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RESEARCH ARTICLE

SELF-CONCEPT AND LEVEL OF ASPIRATION AMONG HEARING IMPAIRED, VISUALLY IMPAIRED AND CRIPPLED SECONDARY SCHOOL STUDENTS OF DISTRICT BARAMULLAH, J & K

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ABSTRACT

The main purpose of this study was to know the self-concept and level of aspiration among various categories of physically challenged secondary school students. This study was descriptive in nature. For the measurement of self-concept Sagar and Sharma's self-concept inventory (two dimensions ideal and real self) was administered and for level of aspiration, Mahesh Bhargava and M.A. Shah's level of aspiration tool was administered. The sample for the study was 150 physically challenged secondary school students identified from 90 secondary schools of district Baramullah, Jammu and Kashmir by using purposive sampling technique. Mean, standard deviation and t-test were applied to measure and compare the self-concept (two dimensions) and level of aspiration of hearing impaired, visually impaired and crippled secondary school students of district Baramullah. The analysis of the data revealed that the different categories viz hearing impaired, visually impaired and crippled secondary school students do not differ on self-concept and level of aspiration. It indicates that all the three categories have same attitude, knowledge of themselves and evolution of their achievements.

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INTRODUCTION

Present age is the age of competition and achievements, therefore education has a tremendous role to play in motivating the students to achieve higher and to have the realistic aspiration in all of their doings especially at secondary stage of education. The students have to realize their capacities and to have the self introspection in various matters. It is therefore imperative that the adolescent at secondary level of education has developed a self concept whereby he performs all his activities in accordance to this knowledge of self. It is quite obvious that an individual knowing his self develops a sort of self-concept whereby he develops realistic approaches to achieve higher and to excel other in his endeavours present system of education lays much emphasis upon all round personality development of every individual. Therefore considering this aim of education at secondary stage of education is to be laid on nourishing and developing the self concept among the school students. Allport (1961) has described the self-concept as, "the self is something of which we are immediately aware, we think of it as the warm, central private region of our life, as such it plays a crucial part in our consciousness (a concept broader than self in our personality and in our organism (a concept broader than personality) thus it is some kind of core in our being." Combs and Syngg (1964) refers self-concept as, "the individual's perception or view of himself." It can be concluded that self-concept is the sum total of all that the individual can call "I" or "Me". It refers to those perceptions, beliefs, feelings, attitudes

and values which the individual views as part or characteristics of himself. It refers to individual's perception or view of himself. It includes the person abstractions and evaluations about his physical abilities, appearance, intellectual capacities, social skills, psychological self- image, self- confidence, self- respect and self-adequacy. We know that self-concept determines not only the kinds of goals as suitable for a student to strive for, but also his level of aspiration. The term level of aspiration was first used by a German psychologist namely Hoppe. There are different tasks in the world, that different students do, or there are different tasks that they desire to do. The standard that they want to achieve in any task is described by psychologists as there level of aspiration. Frank (1935) defined level of aspiration as, "level of future performance in a familiar task which an individual, knowing his level of past performance in that task, explicitly undertakes to reach." Gardner (1940) defined as, "level of aspiration is a truly quantitative concept, which has two requirements that the subjects make some public indication of his aims and that, he makes this in quantitative terms." Hurlock (1967) defined it as "a longing for what is above one's achieved level with advancement on it as its end. In other words, aspiration means the goal an individual sets for himself in a task, which has intense personal significance for him or in which he, is ego-involved." Hearing impaired is those in whom the sense of hearing is non-functional for ordinary purposes of life. They do not hear or understand sound at all even with amplified speech. The cases included in this category will be those having hearing loss of more than 70 decibels (Graham Bell's scale) in the better ear (profound) loss of hearing in both ears (Ministry of social welfare 1987).

Visual impairment is a condition in which an individual's vision is deficient to such a degree that it significantly affects his functioning. The American Medical Association (AMA) 1934 defined visual impairment as, "Blind person is said to be one who has visual acuity of 20/200 or less in the better eye. Even with correction or where field of vision is so restricted that subtends an angle of 20 or less in the better eye after correction". Crippled refers to a kind of orthopedic handicapped in which the child's legs are deformed or even the child loses his limbs and become lame crippled child can be recognized by various symptoms such as deformity in limbs, feeling of pain in the joints. In India, education of masses is one of the most crucial concern. In post-independence era, a two-pronged drive has been started to ignorance, illiteracy and economic insecurity of the masses and also to ensure their increasing participation in social and political life. The figures available on literacy percentage indicate that there has been some success in our attempt of eradicating mass illiteracy, but still a sizable proportion of the total population has not been benefitted from the programme and as such dark clouds of illiteracy and ignorance are still hovering over humanity and posing threat to the very social order. Self-concept determines the level of aspiration of a student, whether a student has high, low or realistic level of aspiration is mostly determined by his self-concept. This low, high or realistic level of aspiration of a student is the determining factor of his academic achievement. The primary objective of this study is to study the self-concept and level of aspiration of hearing impaired, visually impaired and crippled secondary school students.

