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Self-perception of the prospective self in adolescents with visual disability

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A young person's perception of his past, present, and future life is shaped during his adolescence. The potential/prospective self of an adolescent includes his ideas and plans concerning his future life and, therefore, constitutes an important source of his motivation for activity and development. This paper presents the results of its author's own research on the ways in which adolescents with visual disability receiving special education in the Silesian Voivodeship perceive their future lives. The theoretical part of the paper contains an analysis of the concept of self-perception and related concepts. Special attention is paid to defining different kinds of self-perception, analysing their functions and indicating factors that determine their development during adolescence. An overview of selected pieces of research on the self-image of blind and visually impaired people allowed a description of the influence of self-perception on social and personal functioning of adolescents with visual disability.

KEY WORDS: visual disability, adolescence, self-perception, „ prospective self/ potential self”

Self-perception in the context of the process of socialisation of children and youths

Socialisation is one of the basic factors of the shaping of the adaptation abilities of man. Determining factors for the correct or disturbed socialisation process are, generally speaking, searched for among environmental and individual ones. Among the very important (especially during adolescence) internal conditions, one finds self-perception. One must remember, however, that exogenous and internal (endogenous) factors continue to intertwine each other – self-perception influences our relations with the environment, but approval from the environment is also of importance for our self-perception.

According to Małgorzata Kupisiewicz, self-perception is: *an attitude towards oneself; a set of opinions of oneself, describing how the individual values themselves; the subjective evaluation of own abilities to execute particular actions and exercise particular behaviours*¹. The author lists so-called objects of self-perception, meaning, what it applies to and what it is related to in terms of key components of one's life. In its most basic of subdivisions, it may apply to physical, psychological and social conditions. The first ones include primarily one's appearance, one's external image, looks, but also one's physical condition and health. The second category spans intellectual abilities, our individual talents and abilities – that, in which we feel good. Lastly, the third group – social conditions – is related to one's family situation, professional situation, group memberships, networks of friends and acquaintances. Some researchers include among these conditions the financial status and morality, which, however, aren't a determining factor of a high opinion of oneself for everyone.

Subject literature contains concepts related to self-perception, e. g. self-image, self-esteem, self-love, self-knowledge, the "I", self-acceptance, and, accordingly, the approach towards the discussed

¹ M. Kupisiewicz, *Słownik pedagogiki specjalnej*, Wydawnictwo Naukowe PWN, Warszawa 2013, p. 318.

issue. The concept of self-evaluation is defined in most cases as the concept covering both the cognitive as well as the emotional aspect. In other instances, one deals here primarily with the emotional sphere (e. g. self-perception, self-love) or the cognitive sphere (e. g. self-image, self-knowledge, self-awareness), or with the sphere of activity of man (e. g. self-acceptance)². In addition, researchers discern between several properties/ types of self-perception, considering such criteria as: value (positive or negative), level (high or low), durability (stability or instability), accuracy (appropriate, suitable or inappropriate, unsuitable self-perception), judgements and opinions on oneself (certain and uncertain self-perception). A further important aspect of self-perception is its function. The most important is its controlling action – as it influences our life activity, drives or hinders us, describes the course of our actions and the level of life motivation and aspirations³. The shaping of one's self-evaluation is a long-term process, and progresses almost throughout one's entire life. As the most important period of its development may be considered childhood and adolescence (hence it's worthwhile to „build“ self-perception beginning from the earliest years of life, when the perception of individuality, competition, individual talents and dispositions begins to take shape within the child). Considering the contents and the structure of one's self-image and its role in the control of behaviour, during adolescence and early youth (ages 12–24) one can speak of the so-called *mature knowledge stadium*. Thanks to the development of abstract thought and its new social situation, youth creates in itself their own image akin to a hierarchical structure. This image includes descriptive judgements, self-perception, personal standards and rules of communication. During this time, self-knowledge begins to fulfil important control functions⁴. The social conditions listed most often in subject literature

² D. Wosik-Kawala, *Korygowanie samooceny uczniów gimnazjum*, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2007, pp. 12–25.

³ M. Kupisiewicz, *Słownik pedagogiki specjalnej*, Wydawnictwo Naukowe PWN, Warszawa 2013, p. 318.

