Age</b>		
21	1	1.8
19	1	1.8
18	1	1.8
17	3	5.4
16	12	21.4
15	8	<b>14.3</b>
14	13	23.2
13	11	19.6
12	6	10.7
<b>Total</b>	<b>56</b>	100.00
<b>Sex</b>		
Male	24	42.9
Female	32	57.2
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Year Level</b>		
First Year	25	44.6
Second Year	13	23.2
Third Year	9	16.1
Fourth Year	9	16.1
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Religion</b>		
Roman Catholic	45	80.40
Born Again Christian	1	1.80
Jehova's Witness	2	3.60
Iglesia ni Cristo	2	3.60
Aglipayan	3	5.40
Pentecostal	1	1.80
Baptist	1	1.80
Muslim	1	1.80
<b>Total</b>	<b>56</b>	<b>100.00</b>

Table 2 continued

Variables	f	%
<b>Number of Siblings</b>		
10	1	1.80
9	3	5.4
8	1	1.8
7	5	8.9
6	6	10.7
5	9	16.1
4	7	12.5
3	14	25.0
2	6	10.7
1	4	7.1
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Ordinal Position</b>		
Eldest	26	46.4
Middle	11	19.6
Youngest	13	23.2
Only Child	6	10.7
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Parents' Occupation</b>		
<b>Father</b>		
Skilled	10	17.9
Semi-skilled	6	10.7
Unskilled	40	71.4
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Mother</b>		
Skilled	5	8.9
Semi-skilled	3	5.4
Unskilled	48	85.7
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Special Talents</b>		
Drawing	12	21.4
Singing	10	17.9
Sports	16	28.50
Math	8	14.3
Literary Works	1	1.8
Dancing	4	7.1
Spelling	3	5.4



Table 2 continued

Variables	f	%
Strumming Guitar	1	1.8
Gardening	1	1.8
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Nature of Abnormality</b>		
Visual Defect	15	26.8
Cleft Palate	8	14.3
Polio	9	16.11
Hearing Defect	3	5.4
Stub Fingers	5	8.9
Deformed Arms	3	5.4
Amputated Hand	1	1.8
Others: Dwarfism, tilted head, deformed face	12	21.4
<b>Total</b>	<b>56</b>	<b>100.00</b>
<b>Causes of Abnormality</b>		
Inborn	33	58.9
Use of Drugs	3	5.4
Accident	8	14.3
Severe Diseases	9	16.1
Medical Malpractice/s	3	5.4
<b>Total</b>	<b>56</b>	<b>100.00</b>

**On Age.** As observed in the table, out of 56 respondents, 13 (23.0) are 14 years old while only one (1.8%) is 18 years old, another one (1.8%) is 19 years old and another one (1.8%) is 21 years old. The figures show that many of the physically handicapped - respondents are enrolled in the second year level.

**On Sex.** Among the total respondents, majority (32 or 57.1%) are females and 24 (42.9%) are males. This indicates that females have higher incidence of physical abnormalities than males.

**On Year Level.** Out of 56, there are 25 (44.6%) first year respondents have physical disabilities while nine (16.1%) are in the third year and another nine (16.1%) are in the fourth year level with the same physical concerns.

**On Religion.** The same table reveals that majority of the respondents are Catholics (45 or 80.40%) while there is only one (1.80%) Born Again Christian, one (1.80%) Pentecostal, one (1.80%) Baptist and one (1.80%) Muslim. This implies that many victims of physical abnormalities are from the catholic denomination.

**On Number of Siblings.** Most respondents (14 or 25.0%) have 3 siblings while one (1.8%) has 8 and another one (1.8%) has 10 siblings in the family. The findings connote that the respondents have small size family.

**On Ordinal Position.** Most of the respondents (26 or 46.4%) are the eldest children and six (10.7%) of them are the only child in the family. This implies that many of the first born children have become victims of physical disabilities.

**On Occupation.** Majority of the respondents' fathers (40 or 71.4%) and mothers (48 or 85.7%) are unskilled in their occupations. Meanwhile, only 6 (10.7%) of their father's occupations are semi-skilled and 3(5.4%) of them whose mother's occupations are semi-skilled too. The findings show that perhaps their parents are not college graduates and are not qualified to employ in a better or higher position in the work place.

