ASSESSMENT OF SELF-ESTEEM, SELF-CONCEPT AND PSYCHOLOGICAL DISTRESS AMONG SECONDARY SCHOOL STUDENTS WITH VISUAL IMPAIRMENT IN OGBOMOSO, SOUTHWESTERN, NIGERIA

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ABSTRACT
Background*: Visual impairment has been shown to affect young people's emotional and psychological well-being. This study therefore assessed the level of self-esteem, self-concept and psychological distress of virtually disabled students.*
Methodology*: A cross-sectional descriptive research design was employed in this study. Census sampling technique was used to recruit 61 visually disabled from a selected secondary school in Ogbomoso, Oyo State. Rosenburg self-esteem, self-concept and K10 psychological distress questionnaire were used to collect the data. Analysis was carried out using SPSS 21.*
Results*: Out of the 61 participants, 32 (52.5%) of the participants were less than 20 years. About 94% had good self-esteem, four fifth (88%) had severe psychological distress, and 93.1% had good selfconcept. The self-concept (r = -0.262; p < 0.001), self-esteem (r= -0.159; p=0.007) are negatively correlated with psychological distress.*

Conclusion*: Students with visual-impairment exhibited good self-esteem and good self-concept but demonstrated high level of psychological distress*

Keywords: Self-concept, self-esteem, students with visual impairment,, students, psychological distress

BACKGROUND
Disability is a broad term that encompasses aspects related to the individual, society, and environment. It includes a wide spectrum of disabilities, such as hearing, vision, and locomotion (Uduu, 2020). It is believed that about 1 billion individuals worldwide suffer from a disability, according to Baksh (2021). This translates to around 190 million (3.8%) of the world's population who are 15 years of age or older, or 15% of the total population. Nigeria and other developing nations have higher rates of disability prevalence (The World Bank, 2022).

According to data from the 2018 Nigeria Demographic and Health Survey, 1% of household members either have a great deal of difficulty or are unable to function at all in at least one functional domain, such as seeing, hearing, communicating, walking, or self-care, and 7% of those over the age of five (as well as 9% of those sixty percent or older) have some level of difficulty (National Population Commission, 2019).

Persons with visual impairment do encounter stigma, prejudice, and obstacles when trying to obtain basic social services and employment prospects in poor nations like Nigeria. First of all, people with disabilities may encounter prejudice in their families and communities, which can include name-calling, false assumptions and beliefs about the causes of their disabilities that are typically connected to religious and cultural norms, and negative attitudes that can impact their mental health and wellbeing and cause psychological distress (Rana &Nishta, 2020).

Psychological discomfort is thought to be a temporary condition linked to particular stimuli. It usually goes away when the stressor is eliminated or when the person uses mental health tools like self-esteem and self-concept to adjust to the stressor (Suzanne Kane, 2019). According to Mackinnon (2015), the process of developing one's self-concept is never-ending, involving the acceptance of new concepts and the rejection of previous ones. Research has shown that early exposure to language and social interactions in the community triggers the beginning of the development of a child's sense of self (Data & Talukdar, 2020).

Conversely, self-esteem refers to one's positive or negative attitude about oneself (Gnanselvan, et al 2018). In addition to feeling less depressed, anxious, and in a bad mood, people with high self-esteem also tend to be happier, more optimistic, and more motivated than people with low self-esteem (Amahazion, 2021). Research has been done on the self-concept and self-esteem of persons with visual impairment in industrialized nations, as well as how these factors affect psychological distress (Salehi et al., 2015; Pandey et al., 2018). Studies evaluating the self-concept and self-esteem of secondary school pupils with visual impairment are, nevertheless, rare in Nigeria. Consequently, the study's objectives were to:

1. assess the level of self-esteem among the students with visual impairment
2. assess the level of self-concept among the students with visual impairment
3. assess the level of psychological distress among students with visual impairment
4. determine the influence of self-esteem and self-concept on psychological distress among students with visual impairment.