⁴ J. Koziński, *Psychologiczna teoria samowiedzy*, Wydawnictwo Naukowe PWN, Warszawa 1981, pp. 214–215.

that influence the self-perception of children and youths include factors related to one's family environment, comparing oneself to other people, observing one's own behaviour or the influence of one's peer group.

The influence of self-perception on the behaviour of man is uncommonly important, it conditions e. g. the effectiveness of the activities undertaken by them; it influences the interpersonal relations and relationships with others. There exists an interrelation between the attitudes towards oneself and the attitudes towards others⁵. In relation to the above, one could speak of persons characterised by an adequate/ high self-perception, the functioning of whom with respect to others will be based on acceptance and favourable interpersonal relations, and of persons with an inappropriate (low or excessively idealised/ inadequate self-perception, the interpersonal relations of whom may be disturbed.

High or adequate self-perception is not only a key condition for the correct course of the socialisation process, but also leads to so-called self-acceptance, meaning: *the feeling of one's own value, self-satisfaction, one's positive attitude towards oneself coupled usually with the conviction of the suitability of one's own mode of thinking, value system and behaviour, and the acceptance of one's looks*⁶. Every person, beside basic biological needs, also has external social needs. One of these is the need of acceptance, as Halina Mielicka writes, related to the positive emotional reaction of people to our behaviour as an individual. *The observation of human reactions to activities undertaken by the individual may cause changes to one's self-perception, and in this regard, to choices made related to the social roles taken on*⁷. Important influence on our self-perception is thus exercised by the satisfaction of such social needs as: the need of emotional response and the need

⁵ D. Wosik-Kawala, *Korygowanie samooceny uczniów gimnazjum*, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2007, p. 39.

⁶ M. Kupisiewicz, *Słownik pedagogiki specjalnej*, Wydawnictwo Naukowe PWN, Warszawa 2013, p. 315.

⁷ H. Mielicka, *Podstawy socjologii: mikrostruktury społeczne*, Wydawnictwo Stachurski, Kielce 2002, pp. 187-188.

of long-term security. If one evaluates themselves negatively within one aspect or within multiple aspects, this need not influence the entirety of our self-perception. This happens in particular in persons with so-called high self-complexity. If the conviction of an individual of the lack of self-value endangers the comprehensive view of oneself, they look in themselves for other characteristics that will compensate them for what in their view is a lack, a flaw or an error. Individuals with low self-perception do not have such a "buffer", hence their self-perception is fairly easy to be reduced by other members of society⁸. An elevated self-perception is a separate issue, which in borderline cases can lead to tyranny over others, or crime.

It is worth stressing that self-perception is not a fixed value – for every individual, it changes throughout one's life under the influence of various social experiences. The fact, how much we are "worth" is determined by comparisons with other people and with our visions of ourselves. As our reality undergoes constant, dynamic changes, man must exercise high flexibility to keep up with social patterns or norms. Thus, it is worthwhile to shape in children and youths a fairly constant feeling of self-perception that will not depend to the end on the various fashions or fads promoted in the media. Researchers refer to this process as the *importance of having appropriate knowledge of oneself*. As one may read in the works of Wilhelmina Wosińska: *Having appropriate knowledge of oneself is viable from the practical standpoint, as it protects us against failure. (...) permits also the avoidance of certain situations, and seeking others, more comfortable ones, with our skills*⁹.

Hence, self-evaluation, as was already said, is not a constant value. It may change with age, one's environment, the social, economic or family situation (this fact is of importance in terms of the socialisation process of children and youths). Beside it having the power to control our mood, to influence our emotional states, it also reflects in our social relations with the world around us.

⁸ W. Wosińska, *Psychologia życia społecznego*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2004, pp. 67–68.

⁹ W. Wosińska, *Psychologia życia społecznego*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2004, p. 81.

Disability and self-perception of blind and weak-sighted youths – an overview and analysis of selected studies

One of the most common and frequently emerging psychosocial consequences of disability in case of blind and weak-sighted persons is disturbed self-esteem. This in turn, following Roman Ossowski, is related to two factors of life: the perception of oneself and the perception of others¹⁰. In terms of self-perception, the case could entail a feeling of being worse, dependent, less intelligent, less interesting than “healthy” people. This condition will not change until the blind person does not accept the lack of sight. The perception of others is strictly related to the perception of the blind by the seeing. In other words, this is a mutual interaction that cannot strictly be separated. Aggression and reluctance of the blind can be awakened both by indifference as well as by overprotectiveness of the environment.