**On Special Talents.** Among the 56 respondents, 16 (28.50%) of them are sports minded while one (1.8%) is gifted with journalistic ability, another one (1.8%) has skill in strumming the guitar and another one (1.8%) is a gardening lover. This indicates that though they are physically handicapped, they have also something to be proud of.

**On Nature of Abnormality.** Most of the respondents (15 or 26.8%) claim to have visual defects while only one (1.8%) has an amputated hand. This shows that their abnormality is virtually focused more on their visual sensation.

**On Causes of Abnormality.** Majority of the respondents (33 or 58.9%) profess that their physical abnormalities are primarily inborn or congenital in nature. On the other hand, there are three (5.4%) who acknowledge through the use of drugs and another three (5.4%) claim they are due to medical malpractices. The findings implied that such abnormalities are perhaps being formed during the pregnancy stage.

As presented in Table 3, the level of self-concept of the respondents along "Not Me" factor is interpreted as negative as backed up by the mean rating of 48.97.

Looking closely at the table, item 99 "I am bad-tempered and curse others" is rated by the respondents *always* with a mean rating 1.77. On the other hand, all items were answered *ojien* by the respondents. Item 80 "I like to see others suffer" as supported by the mean rating of 1.84.

On the overall, the respondents have a negative impression about themselves along "Not Me" with the mean rating of 48.97. This means that many of the items in this factor describe them having unfavorable traits.

**Table 3. Item Mean Ratings Showing the Level of Self-Concept of the Respondents along "Not Me" Factor**

NOT ME	MEAN	DR
4. I am wasteful	2.46	O
5. I am disliked by other people	2.09	O
17. I disobey my parents	2.32	O
18. I am lazy	2.32	O
32. I am arrogant	2.02	O
37. I have poor study habits	2.09	O
39. I am impatient	2.32	O
40. I hurt others unintentionally	2.23	O
46. I am distrustful of others	2.09	O
54. I want to be flattered	2.50	O
56. I find fault in others	1.91	O
67. I am quarrelsome	2.02	O
70. I make a habit of criticizing others	1.86	O
76. I keep grudges	2.11	O
77. I gossip	1.93	O
78. I do things without thinking them over	2.11	O
79. I am easily discouraged	2.48	O
80. I like to see others suffer	1.84	O
84. I am unruly	2.04	O
94. I am disappointed over failures in small tasks	2.25	O
98. I am prejudiced against others	2.05	O
99. I am bad-tempered and curse others	1.77	A
100. I am envious of others' achievement	2.16	O
<b>Average Mean Rating</b>	<b>48.97</b>	<b>Negative</b>

As seen in Table 4, the level of self-concept along "Emotionality" of the respondents is on the negative level as reflected by the mean scores of 28.72.

From the table, the respondents answered *sometimes* in item 22 "I am shy" ( $\bar{X}$ = 3.29). This item obtained the highest mean rating. The finding means that they have ambivalent feeling of shyness depending upon the occasion or circumstance they may get involve.

**Table 4. Item mean ratings showing the level of Self-concepts of the respondents in terms of "Emotionality."**

EMOTIONALITY	MEAN	DR
22. I am shy	3.29	S
27. I am moody	2.50	O
35. I tend to worry too much	2.80	S
36. I hide real feelings	2.93	S
41. I am satisfied with my looks	2.91	S
47. I am slow in making decisions	2.77	S
49. I am easily hurt and upset	2.57	O
50. I am unsympathetic to others' problem	2.16	O
71. I am unable to express myself well	2.50	O
76. I keep grudges	2.04	O
79. I am easily discouraged	2.25	O
<b>Average Mean Rating</b>	<b>28.72</b>	<b>Negative</b>

On the other hand, item 76 "I keep grudges" is *rarely* experienced by them and got the lowest mean rating of 2.04. This means that keeping grudges from anyone of their social environment is also one of their concerns.

As revealed in Table 5, the overall mean of self-concept along Goal Directedness of the respondents is 28.5 which is interpreted as negative in level.