METHOD

The research design used was a cross-sectional descriptive study. Students with vision impairments from a chosen secondary school in the Nigerian state of Oyo, in the suburban neighbourhood of Ogbomoso, participated in the study. All 61 of the visually impaired pupils enrolled in the school were recruited using the census sampling technique. The Bowen University Teaching Hospital's ethical committee in Ogbomoso, Oyo State, granted the study's ethical clearance. Additionally, the principal of the school and the school authorities gave their approval for the study. Additionally, the researcher asked for an instructor to assist in dictating the questions and assisting the students in completing the questionnaire. The self-esteem scale, the Rosenberg self-esteem scale, and the Kessler psychological distress scale (K10) are among the instruments used to collect data

The degree of self-esteem was assessed using the Rosenberg Self-Esteem Scale. The 10-item Rosenberg Self-Esteem scale gauges a person's overall sense of worth by assessing both positive and negative self-perceptions. A 4-point Likert scale, spanning from strongly agree to strongly disagree, is used for all item responses. 10 is the lowest possible score and 40 is the maximum. A score of less than 21 indicates low self-esteem, whereas a number of 21 to 40 indicates good self-esteem. Rosenberg self-esteem was determined to have a Cronbach alpha of 0.82, according to Amahazion (2021).

The Robson Self-Concept Questionnaire was utilized to gauge the degree of self-concept. The attitudes and opinions that some people hold about themselves are measured by the Robson Self-Concept scale. Additionally, it has a 4-Likert scale with extremes of disagree and agreement. According to Mehrad's (2016) study, the internal consistency of the Robson self-concept ranged from 0.94 to 0.97. A basic tool for measuring psychological distress in this study is the Kessler Psychological Distress Scale (K10). It has ten questions about emotional states on a five-point response scale that goes from never to always. 10 is the lowest possible score, while 50 is the highest. Ten to nineteen is likely to be well, twenty to forty is likely to have a light disorder, twenty to thirty is likely to have a moderate condition, and fifty to fifty is likely to have a serious disorder.

According to Lundeen's (2021) reliability analysis, the Cronbach alpha for the Kessler Psychological Distress scale was 0.84.

DATA ANALYSIS
Statistical packages for social sciences (SPSS, 21) was used for the analysis. Descriptive statistics including frequency, percentages, mean and standard deviation and inferential statistic (Pearson correlations) were carried out

RESULTS
The results revealed that more than half of the participants32 (52.5%) of the participants were less than 20 years, with their mean age as 21 years and standard deviation as 5 years. 39(63.9%) were males while 22(36.1%) were females. Majority of the participants 60(98.1%) were from Yoruba ethnic group. Also 49(80.3%) were Christians while 12(19.7%) were Muslims. Furthermore, most of the participants (94.10%) had good self-esteem while a few (5.90%) had poor self-esteem (figure 1).
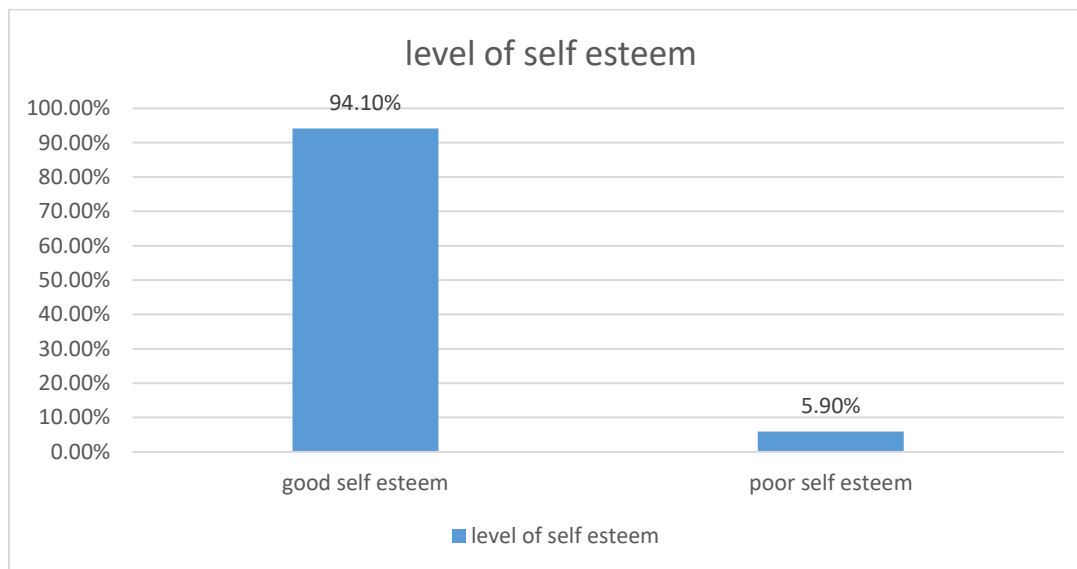