Tyflopedagogical literature (as confirmed by numerous studies) frequently includes the statement that lack of sight hinders the satisfaction of many psychological needs of an individual. Among the most severe experienced issues one finds deprivation in terms of cognitive and aesthetic needs, independence and self-actualisation. This causes states of frustration. The basis for these is most commonly comparing oneself and one's fate with the fate of the sighted. The case is similar with the self-evaluation of persons with damaged sight. The reaction to states of frustration includes defensive compensation mechanisms. One of these mechanisms related to self-perception – as indicated by Zofia Sękowska – is the reclamation of one's own sense of security with respect to the sighted through the acceptance of estimates of one's inadequacy as correct and as determining one's self-perception¹¹. The shaping of the im-

¹⁰ R. Ossowski, *Pedagogika niewidomych i niedowidzących*, [w:] *Pedagogika specjalna*, ed. by W. Dykcik, Wydawnictwo Naukowe Uniwersytetu im. Adama Mickiewicza, Poznań 2005, p. 185.

¹¹ Z. Sękowska, *Przystosowanie społeczne młodzieży niewidomej*, Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1991, pp. 52–53.

age of oneself, with particular consideration of one's body image and the body image of the opposite sex gains material meaning during adolescence, in a particular manner in the life of blind youths. As Zofia Sękowska writes, referring to B. Wright and the studies of J. C. Davis, [...] *more intense self-awareness during adolescence makes the adolescent evaluate themselves considering "normality" or "anormality". Becoming aware in this time of the permanence of one's physical flaws can heavily impact one's prior system of self-evaluation, and may cause a reason of difficulties in adaptation*¹².

Studies concerning the image of one's own situation and of one own, and the changes that had occurred in this regard due to the process of rehabilitation in persons with eyesight disabilities were conducted by Roman Ossowski (1982)¹³. The studies were longitudinal. They spanned seventy people with sight disabilities, participants of a rehabilitation course that took place in a ten-month closed system. The control group was made up of sighted students. The self-image was assessed using the SQ self-acceptance scale developed by A. and J. Brzeziński and the A. Berger scale. The study disclosed lowered self-perception among the analysed blind, in particular with respect to physical properties. At the same time, thanks to ten months of rehabilitation at the facility of the Polish Union of the Blind (Pl. Polski Związek Niewidomych) in Bydgoszcz, Poland, in all studied aspects of the self-image of the blind, positive changes were recorded. The author, based on the obtained results, formulated e. g. the remark that it is not the sight disability itself that may be the source of reduced self-perception (especially in terms of one's own physicality) in the analysed persons, but it is the existing social stereotypes or the fashion overstating in our culture the physical aspects of man.

¹² Z. Sękowska, *Przystosowanie społeczne młodzieży niewidomej*, Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1991, pp. 56.

¹³ R. Ossowski, *Kształtowanie obrazu własnej sytuacji i siebie u inwalidów wzroku w procesie rehabilitacji*, Wydawnictwo Wyższej Szkoły Pedagogicznej, Bydgoszcz 1982, p. 122.

Further studies worth quoting at this point applicable to the self-perception of youths with damaged sight, were conducted by Zofia Sękowska (1991)¹⁴. The study encompassed 90 pupils with sight disabilities from two last grades of primary schools, learning at five special education facilities for blind children (Bydgoszcz, Łaski near Warsaw, Krakow, Wrocław, Owińska near Poznań). The studied group included 30 girls and 60 boys aged 13–16. The control group was made up of sighted pupils (including 40 girls and 50 boys). Studied was self-perception and the evaluation of other persons in social relations. For this purpose, the self-evaluation and estimation scale of colleagues developed by Teresa Stanula, was used. The achieved results, using the tool indicated above, permit the conclusion that blind youths as compared to sighted youths exhibited a tendency of elevation of notes concerning others, particularly in such respects as: preparations ahead of changing school, resourcefulness, life optimism or self-certainty. In addition, the test results showed that sighted adolescents, compared to blind ones, tended to favour themselves in the evaluation of their activity as compared to others, e. g. in the area of high evaluation of their own feeling of responsibility, independence in the execution of work, subordination to social activity organisers. In the discussed study, blind girls were characterised by a more positive self-image than was the case with their sighted peers, whereby boys exhibited a tendency towards lower self-perception.