**Table 5. Item mean ratings showing the level of Self-concept of the respondents in terms of "Goal Directedness".**

GOAL DIRECTEDNESS	MEAN	DR
3. I lack a goal	2.32	O
4. I am wasteful	2.18	O
10. I am careless	2.39	O
12. I am unable to see positive points in myself	2.30	O
13. I cannot concentrate well	2.55	O
18. I am lazy	2.11	O
21. I have a good memory	2.82	S
28. I exhibit behavior inappropriate to myself	2.52	O
37. I have poor study habits	2.05	O
53. I like to perform assigned tasks in school	2.55	R
63. I am dependent on my parents	2.16	O
75. I am conscientious	2.55	R
<b>Average Mean Rating</b>	<b>28.5</b>	<b>Negative</b>

Item 21 "I have a good memory" ( $X=2.82$ ) is rated *sometimes* by the respondents. This item received the highest mean score. The finding means that their capacity to remember things, events, dates, persons, and places is within their average range of knowledge and awareness.

Meanwhile, all the rest of the items are assessed *often* by them. Item 37 "I have poor study habits" received the lowest mean rating of 2.05. This means that being physically handicapped in one or more parts in their physical bodies made them lazy in the pursuit of their academic life.

As reflected in Table 6, the level of self-concept of the respondents along Accepting Attitudes is interpreted as negative ( $X = 29.01$ ) in nature.

**Table 6. Item mean ratings showing the level of Self-concept of the respondents in terms of "Accepting Attitudes"**

ACCEPTING ATTITUDES	MEAN	DR
20. I exercise self-control	2.73	S
34. I am a good sport	2.89	S
43. I view failures as challenges to be met	3.29	S
66. I accept occasional awkward movements as unavoidable.	3.71	S
68. I fail to accept personal inadequacies	2.64	R
73. I am considerate and understanding of others	2.46	S
85. I accept constructive criticisms	2.89	S
86. I consider others welfare before my own	2.80	S
91. I treat others as I like to be treated in turn	2.89	S
95. I pretend to be smarter than what I really am.	2.77	S
<b>Average Mean Rating</b>	<b>29.07</b>	<b>Negative</b>

Item 66 "I accept occasional awkward movement as unavoidable" ( $X=3.71$ ) is *often* experienced by the respondents. This item obtained the highest mean rating. This means that it is normal for them to be awkward in their behaviors at times. This could be attributed to their acceptance of being students with disabilities.

Moreover, item 73 "I am considerate and understanding of others" ( $X = 2.46$ ) is *rarely* felt by them. This item got the lowest rating. This indicates that a feeling of considerateness and understanding could be typical characteristics of early adolescents. Though they have physical abnormalities they could still know how to deal with people in all walks of life.

As viewed in Table 7, the level of self-concept of the respondents along family relations is interpreted as negative ( $X = 17.14$ ).

**Table 7. Item mean ratings showing the level of self-concept of the respondents in terms of "Family Relations"**

<b>FAMILY RELATIONS</b>	<b>MEAN</b>	<b>DR</b>
6. My family has harmonious relationships	2.71	S
17. I disobey my parents	2.50	O
31. I am proud to be a student in my school.	1.68	N
34. I feel loved by my family and friends	1.64	N
51. I am proud of my family	1.73	N
63. I am trusted by my family	2.04	R
92. I feel that I will face better in life if I were to remain as myself	2.70	S
96. I enjoy time spent with my family	2.14	R
<b>Average Mean Rating</b>	<b>17.14</b>	<b>Negative</b>

Item 6 "My family has harmonious relationships" ( $X = 2.71$ ) is rated *sometimes* by the respondents. This item received the highest mean rating. The finding shows that they are not so much happy mingling with their family members. This could be attributed to the presence of pressures, challenges and difficulties that every day could bring to them.

On the other hand, item 34 "I feel loved by my family and friends" ( $X = 1.64$ ) is assessed *never* by them. This item got the lowest mean rating. This means that they are treated differently from among the siblings of the family. This may be due to the fact that they are considered special children. These respondents perhaps feel alienated because of their abnormality.

As seen in Table 8, the mean score of the self-concept of the respondents along Peer Relations of the respondents is 35.26 which interpreted as negative in level.

