



Self-Concept in Adolescents with and without Visual Impairment

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Goal:

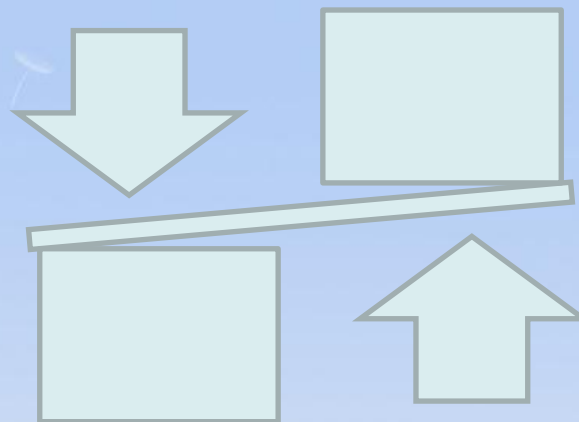
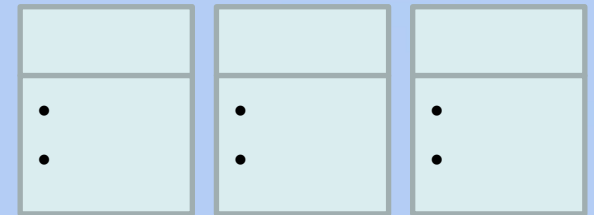
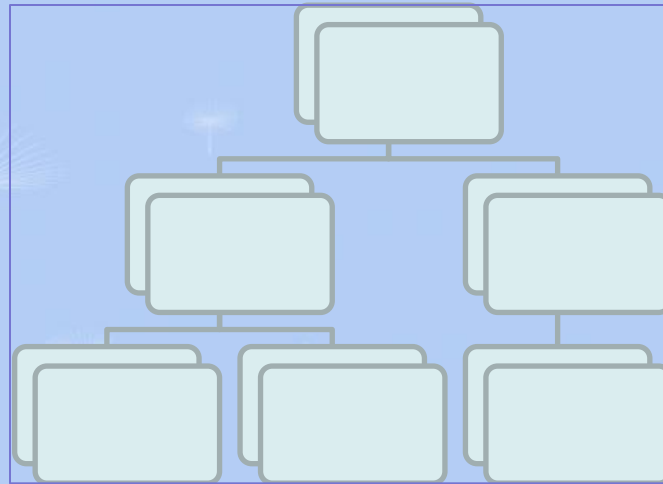
- To establish whether there are differences in self-concept aspects in adolescents regarding:
 - Visual impairment
 - Gender

Self-Concept

- Determines behaviour
- Real Me
- Ideal Me
- Expected Me



Self-concept Structure (Byrne):



Hypotheses:

- Self-concept of visually impaired adolescents will be lower than their non-visually impaired peers
- Girls' self-concept will be lower than boys' for sexual and coping self

Sample:

Table 1

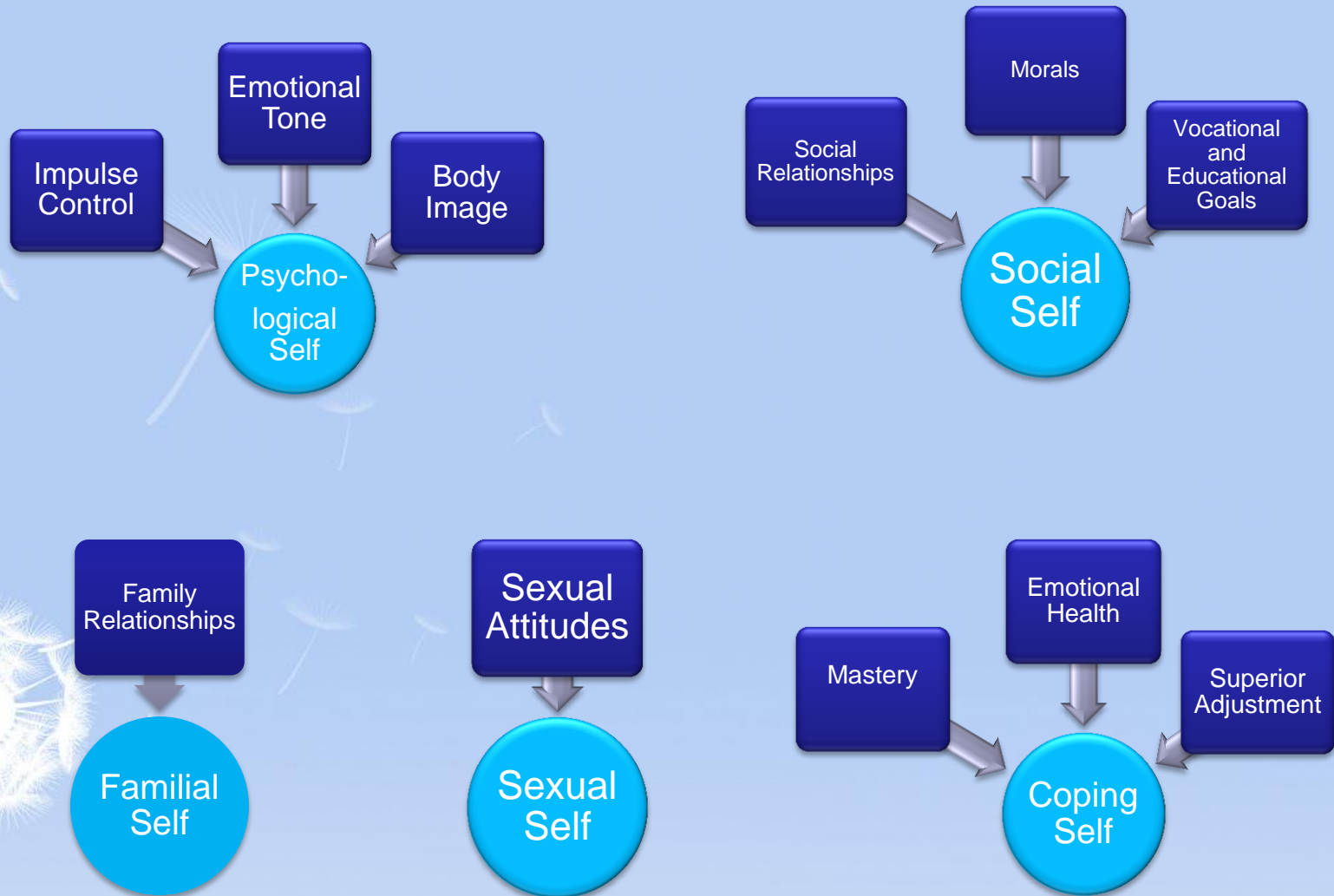
Survey participants, according to gender and visual impairment

	VISUALLY IMPAIRED	NON-VISUALLY IMPAIRED	TOTAL
BOYS	37	52	89
GIRLS	42	45	87
TOTAL	79	97	176

Offer Self-Image Questionnaire – OSIQ (1962)

- Offer, Ostrow and Howard
- 130 items, 11 content areas, 5 scales (Selves)
- For adolescents (13-15 and 16-19 years old)
- 6 offered answers, Likert scale, conversion, standardisation (M=50, SD=15)

Offer Self-Image Questionnaire – OSIQ (1962)



Results

Table 2

OSIQ scales / selves with established significant effect of visual impairment

Scale / Self	Better Adjustment
Psychological Self	Visually Non-impaired Persons
Emotional Tone	Visually Non-impaired Persons
Body Image	Visually Non-impaired Persons
Social Self	Visually Impaired Persons
Social Relationships	Visually Impaired Persons
Morals	Visually Impaired Persons
Vocational and Educ. Goals	Visually Impaired Persons
Sexual Self / Sexual Attitudes	Visually Non-impaired Persons
Family Self / Family Relations	Visually Impaired Persons
Coping Self	Visually Impaired Persons

Results

Table 3

OSIQ scales / selves with established significant effect of gender

Scale / Self	Better Adjustment
Body Image	Girls
Social Self	Boys
Morals	Boys
Sexual Self / Sexual Attitudes	Boys

(possible measure of equality in society?)

Recommendations for rehabilitation programme

- To expand experiences and environment for visually impaired adolescents
- To work on developing realistic and healthy body image
- To continue with sexual education and education on gender issues