



A STUDY OF SELF – CONCEPT ACADEMIC ACHIEVEMENT, ASPIRATION LEVEL OF NORMAL AND PHYSICALLY CHALLENGED STUDENT

Rama Soni
Research Scholar.



ABSTRACT

The study was conducted to study self-concept, level of aspiration and academic performance of general and physically handicapped secondary school students. The results of the study make it clear that general secondary school students have higher realities, aspiration levels, and academic achievement than physically challenged students. On the other hand, physically challenged students were found to have higher ideal self-compared to normal students.

KEY WORDS: *Self-Efficacy, Normal, Physical, Impairment*

INTRODUCTION

The present age is the age of competition and accomplishment, so education has a big role to play in motivating students to achieve higher and having realistic aspirations in all their endeavours, especially in the secondary stage of education. Students need to understand their potential and become self-reliant in various subjects. It is therefore essential that the adolescent at the secondary level of education develops a self-concept by which he performs all his actions according to this knowledge of his own. It is quite clear that a person needs to be self-aware in such a way that he develops a concept of self in order to achieve a higher task and excel in his endeavours, with more emphasis on the development of each person's overall personality. Therefore, considering this goal of secondary education, it is based on nurturing and developing self-concept among school children.

So the concept of self, "the self is something that we are immediately aware of, we think of it as a warm, central private region in our lives, as if it plays an important role in our consciousness (a concept is wider than the self). It is a kind of fundamental part of our personality and our life (a wider concept than personality) and thus our existence. " It refers to perceptions, beliefs, feelings, attitudes, and values that have personal attitudes as part or characteristics of themselves. It refers to a person's own opinion or point of view. This includes abstractions and evaluations of the person's physical ability, appearance, and so on intellectual ability, social skills, mental self-image, self-confidence, self-esteem and self-sufficiency.

We know that self-concept not only sets the right goals for students to strive for, but also determines their aspirations. The word aspiration was first used by the German psychologist Hopp. There are different tasks in the world, different tasks that different students do or want to do. The standard they want to achieve in any work is described by psychologists there at the level of aspiration.

The level of aspiration, the level of future performance in a familiar task that, a person clearly undertakes to reach, knowing the level of his past performance in that task. It is defined as "the desire for something above one's attainable level with progress to the end. In other words, aspiration is a goal set by a person for himself in a task, which has personal significance to him or in which he is involved in ego."

Students' academic achievement refers to the knowledge and skills developed in school subjects. So, academic achievement is the degree to which a student's ability in academic subjects or qualification in

school work is usually measured by a standardized test and expressed in grades or units based on the student's performance. This is because "Students whose academic performance exceeds that of the characters in the form of high percentage are considered as successful candidates.

As you know, our country has long ago set the goal of universalization of primary education. With this goal in mind, physically challenged students (which are 10 percent of the total population) cannot be ignored. They are also an important and necessary factor in making this purpose a reality. The most important role in their academic performance is played by a teacher. Once a teacher learns about his / her own concept, level of aspiration and academic achievement of physically challenged students, he / she can change his / her teaching methods and attitude towards this group, so that we can get better academic results. This will help in universalization of education in our country.

METHOD OF THE STUDY:

This study was designed to compare physically challenged and general secondary school students on their own concepts, level of aspiration, and academic achievement. By the way, a descriptive method of research was used.

Sample:

The sample consisted of 300 students out of which 150 students with physical disabilities and 150 students from 150 secondary schools were selected. Physically handicapped students were identified based on information obtained from the Office of Secondary School Institutions using the Purpose Sample Technique, while normal students were randomly selected using the Random Sample Technique.

Tools Used:

- Sagar and Sharma's own concept list was given to measure the self-concept of physically handicapped and general secondary school students.
- To measure the aspirations of physically handicapped and general secondary school students, Mahesh Bhargava and M.A. Shah's level aspirations were given the means.
- To measure academic achievement, the total marks obtained by the subjects in 7th and 8th classes were taken as their academic achievement.

Statistics:

S.D., Mean and t-test statistical treatment were used on the collected data.

Analysis and Interpretation of Data:

The data were rigorously analyzed by T-test to achieve the objectives set for the study. Normal and physically handicapped school students demonstrate self-concept comparison on the actual self-dimensions of the list (n = 150 in each group).