Hypotheses

1. Hearing impaired and visually impaired secondary school students do not differ significantly on real self dimension of self-concept inventory.
2. Hearing impaired and crippled secondary school students do not differ significantly on real dimension of self-concept inventory.
3. Visually impaired and crippled secondary school students do not differ significantly on real dimension of self-concept inventory.
4. tory.
5. Hearing impaired and visually secondary school students do not differ significantly on ideal-self dimension of self-concept.
6. Hearing impaired and crippled secondary school students do not differ significantly on ideal-self dimension of self-concept inventory.
7. Visually impaired and crippled secondary school students do not differ significantly on ideal self-dimension of self-concept inventory.
8. Hearing impaired and visually impaired secondary school students do not differ significantly on level of aspiration.
9. Visually impaired and crippled secondary school students do not differ significantly level of aspiration.
10. Hearing impaired and crippled secondary school students do not differ significantly on level of aspiration.

MATERIALS AND METHODS

This study was designed to compare hearing impaired, visually impaired and crippled secondary school students on self-concept and level aspiration.

Sample

The sample for this study was collected from 90 secondary schools of district Baramullah, J&K. The sample consisted of 150 physically challenged students identified on the basis of information obtained from the offices of various secondary school institutions by using purposive sampling technique.

Tools used

1. For the measurement of self-concept of hearing impaired, visually impaired and crippled secondary school students, Sagar and Sharms self-concept inventory (two dimensions ideal and real self) was administered.
2. For the measurement of level of aspiration of hearing impaired, visually impaired and crippled secondary school students, Mahesh Bhargava & M.A. Shah's level of aspiration tool was administered.

Statistical treatment

The data collected was subjected to the following statistical treatment.

- i). Mean
- ii) S.D
- iii) t-test

Analysis and interpretation

In order to prove the hypotheses whether they are accepted or rejected, the data was statically analyzed by employing t-test.

Table 1. Showing the mean comparison of hearing impaired and visually impaired secondary school students on real self- dimension of self-concept inventory (N=50 in each group).

Group	N	Mean	S.D	t-test	Level of significance
Hearing impaired	50	172.10	18.12	1.52	Insignificant
Visually impaired	50	165.14	14.18		

The table 1 shows that the two groups do not differ significantly on real self dimension of self-concept inventory. The calculated t-value (1.52) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and visually impaired secondary school students have the similar attitudes, knowledge of themselves and evaluation of their achievements. Thus from the confirmation of the results from the above table, the null hypotheses which reads as, "hearing impaired and visually impaired secondary school students do not differ significantly on real-self dimension of self-concept inventory", stands accepted.

Table 2: Showing the mean comparison of hearing impaired and crippled secondary school students on real-self dimension of self-concept inventory (N=50 each group)

Group	N	Mean	S.D	t-test	Level of significance
Hearing impaired	50	172.10	18.12	1.25	Insignificant
Crippled	50	166.17	15.44		

The table 2 shows that the two groups do not differ significantly on real self dimension of self-concept inventory. The calculated t-value (1.25) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and crippled secondary school students have the similar attitudes, knowledge of themselves and evaluation of their achievements. Thus from the confirmation of the results from the above table, the null hypotheses which reads as,

“hearing impaired and crippled secondary school students do not differ significantly on real-self dimension of self-concept inventory”, stands accepted.

Table 3: Showing the mean comparison of visually impaired and crippled secondary school students on real-self dimension of self-concept inventory (N=50 in each group)

Group	N	Mean	S.D	t-test	Level of significance
Hearing impaired	50	165.14	14.18	0.24	Insignificant
Crippled	50	166.17	15.44		

The table 3 shows that the two groups do not differ significantly on real self dimension of self-concept inventory. The calculated t-value (0.24) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and crippled secondary school students have the similar attitudes, knowledge of themselves and evaluation of their achievements. Thus from the confirmation of the results from the above table, the null hypotheses which reads as, “hearing impaired and crippled secondary school students do not differ significantly on ideal-self dimension of self-concept inventory”, stands accepted.