An interesting study concerning self-perception and the perception of one's own situation by blind and weak-sighted youths within various education systems, e. g. special and public education, was conducted by Zofia Palak (2000)¹⁵. The study concerned the image of oneself (real and ideal), self-acceptance and properties of self-perception as its level, stability and adequacy. The author used

¹⁴ Z. Sękowska, *Przystosowanie społeczne młodzieży niewidomej*, Wydawnictwa Szkolne i Pedagogiczne, Warszawa 1991, pp. 77–78; pp. 102–106.

¹⁵ Z. Palak, *Uczniowie niewidomi i słabowidzący w szkołach ogólnodostępnych*, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2000, pp. 83–111.

the Gough Adjective Check List (ACL), which can be used to study three aspects of the concept of one's self-image: 1) the real – "how I am", 2) the ideal – "how I would like to be", 3) the retrospective – "how I was", and the experiment of F. Hoppe analysing properties of self-perception. The analysis of data obtained by Zofia Palak permitted the researcher to formulate the following conclusions, namely that the real self-image of blind and weak-sighted youths educated within both systems turned out to be similar, whereby marked differences can be found in terms of the ideal self-image. In other words, the studied blind and weak-sighted educated along sighted peers assumed markedly lower standards of the perfect self-concept than their peers from the integrated system. The studied visually-impaired adolescents educated in the integrated system accepted themselves to a higher degree than comparative pupils from schools for the blind and weak-sighted. The author of the study believes that this might stem from the fact that the pupils with sight dysfunctions working under conditions of high threats for their self-perception as generated by a public school implement the natural need of high self-acceptance by accepting low standards of the "perfect self". The integrated or segregated education system turned out not to exert an influence on the differentiation of stability of the self-perception of the studied youths. In both systems about half of the studied pupils had a stable self-perception. The level of self-acceptance of the sighted adolescents from special and public schools was also similar, whereby girls educated in the integrated system tended to more rarely have lower self-perception than their counterparts from special schools. In addition, no significant differences were noted between the frequency of prevalence of adequate and inadequate self-perception in the group of youths from the integrated and segregated systems, and between the compared groups in terms of gender. Almost half of the studied pupils from both education systems evaluated themselves adequately¹⁶.

¹⁶ Studies concerning the dependence between the properties of self-perception and the gender of children and youths with sight disabilities may also be found in

The real and adequate self-evaluation is doubtless one of the more important individual factors causing correct social functioning. Subject literature as well as the studies described above indicate that issues of self-perception constitute an important area of scientific and research reflection and analysis for blind persons, in particular in the key time of adolescence.

The “perspective self” of visually-impaired youths – methodological assumptions of own research

The presented study was undertaken as part of a broader empirical undertaking that applied to the broadly defined social functioning of visually-impaired youths. The study was conducted based on the assumed rule of (quantitative-qualitative) triangularity: the qualitative study was used as an interpretation for the quantitative study¹⁷. In addition, they had the character of a diagnostic study with the purpose of verification. As self-perception constitutes one of the individual resources of an individual in the socialisation process – as substantiated towards the beginning of this paper – in case of the discussed study, it was treated as one of the dependent variables, at the same time a component and determining factor of social functioning.

works by foreign authors. This issue was handled, among others, by M. Zurich and B. Ledwith (conf. Zurich M., Ledwith B., *Self-concepts of visually handicapped and sighted children*, “Perceptual and Motor Skills”, 1965, Vol. XXI, pp. 771-774). In terms of the form of education as a factor possibly determining the social functioning of blind and visually-impaired pupils, noteworthy is the study conducted by R. Schindele (1974), which showed that integration systems provided better results in terms of socialisation of pupils with damaged sight than special schools. Studies published by such researchers as E. L. Cowen (1961) and I. F. Lukoff, M. Whiteman (1970) in turn, did not show any relationship between social functioning and the education system for visually-disabled pupils.

