

Self concept, level of aspiration and academic achievement of physically challenged and normal students at secondary level in district Barramullah

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Abstract

This study was undertaken to study the self concept, level of aspiration and academic achievement of normal and physically challenged secondary school students of district Baramullah(J and k).The sample for the study was 300 including 150 normal and 150 physically challenged secondary school students by using random and purposive sampling technique. Sagar and Sharma's self concept inventory, Mahesh Bhargava and M.A.Shah's level of aspiration scale were administered for the collection of data. The result of the study highlight that the normal secondary school students have high real self, level of aspiration and academic achievement as compared to physically challenged students. On the other hand, physically challenged students were found to have high ideal self as compared to normal students.

Key words: Self concept, level of aspiration, academic achievement, physically challenged, normal students

1. 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 endeavors 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.”

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”.

As we know that our country 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, level of aspiration 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 inturn help us to Universalize education in our country.

led and normal children.

2. Objectives

1. To study the self-concept, level of aspiration and academic achievement of Physically challenged and normal secondary School students.
2. To compare physically challenged and normal secondary school students on real-self dimension of self concept inventory.
3. To compare physically challenged and normal secondary school students on ideal self dimension of self concept inventory.
4. To compare physically challenged and normal secondary school students on level of aspiration.
5. To compare physically challenged and normal secondary school students on academic achievement.

3. Hypotheses:

- Physically challenged and normal secondary school students differ significantly on real self dimension of self concept inventory.
- Physically challenged and normal secondary school students differ significantly on ideal self dimension of self concept inventory.
- Physically challenged and normal secondary school students differ significantly on level of aspiration.
- Physically challenged and normal secondary school students differ significantly on academic achievement.

4. Method and procedure:

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

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.

4.1 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. For the measurement of level of aspiration of physically challenged and normal secondary school students, Mahesh Bhargava & M.A. Shah's level of aspiration tool was administered.
3. To measure the academic achievement, aggregate marks obtained by the subjects in 8th and 9th classes were taken as their academic achievement.

4.2 Statistical treatment:

The data collected was subjected to the following statistical treatment

Mean

S.D

t-test

5. 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 persual 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 persual 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.

2.0 Showing the mean comparison of normal and physically challenged secondary school students on level of aspiration(N=150 in each group)

Group	N	Mean	S.D	t-value	Level of significance
Normal	150	5.16	2.85	4.22	Significant at 0.05 level
Physically challenged	150	3.26	2.75		

The table 2.0 shows the mean comparison of physically challenged and normal secondary school students on level of aspirations. The calculated t-value (4.22) 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 level of aspiration. 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 level of aspiration” , 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		
Physically Challenged	150	44.82	12.50	8.86	Significant at 0.01 level

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.

6. Conclusion

In this study, it was found that the normal group of secondary school students have high real self concept and low ideal 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 level of aspiration and 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 form an integral part of their curriculum, so that they may earn their livelihood.

7. Suggestions

The further study may be replicated on large sample.

A comparative study may be conducted on mental health, self concept and personality characteristics of physically challenged and normal secondary school students.

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.

Further investigations may be undertaken in relation to carrier aspiration and vocational interests of physically challenged students.

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