Item 84 "I can deal with the opposite sex" ( $X = 3.23$ ) is responded *sometimes* by the respondents. This item obtained the highest mean rating. The finding implies that they may not fully find themselves anyone in the opposite sex. This could be attributed to the kind of misfortune they have. Hence, they may be inferior in socializing themselves with others.

**Table 8. Item mean ratings showing the level of Self-concept of the respondents terms of "Peer Relations"**

PEER RELATIONS	MEAN	DR
5. I am disliked by other people	2.41	O
9. I had no real close friend	2.30	O
11. I make friends and adjust to people easily	2.75	S
26. I like to be with friends	<b>1.88</b>	<b>R</b>
30. I share things with friends	2.00	<b>R</b>
42. I show sense of humor	2.68	S
44. I enjoy the company of my classmate	2.11	<b>R</b>
48. I am cheerful	2.46	<b>R</b>
58. I am popular with members of my sex	2.91	S
60. I am accepted by my friends as I am	1.79	N
69. I can depend on friends in time of need	2.61	S
87. I can deal with the opposite sex	3.23	S
93. I find it hard to stay with a permanent group of friends	3.09	S
97. I talk things over with friends without inhibitions	3.04	S
<b>Average Mean Rating</b>	<b>35.26</b>	<b>Negative</b>

Moreover, item 60 "I am accepted by my friends as I am" ( $X = 1.79$ ) is rated *never* by them. This item got the lowest mean rating. This shows that they are physically discriminated. With the kind of abnormalities they have, they make themselves feel that they do not belong to their peer group and age mates.

As shown in Table 9, the level of self-concept of the respondents along Identity is interpreted as negative ( $X = 30.54$ ) in nature.

Item 23 "I borrow from friends" ( $X = 3.07$ ) is rated *sometimes* by the respondents. This item has the highest mean rating. This shows that they have their own inadequacies in life which materially they needed the services and assistance of their peers or classmates.

On the other hand, item 25 "I pay attention to personal grooming and cleanliness" ( $X = 2.14$ ) and item 52 "I am loyal to friends" ( $X = 2.14$ ) are observed *rarely* by the respondents. These two items got the lowest mean ratings. These mean that they are not very particular with hygienic practices to keep their personality appealing. Their poor or lack of appreciation to grooming is anchored perhaps in their feelings that "nobody loves and cares them." Eventually this may lead them to have unstable and temporary friends.

**Table 9. Item Mean Ratings Showing the Level of Self-concept of the Respondent in terms of "Identity"**

<b>IDENTITY</b>	<b>MEAN</b>	<b>DR</b>
1. I am healthy	2.27	R
2. I dress up well	2.16	R
7. I am courteous	2.34	R
8. I am trusted by others	2.27	R
15. I cooperate with others	2.20	R
16. My friends value my ideas	2.68	S
23. I borrow from friends	3.07	S
25. I pay attention to personal grooming and cleanliness	2.14	R
33. I am honest in dealing with others	2.27	R
52. I am loyal to friends	2.14	R
59. I am helpful and accommodating	2.27	R
64. I am responsible	2.21	R
89. I am childish	2.52	O
<b>Average Mean Rating</b>	<b>30.54</b>	<b>Negative</b>

Presented in Table IO is the level of self-feeling as factor of self-concept of the respondents. This factor is interpreted as negative with the mean rating of 28.76.

**Table IO. Item Mean Ratings Showing the Level of Self-Concept of the Respondents in terms of "Self-Feeling"**

<b>SELF-FEELING</b>	<b>MEAN</b>	<b>DR</b>
14. I believe that success is the result of personal efforts exerted	2.46	R
29. I cannot defend my position in an argument	2.71	S
41. I am not satisfied with my looks	2.50	O
57. I am easily influenced and persuaded by others	2.52	O
62. I allow myself to be bullied around	2.16	O
65. I am free to worship according to my wishes	3.05	S
71. I am unable to express myself well	3.25	S
72. I allow myself to be taken advantage of by others	2.54	R
90. I am unable to keep secrets	2.46	R
95. I pretend to be smarter than what I really am	2.38	S
97. I talk things over with friends without inhibitions	2.73	S
<b>Average Mean Rating</b>	<b>28.7662</b>	<b>Negative</b>



In details, Item 71 "I am unable to express myself well" ( $X = 3.25$ ) is rated *sometimes* by the respondents. This item obtained the highest mean rating. The finding means that due to their disabilities, they tend to be inferior in relating themselves in school, neighbors and in public places.

