

## Self- Concept and Academic Achievement of Physically Challenged and Normal Students at Secondary level in District Baramullah (J&K).

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**ABSTRACT:** The study was undertaken to study the self-concept and academic achievement of normal and physically challenged secondary school students of district Baramulla (J&K). The sample for the study was 300 including 150 normal secondary students selected randomly and 150 physically challenged by using Purposive sampling technique. Sager and Sharma's self-concept inventory was employed for the collection of data and t-test was employed for the analysis of the data. The result of the study highlight that the normal secondary school students have high academic achievement and real self as compared to physically challenged secondary school students. On the other hand, challenged were found to have high ideal self as compared to normal students.

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**Key Words:** self – concept, academic achievement, physically challenged students, normal students.

### 1. Introduction

As we look towards the world, we find different people performing different tasks. We find some people happy and some sullen, some are satisfied with life and work and some are disappointed with life and work, some are moving towards progress and some are still idle. All these activities are dependent on their self- concept. Whatever human beings do, they do it, according to their self-concept. But the question arises, how does this self-concept develops. Cooley C.H. and Mead G.H has stated that the self develops out of child's communicative contact with others. 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 (a concept broader than consciousness) and in our organism (a concept broader than personality) thus it is some kind of core in our being."

Thus self-concept refers to individual's perception or view of himself. It includes the persons abstractions and evaluations about his physical abilities, appearance, self-respect and self adequacy. It deals with self- perceptions of the person. A person's self-perceptions will in turn affect his social interaction, level of aspiration, psychological health, school achievement and indirectly his popularity and approval by other people in his environment.

Academic achievement of students refers to the knowledge attained and skills developed in the school subjects. So, academic achievement means the

achievement of students in the academic subjects in relation to their knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on pupil's performance. Sinha (1970) explains it as "students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates. On the other hand, students who fails in the previous examination and obtained low divisions in their examination are considered as individuals who are failed in their attainments".

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. The self acceptant person does not think of himself as a paragon of perfection. Instead, he is able to recognize his good features as well as his faults. One characteristic of a person who is well adjusted is that he usually recognizes and emphasizes his good features rather than his faults. The more the person accepts himself, the better is his self and social adjustment. The person who makes good personal adjustment will be happy and successful. One who makes good social adjustment will be popular, enjoy social contacts and have a full and rich life.

As we know that India has long back set an objective of universalization of elementary education. To keep this objective in view, the physically challenged students (which constitutes 10 percent of total population) cannot be ignored. They too are an important and essential component to make this

objective a fact. The most important role in their academic achievement is played by a teacher. A teacher after knowing the self-concept and academic achievement of physically challenged students, can change his teaching methodologies and attitude towards this group, so that we will get good academic results. This will intern help us to Universalize education in our country.

The primary objectives of this study is to know wheather physically challenged students differ from normal secondary school students on self – concept (real self and ideal self) and academic achievement.

### 1.2: An overview of review

Verma Arti (2008) found that there is significant difference between both the groups in the self-concept and study habits. The normal students have good study habits and the means difference between both the groups in the self-concept favors' normal students. Hussain Akbar (2007) revealed that the level of self-concept among the physically challenged adolescents was found lower than their normal counterparts, similarly the level of self-concept among girls was also found significantly lower than the boys in general. Kumar (2005) revealed that the academic achievement is affected by self-concept and level of aspiration, both the categories viz handicapped and normal students showed marked difference in self-concept and level of aspiration. Gagandeep, S.J. and Verma B.K. (2004) revealed that there is no significant difference on real self, ideal self and reflected self of visually impaired and crippled female adolescents. Sangdeep R.K and Sharma S. (2004) revealed that both the boys and girls secondary school students have no significant difference on all the three variables viz self-concept, level of aspiration and academic achievement. Gharkar, S.C. (2003) revealed that significant difference was found among secondary school students on self-concept. Mathur A.A (1983) found no difference in academic achievement, but self-concept differs among crippled and normal children.

### 1.3 Hypotheses

1. Physically challenged and normal secondary school students differ significantly on real self dimension of self concept inventory.