Table 1.1 Comparison study of Normal and Physically Handicapped School Student

Particular	N	Mean	S.D.	t-Value	Significance level
Normal	150	257.46	29.51	22.15	0.01 level
Physically Handicapped	150	171.32	21.17		

Source: *Statistical Analysis*

Regularly from the above table it appears that the two groups differ significantly on the actual dimensions of the self-concept list. The calculated 't-value' (22.15) is greater than the 0.01 significance level tablet 't-value', which indicates a significant difference between the physically handicapped and normal high school students on the actual access to the concept list itself. Following the confirmation of the results of the

above table, the assumption is read that "physically challenged and normal secondary school students differ significantly on the actual self-dimensions of the self-concept list".

Table 1.2 comparison of normal and physically challenged secondary school students on ideal self-dimension of self-concept inventory

Particular	N	Mean	S.D.	t-Value	Significance level
Normal	150	162.32	15.01	14.87	0.01 level
Physically Handicapped	150	199.17	19.38		

Source: Statistical Analysis

As per the regularity of the table above 1.2 it appears that the two groups differ significantly in the self-dimension of the self-concept list. The calculated t-value (14.87) is greater than the 0.01 significance level tablet t-value, indicating that there is a significant difference in the self-dimension of the self-concept list between the physically handicapped and general secondary school students. After confirming the results of the above table, the assumption is read that "physically challenged and normal high school students differ significantly on the ideal self-dimensions of the self-concept list".

Table 1.3S Comparison Study of normal and physically challenged secondary school students on level of aspiration

Particular	N	Mean	S.D.	t-Value	Significance level
Normal	150	5.29	2.94	4.27	0.05 level
Physically Handicapped	150	3.38	2.83		

Source: Statistical Analysis

Table 1.3 shows the average aspiration level of physically handicapped and general secondary school students. The calculated T-value (4.27) is higher than the T-value tabulated at 0.05 level of significance, indicating that there is a significant difference in the level of aspiration between physically challenged and normal high school students. Following the confirmation of the results of the above table, the assumption is read that "physically handicapped and general secondary school students differ significantly in their level of aspiration".

Table 1.4 Comparison of normal and physically challenged secondary school students on academic achievement

Particular	N	Mean	S.D.	t-Value	Significance level
Normal	150	64.58	14.87	8.97	0.01 level
Physically Handicapped	150	45.21	12.98		

Source: Statistical Analysis

The syllabus of the table above shows that the two groups differ significantly in academic performance. The calculated T-value (8.97) exceeds the significance at the level of 0.05 over the tabulated T-value, indicating that there is a significant difference in academic performance between physically handicapped and general secondary school students. After confirming the results of the table above, the survivors agreed that "physically handicapped and general secondary school students differ significantly in academic performance."

CONCLUSION:

The study found that the general group of secondary school students had a higher actual self-concept and a lower ideal self-concept than physically handicapped students. This suggests that the two

groups do not have the same assessment of their accomplishments, knowledge and success. Physically handicapped secondary school students have lower aspirations and academic achievement than normal students. Special schools, special training methods, teaching materials and support services must meet the needs of physically challenged students so that we can have good academic success. Vocational education should be an integral part of their curriculum so that they can make a living.

REFERENCES:

1. Appleton PL, Minchom PE, Ellis NC, Elliott CE, Boll V, Jones P. (1994), 'The self-concept of young-people with spina-bifida: A population-based study',. *Developmental Medicine and Child Neurology*, 36:198 – 215.
2. Gage N.A. and Lierheimer K. (2012), 'Exploring Self-Concept for Students with Emotional and/or Behavioral Disorders as They Transition from Elementary to Middle School and High School', Hindawi Publishing Corporation, Vol-2012, pp. 1-11.
3. Johnston C, Sinclair K.E. (2003), 'Self-concept, development and disability: The implications for theory building', *Australian Journal of Psychology*, pp. 55:104.
4. Mishra, P & Mehrotra, A (2012), 'Comparison of self-concept among physically challenged and normal adolescents', *Indian Journal of Movement Education and Exercises Sciences*, Vol.(II), No.(1), pp. 1-6
5. Naglaa Abd-El-Megied Mohamed and Asmaa Ghareeb Mohamed (2013), 'Self Concept of Physically Handicapped Adolescent in Assiut City', *AAMJ*, Vol-11, Issue-2, pp. 49-67.
6. Simpson R.L., Peterson R. L., and Smith C. R. (2011), "Critical educational program components for students with emotional and behavioural disorders: science, policy, and practice," *Remedial and Special Education*, Vol. 32, no. 3, pp. 230–242.