Further, item 62 "I allow myself to be bullied around" ( $X = 2.16$ ) is rated *rarely* by them. This statement got the lowest mean rating. This connotes that in spite of being physically handicapped, they try themselves not to be teased and ridiculed by people around them.

As reflected in Table 11, the level of Self-concept of the respondents along Personal Worth is interpreted as negative (29.4).

**Table 11. Item Mean Ratings Showing the Level of Self-concept of the Respondents in terms of Personal Worth**

PERSONAL WORTH	MEAN	DR
55. I like a lot of things in myself	2.75	<b>R</b>
58. I am popular with members of my sex	3.25	<b>S</b>
61. I think intelligently	2.80	<b>S</b>
64. I am responsible	3.68	<b>O</b>
74. I have a good personal taste	2.54	<b>R</b>
75. I am conscientious	3.21	<b>S</b>
81. I would like to become more intelligent	2.23	<b>R</b>
82. I am able to cope with problems	2.82	<b>S</b>
88. I want to be born again as myself if given the chance	3.23	<b>S</b>
95. I pretend to be smarter than what I really am	2.89	<b>S</b>
<b>Average Mean Rating</b>	<b>29.4</b>	<b>Negative</b>

It is further noted in the table that item 64 "I am responsible" ( $X = 3.68$ ) is rated *often* by the respondents. This item received the highest mean rating. The finding means that they are somehow industrious in their assigned work to do at home and in school.

Item 81 "I would like to become more intelligent" ( $X = 2.73$ ) is assessed *rarely* by them. This item has the lowest mean rating. This means that they may or may not aspire to become intelligent as they are already contented with their mental capacities given them.

As gleaned in Table 12, the level of self-concept of the respondents along Self-Confidence is interpreted as negative ( $X = 7.68$ ) in nature.

**Table 12. Item Mean Ratings Showing the Level of Self-concept of the Respondents in terms of Self-Confidence**

<b>SELF-CONFIDENCE</b>	<b>MEAN</b>	<b>DR</b>
46. I am confident of myself	2.41	R
86. I consider others welfare before my own	3.23	S
89. I am childish	2.04	O
<b>Average Mean Rating</b>	<b>7.68</b>	<b>Negative</b>

Item 86 "I consider others welfare before my own" ( $X = 3.23$ ) is rated *sometimes* by the respondents. This item obtained the highest mean rating. This implies that they have ambivalent feelings to sacrifice themselves for others. This maybe attributed to their many limitations as physically handicapped individuals.

On the other hand, item 89 "I am childish" ( $X = 2.04$ ) is rated *often* by them. This item perceived the lowest rating which implies that regardless of their actual ages and curriculum year levels, they tend to be immature in their behaviors.

**Table 13. The Summary on the Level of Self-concept of the Respondents.**

<b>Factors</b>	<b>MEAN</b>	<b>Level</b>
1. "Not me"	48.97	Negative
2. Emotionality	21.27	Negative
3. Goal directedness	28.5	Negative
4. Accepting attitudes	29.07	Negative
5. Family relations	17.14	Negative
6. Peer relations	35.26	Negative
7. Identity	30.54	Negative
8. Self-feeling	28.76	Negative
9. Personal worth	29.4	Negative
10. Self-confidence	7.68	Negative
<b>Overall Mean Score</b>	<b>283.59</b>	<b>Negative</b>

Table 13 illustrates the mean scores of the ten factors that constitute the self-concept of the respondents. It is saddening to note that taken singly by factor and as a whole yielded a mean rating below the norm. The findings show that the respondents carry a negative projection of their personality or have poor impressions about themselves. Further, the results contradict the findings of Tobia (1992) and Molina (2004) in their studies conducted. Both of them found out that their respondents revealed a positive

outlook in all the ten factors of the self-concept. However, the findings of the present study explained by Lord (1997) that their self-schema is influenced by the social information on how they evaluate themselves and others as physically handicapped individuals.