¹⁷ Conf. K. Konarzewski, *Jak uprawiać badania oświatowe. Metodologia praktyczna*. Wydawnictwa Szkolne i Pedagogiczne, Warszawa 2008, p. 33.

Accordingly, the object of the presented fragment of own research was the self-perception of visually-disabled adolescents from special schools in terms of the "future/ perspective self". Getting to know the specifics of self-perception in persons with eye disabilities by other persons and the perception of the self and one's own situation in the future, permitting better understanding and possible aid or support in the described scope for this group of the disabled constituted the basic goal of the undertaken study. The main research objective was formulated as follows:

How do the studied youths with eye disabilities, educated at special lower secondary schools, see themselves and their situation in the future?

The diagnostic survey method was used. For the purpose of determination of the self-perception of the studied adolescents in terms of the "perspective self", applied was the questionnaire "*Future self-portrait*" developed by Danuta Wosik-Kawala.

The research group chosen for the study was composed of lower secondary school pupils with sight disabilities educated at special education facilities for the blind and weak-sighted from the voivodeship of Silesia in Poland (there are two such facilities in Silesia - in Dąbrowa Górnicza and in Chorzów). The studies used purposeful (intentional) selection. The main criteria of qualification of pupils for the studies were: 1) age and education level: pupils of lower secondary schools aged 14-16 (early adolescence), 2) disability category and level: pupils with eye disabilities - blind and weak-sighted in the intellectual norm, 3) youths in the special education system (special education facilities) from the voivodeship of Silesia. The study encompassed a total of 60 pupils from ten classes of two special lower secondary schools. Girls constituted 48.3% (29 persons), boys 51.7% (31 pupils). The majority of those analysed were weak-sighted persons - 44 pupils (75.8% of those studied). The blind constituted 24.2% of those studied (16 pupils), including persons sensing light, 5%, and with a sight sharpness in the range of 0.02-0.1 (19.2%). The own study lacked persons who were fully blind (no sense of light).

Results of own research and closing comments

The anticipation of own future is most frequently related to such concepts as: life plans, expectations, desires, aspirations, visions. The vision of one's own future is the result of thinking about oneself in the categories – I will be..., I would like to..., etc. As Maria Tyszkowa writes, the shaping within one of a relevant vision of one's future may encourage them to undertake actions aimed at the achievement of goals assumed in this vision.¹⁸ Hence, the image of one's own life perspective may become the basis of emergence of plans for the future.

The "*Future self-portrait*" questionnaire as developed by Danuta Wosik-Kawala used for the study is composed of 10 statements (questions). these questions apply primarily e. g. to one's housing, health and social situation¹⁹. Before the completion of the questionnaire, the studied persons were acquainted with the instruction manual and were to imagine themselves five years later. The completed tool entailed the description of the visualised condition of the self from the future, hence the statements were formulated in the present tense. In the presented study, the introductory instructions, including questions, were provided orally.

Responses of the analysed pupils concerning the perception of the self and of one's own situation in the future are provided in table 1.

Data obtained using the tool applied for the study indicates that the majority of visually-disabled adolescents anticipates their future and sees themselves in this future generally very positively. More than half of the analysed boys and girls are planning to live in a big city, whereby 46 of the 60 analysed pupils seeks to have their own flat. The majority of the analysed boys wants to study and have a sa-

¹⁸ M. Tyszkowa, *Zdolności, osobowość i działalność uczniów*, Wydawnictwo PWN, Warszawa 1990, quoted from: D. Wosik-Kawala, *Korygowanie samooceny uczniów gimnazjum*, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2007, p. 79.

¹⁹ Conf. D. Wosik-Kawala, *Korygowanie samooceny uczniów gimnazjum*, Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej, Lublin 2007.