Figure 1: Level of self esteem among the visual disabled students

Table 1: Socio-Demographic Characteristics of the visual disabled students

VARIABLES		FREQUENCY	PERCENTAGE
AGE	Less than 20 years	32	52.5
	21-25 years	20	32.8
	26-30 years	7	11.5
	36 years and above	2	3.2
		MEAN=21 YEARS	**SD= 5 YEARS**
GENDER	Male	39	63.9
	Female	22	36.1
ETHNICITY	Yoruba	60	98.0
	Igbo	1	2.0
RELIGION	Christian	49	80.3
	Islam	12	19.7

Table 2: Level Of Psychological Distress Among the Visually Disabled Students

	Frequency	Percentage (%)
Moderate Psychological Distress	7	11.8
Severe Psychological Distress	54	88.2
Total	61	100.0

Table 3: Level of Self Concept Among the Visually Disabled Students

	Frequency	Percentage (%)
Poor Self Concept	4	6.9
Good Self Concept	57	93.1
Total	61	100.0

Table 4: Influence of self esteem and self concept on psychological distress

	M	SD	Psychological distress
Self esteem	20.40	2.98	r = -0.262** p < 0.001
Self concept	25.30	2.80	r= -0.159** p=0.007

**Correlation is significant at the 0.01 level (2-tailed)

More than four fifth (88%) had severe psychological distress and 11.8% had moderate psychological distress. The findings further revealed that majority (93.1%) had good self-concepts and 6.9% had poor self-concept. The correlation between the self-concept, self-esteem and psychological distress shows that there was a negative correlation between psychological distress and self-esteem (r = -0.262; p < 0.001) and self-concept (r= -0.159; p=0.007)

DISCUSSION OF FINDINGS
A complicated problem and a significant public health concern is psychological discomfort among persons with visual impairment. These people's stress levels are heightened when their regular lifestyle and job goals are abruptly altered (Akuffo et al 2021). According to the study's findings, the majority of participants had significant psychological suffering. This aligns with several research conducted across various age groups, which indicate that psychological discomfort was experienced by individuals with visual impairment (Lunden, 2021). According to Mushtaq and Akhouri (2016), people with visual impairment struggle to interact with society, which limits their ability to function in one or more activities necessary for daily living and may lead to psychological discomfort, our results further supported the claim that students with visual impairments had high self-esteem, which is consistent with the findings of Kapinga and colleagues regarding the high self-esteem expressed by the students with visual impairment (Kapinga et a 2023). This study,

however, contradicts that of Nameirakpa and Rabikanta (2022), who concluded from their research that teenagers with visual impairments had lower self-esteem.

It's been determined that having a positive self-concept helps everyone achieve their goals. High levels of self-concept were reported by participants with visual impairment in this study, which is consistent with Halder and Datta's (2012) finding that partially blind college students had strong self-concept. Additionally, the study's results demonstrated that psychological discomfort was positively correlated with both self-esteem and self-concept. The participants with visual impairment in this study, however, reported high levels of psychological anguish, suggesting that even while the students had positive self-concepts and high self-esteem, these factors alone were unable to adequately lessen the psychological distress that the students were experiencing.

Conclusion

The pupils with visual impairment reported higher levels of psychological suffering, but they also had good self-esteem and self-concept. Although the students' psychological anguish was lessened by their self-esteem and self-concept, the students' psychological distress was not entirely alleviated by these two positive ideas alone. Consequently, further mental interventions are required to lessen psychological suffering.

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