Table 4: Showing the mean comparison of hearing and visually impaired secondary school students on ideal self dimension of self-concept inventory (N=50 each group)

Group	N	Mean	S.D	t-test	Level of significance
Hearing impaired	50	196.14	14.15	0.85	Insignificant
Visually impaired	50	199.80	16.30		

The table 4 shows that the two groups do not differ significantly on ideal self dimension of self-concept inventory. The calculated t-value (0.85) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and visually impaired secondary school students have the similar attitudes, knowledge of themselves and evaluation of their achievements. Thus from the confirmation of the results from the above table, the null hypotheses which reads as, “hearing impaired and visually impaired secondary school students do not differ significantly on ideal-self dimension of self-concept inventory”, stands accepted.

Table 5: Showing the mean comparison of hearing impaired and crippled secondary school students on ideal self dimension of self-concept inventory (N=50 in each group)

Group	N	Mean	S.D	t-test	Level of significance
Hearing impaired	50	196.14	14.15	0.23	Insignificant
Crippled	50	197.12	14.96		

The table 5 shows that the two groups do not differ significantly on ideal self dimension of self-concept inventory. The calculated t-value (0.23) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and crippled secondary school students have the similar attitudes, knowledge of themselves and evaluation of their achievements. Thus from the confirmation of the results from the above table, the null hypotheses which reads as, “hearing impaired and crippled secondary school students do not differ significantly on ideal-self dimension of self-concept inventory”, stands accepted.

Table 6: Showing the mean comparison of visually impaired and crippled secondary school students on ideal-self dimension of self concept inventory (N=50 in each group)

Group	N	Mean	S.D	t-test	Level of significance
Visually impaired	50	199.80	16.30	0.60	Insignificant
Crippled	50	197.12	14.96		

The table 6 shows that the two groups do not differ significantly on ideal self dimension of self-concept inventory. The calculated t-value (0.60) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that visually impaired and crippled secondary school students have the similar attitudes, knowledge of themselves and evaluation of their achievements. Thus from the confirmation of the results from the above table, the null hypotheses which reads as, “visually impaired and crippled secondary school students do not differ significantly on ideal-self dimension of self-concept inventory”, stands accepted.

Table 7: Showing the mean comparison of hearing impaired and visually impaired secondary school students on level of aspiration (N=50 in each group)

Group	N	Mean	S.D	t-test	Level of significance
Hearing impaired	50	3.46	3.12	1.40	Insignificant
Visually impaired	50	2.42	2.14		

The table 7 shows that the two groups do not differ significantly on level of aspiration dimension of self-concept inventory. The calculated t-value (1.40) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and visually impaired secondary school students have same level of aspiration. Thus from the confirmation of the results from the above table, the null hypotheses which reads as, “hearing impaired and visually impaired secondary school students do not differ significantly on level of aspiration”, stands accepted.

Table 8: Showing the mean comparison of hearing impaired and crippled secondary school students on level of aspiration (N=50 in each group)

Group	N	Mean	S.D	t-test	Level of significance
Hearing impaired	50	3.46	3.12	0.56	Insignificant
Crippled	50	2.98	2.96		

The table 8 shows that the two groups do not differ significantly on level of aspiration. The calculated t-value (0.56) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and crippled secondary school students have same level of aspiration. Thus from the confirmation of the results from the above table, the null hypotheses which reads as, “hearing impaired and crippled secondary school students do not differ significantly on level of aspiration”, stands accepted. The table 9 shows that the two groups do not differ significantly on level of aspiration. The calculated t-value (0.78) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that hearing impaired and crippled secondary school students have the same level of aspiration.

Table 9: Showing the mean comparison of visually impaired and crippled secondary school students on level of aspiration (N=50 in each group)

Group	N	Mean	S.D	t-test	Level of significance
Visually impaired	50	2.42	2.14	0.78	Insignificant
Crippled	50	2.98	2.96		

Thus from the confirmation of the results from the above table, the null hypotheses which reads as, “Visually impaired and crippled secondary school students do not differ significantly on level of aspiration”, stands accepted.

Conclusion

In this study, it was found that the three categories viz hearing impaired, visually impaired and crippled secondary school students have same level of ideal and real self. It indicates that all three categories have same self-concept. It was further found that they have same level of aspiration. Due to their lower self-concept and level of aspiration, their achievements come out very low. So special schools, special instructional methods, instructional material and supportive services should meet their needs so that we get good results in the field of education. Resource persons and trained teachers should be appointed in normal as well as special schools, so that they will guide these students in choosing the different courses according to their aptitudes and aspirations. Guidance and counseling centers should be established for their benefit.

Suggestions

1. Further studies may be undertaken towards other categories of physically challenged students.
2. Investigations may be undertaken on relation to carrier aspirations and vocational interests of physically challenged students.
3. A comparative study may be conducted in mental health, self concept and personality characteristics of physically challenged and normal secondary school students.

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