Table 1. Self-perception of studied visually-impaired pupils in terms of the “perspective self”

Aspects of the future	Boys N = 31	Girls N = 29
I live:		
a. in a big city	18	16
b. in a small town	11	10
c. in the country	2	3
Housing situation:		
a. living with my parents	-	1
b. living at a dormitory	7	6
c. I have my own flat	24	22
Professional life:		
a. I am unemployed	-	-
b. my parents support me	-	-
c. I work part-time	2	-
d. I have my own company	8	4
e. I am studying	10	13
f. I work and I am satisfied	11	12
g. I work, but I am not satisfied	-	-
h. looking for work	-	-
Health:		
a. I'm perfectly healthy	9	7
b. I have issues with my health	3	5
c. I am always tired	4	1
d. I am always fresh and rested	15	16
Image:		
a. I am an attractive person	5	10
b. I am an average person	7	2
c. I have nothing to complain about in terms of my looks	17	14
d. I would like to change many aspects	2	3
Social prestige:		
a. I am valued by others	7	10
b. people underestimate me	5	2
c. people fear me	-	-
d. I engender the trust of others	19	17
My friends:		
a. I have many friends and I can count on them	12	11
b. I have a few friends who are always there for me	11	15
c. I would like to have more friends	4	3
d. I cannot call anyone a friend	2	-

cont. tab. 1

Aspects of the future	Boys N = 31	Girls N = 29
People speak of me:		
a. a good spirit	2	4
b. sucker	-	-
c. hard-working	14	9
d. diligent	5	6
e. honest	10	10
f. worthless	-	-
Self-perception:		
a. I like myself	30	29
b. I have many issues with myself	1	-
My relationships:		
a. others govern my behaviour/ I am dependent on them	-	2
b. I am independent of others	28	25
c. I do not care about opinions of others	3	2

Source: Own research.

tisfactory job. Girls perceive their education and professional situation similarly (13 of the 29 analysed girls perceive themselves in the future as students, 12 would like to have jobs that satisfy them). Despite the disability of sight and the physical and health consequences related to it, 47 of the pupils believe that they will enjoy good health and vitality in the future. In the aspect of looks, most boys believe that they will have nothing to complain about. Girls expressed themselves similarly in terms of their looks, and in addition a large part of them evaluated their looks in the future as attractive. Both the studied boys as well as the girls perceive themselves in the future as persons valued by others. The majority, e. g. 36 pupils, would like to be people that awaken in others a feeling of trust. Visually-impaired lower secondary school male pupils stress their future perception as being hard-working, with girls anticipating themselves to be perceived by others as being honest. The majority of the analysed youths (both girls as well as boys - 26 pupils) declare owning in the future few friends, but such that they would always be able to rely on. Almost all of the analysed adolescents

also declare the will to be independent in the future (53 of the 60 studied pupils). Solely two girls were convinced of the lack of their independence, with five pupils (three boys and two girls) expressed the belief that they do not wish to respect the opinions of others in the future.

The conducted study shows that the „perspective self“ (the perception of oneself and of one’s future) of the analysed youths with sight disabilities shines in optimistic light. Based on the results of the studies available in subject literature and concerning the discussed topics, one could draw the conclusion that visually-disabled youths may exhibit uncertainty or even fear as to their future; this in particular within the context of future employment, studies, independence, their own place of residence, interpersonal relations, also those very close, the feeling of security, self-actualisation, etc. The conducted studies show in turn that the vision of themselves and of their future in the perception of the analysed visually-impaired adolescents is entirely different. Youths perceive themselves and their future situation very positively. What factors influence this? Is this really a realistic and adequate self-perception? Indeed, quite many fully able, young people, especially during adolescence, express uncertainty as to their own future. These questions doubtless require continued research. The author of the present study is aware that the obtained results apply to but a very narrow area – one of the dimensions of self-evaluation that applies to the perception of the future of the analysed pupils. These could, however, become the driver for other scientific research and expanded analyses in the area of the mentioned issues. Without a doubt, noticed must be the fact that the studied youths was educated in the segregated system, hence the closest peer groups were also persons with sensory disabilities, which could influence the mode of perception of the self by the analysed pupils both now as well as in the future. Analysing the social conditions of self-perception and its properties such as its level or the adequacy with respect to the present could permit a broader analysis and interpretation of the obtained results, and a verification of whether the image of the self and of the future of

the studied youths are the result of the applied defence mechanisms. One needs to keep in mind that a person may to one extent demand to have a characteristic, and to another – foresee possessing it. Nonetheless, the optimistic image of own future foreseen by the analysed blind and weak-sighted youths is certainly a cause for satisfaction. Indeed, each optimistic thought may improve the motivation to execute the goals set for oneself and aid in the overcoming of barriers on the way towards adult life.

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