Based from the table, sex of the respondents is significantly correlated with their emotionality and self-confidence as components of their self-concept. This manifests that male respondents tend to have higher sense of sensibility and higher level of self-belief than females.

Year level is significantly related to the emotionality component of the self-concept of the respondents. This means that generally, the respondents at the higher level tend to have higher emotionality. However, respondents who are in the lower year levels most likely to have higher family relations, peer relations, identity and personal worth. This further indicates that they are in harmony with their parents, siblings and associates that give them better status, acceptance, approval and importance.

Further, number of siblings of the respondents is significantly related to family relations. This explains that the greater number of siblings, the respondents tend to have higher family relations. Their attachment as children is very intimate and that they have mutual understanding and become more compassionate with each other.

In addition, there exists a significant relationship between the ordinal positions with the components of self-concept: peer relations and identity of the respondents. This indicates that the higher position occupied by them in the family, most likely they have higher peer relations and identity. This further means that the respondents experience a wholesome and friendly atmosphere dealing with their acquaintances in which their individuality is established and recognized in their social groups.

Moreover, mother's occupation is significantly related to the accepting attitudes of the respondents. This agrees that the higher the job classification of their mothers, the respondents tend to have higher accepting attitudes. This further connotes that respondents are most likely become patient, accommodating, generous and possess other good social qualities.

**Table 14. Correlation Coefficient Showing the Relationship between the Level of Self-Concept and Profile of Physically Handicapped Students**

Independent Variable	Dependent Variable	Correlation Coefficient	Significance Level	Family Relations	Peer Relations	Identity	Self Feeling	Physical Handicap	Self-Concept
		.084	> .05	.008		.007	.193	.000	-.019
		-.271*			.006	.000	.008	-.001	
Gender		.325*	< .001		.000	.000	-.082		.000
Religion		-.021		.000					.000
No. of Siblings					.000			.000	
Ordinal Position									
Family Income		-.100							
Mother's Occupation		.150							
Special Talents		-.144							
Nature of abnormality		-.008							
Control Variable				-.000	-.008		-.008		

## Conclusions

### Profile of the Respondents

Of the 56 respondents, most of them are aged 14, females, enrolled as sophomore students, professing a Catholic faith, the eldest children, with three siblings in the family, and both their parents are unskilled workers. Likewise, they are endowed with special skills in drawing, singing and inclined in sports.

Further, most of the respondents have visual defects, cleft palate and leg deformity. With these kinds of physical abnormalities, they claimed that such bodily handicaps are present at birth though other defects were due to the use of drugs, accidents, severe illnesses and relatively to medical malpractices.

### The Level of Self- Concept of the Respondents

The level of self-concept of the respondents taken singly and as a whole yielded mean scores below the norm. This shows that respondents have a negative impression about their self-concept or have poor perception about them.

### **The Relationship between the Socio-Economic Profile of the Respondents and their Level of Self-Concept**

Sex of the respondents is significantly correlated with their emotionality and self-confidence as components of their self-concept. Their year level is also significantly related to their emotionality component of the self-concept.

Further, number of siblings of the respondents is significantly related to family relations. There exists a significant relationship between the ordinal position with the components of their self-concept: peer relations and identity. Moreover, mother's occupation is significantly related to their accepting attitudes.

## Recommendations

Since the students have developed a negative impression or project a poor self-concept about themselves, the teaching staff should incessantly manifest their role as second parents in school by helping them boost up their morale both in their co-curricular and extracurricular programs.

The home and school as partners in the holistic development of the students should continuously cooperate with one other by providing them wholesome, sensible, and varied activities to make their self-concept positive and healthy.

The guidance personnel should design special programs/services that could be more responsive and relevant to address the specific needs and concerns of the physically challenged students by integrating those undertakings in their guidance action plan so that they would not feel inferior dealing with the school personnel and normal students, hence, they could perform satisfactory if not very satisfactory in their studies.

The researchers would like to propose the establishment of a learning institution exclusively for the physically challenged students of Ilocos Sur through the immense help of the Department of Education by allocating adequate budget for the putting up of a center and its educational operations.

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