2. Physically challenged and normal secondary school students differ significantly on ideal self dimension of self concept inventory.

3. Physically challenged and normal secondary school students differ significantly on academic achievement.

## 2. Materials and Method

This study was designed to compare physically challenged and normal secondary school students on self-concept and academic achievement. As such, descriptive method of research was employed.

### 2.1 Sample

The sample for this study was collected from 90 secondary schools of district Baramullah, J&K . The sample consisted of 300 students of which 150 physically challenged and 150 normal secondary school students were selected from district Baramullah. Physically challenged students were identified on the basis of information obtained from the offices of various secondary school institutions using purposive sampling technique, while normal students were selected randomly by using random sampling technique.

### 2.2 Tools used

1. For the measurement of self-concept of physically challenged and normal secondary school students, Sagar and Sharma's self concept inventory was administered.

2. To measure the academic achievement, aggregate marks obtained by the subjects in 8<sup>th</sup> and 9<sup>th</sup> classes were taken as their academic achievement.

### 2.3 Statistical treatment

The data collected was subjected to the following statistical treatment

1. Mean
2. S.D
3. t-test

## 3. Analysis and interpretation of data

In order to achieve the objectives formulated for the study, the data was statically analyzed by employing t-test.

**Table 1.0:** Showing mean comparison of normal and physically challenged secondary school students on real self dimension of self-concept inventory (N=150 in each group).

Group	N	Mean	S.D	t-value	Level of significance
Normal	150	255.69	28.45	21.75	Significant at 0.01 level
Physically Challenged	150	168.47	20.70		

The perusal of above table shows that the two groups differ significantly on real dimension of self-concept inventory. The calculated t-value (21.75) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is a significant difference between physically challenged and normal secondary school students on real admission of self-concept inventory. Thus from the confirmation of the results from the above table, the hypothesis which reads as, “physically challenged and normal secondary school students differ significantly on real self dimension of self concept inventory”, stands accepted.

**Table 1.1:** Showing mean comparison of normal and physically challenged secondary school students on ideal self dimension of self concept inventory (N=150 in each group).

Group	N	Mean	S.D	t-value	Level of significance
Normal	150	161.14	14.12	14.07	Significant at 0.01 level
Physically Challenged	150	198.17	18.16		

The perusal of above table shows that the two groups differ significantly on ideal self dimension of self-concept inventory. The calculated t-value (14.07) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is a significant difference between physically challenged and normal secondary school students on ideal self dimension of self concept inventory. Thus from the confirmation of the results from the above table, the hypothesis which reads as, “physically challenged and normal secondary school students differ significantly on ideal self dimension of self-concept inventory”, stands accepted.

**Table 1.2:** Showing mean comparison of normal and physically challenged secondary school students on academic achievement (N=150 in each group).

Group	N	Mean	S.D	t-value	Level of significance
Normal	150	64.06	14.16	8.86	Significant at 0.01 level
Physically Challenged	150	44.82	12.50		

The perusal of above table shows that the two groups differ significantly on academic achievement. The calculated t-value (8.86) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is significant difference between physically challenged and normal secondary school students on academic achievement. Thus from the confirmation of the results from the above table, the hypothesis which reads as, “Physically challenged and normal secondary school students differ significantly on academic achievement”, stands accepted.

#### 4. Conclusion

In this study, it was found that the normal group of secondary school students have high real self concept as compared to physically challenged students. It indicates that the two groups have not same attitudes, knowledge and evaluation of their achievement. The physically challenged secondary school students have low academic achievement as compared to normal students. Special schools, special instructional methods, instructional material and supportive services should meet the needs of physically challenged students so that we get good academic achievements. Vocational education should from an integral part of their curriculum, so that they may earn their livelihood.

#### 5. Suggestions

1. The further study may be replicated on large sample.
2. A comparative study may be conducted on mental health, self concept and personality characteristics of physically challenged and normal secondary school students.
3. This study may be undertaken to highlight the different dimensions of self-concept, attitudinal self and reflective self of physically challenged and normal secondary school students.

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