



SELF CONCEPT OF VISUALLY CHALLENGED STUDENTS IN RELATION TO THEIR PARENTS EDUCATIONAL QUALIFICATION

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Abstract

.Self-concept is the mental and conceptual understanding. It is a persistent regard that sentient being hold for our own existence. Self Concept refers to self evaluation or self perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. The present study was conducted on 100 visually challenged students from Hyderabad and Medchal districts of Telangana State. The result reveals that there was a significant difference in self concept among visually challenged students with respect to parent's educational qualification.

Key Words: *Self Concept, Self Perception, Visually Challenged Students.*



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Introduction

Self Concept is the individual's belief about himself or herself, including the person's attributes and who and what the self is. Self-concept is the mental and conceptual understanding. It is a persistent regard that sentient being hold for our own existence. In other words, it is the sum total of being knowledge and understanding of his and herself. Self Concept refers to self evaluation or self perception, and it represents the sum of an individual's beliefs about his or her own attributes. Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. The self-concept is different from self- consciousness. Self-consciousness is awareness or pre- occupation with one's self whereas, self-concept is the vehicle of our symbolic behavior about what we think, understand, reason and judge up to which great extent i.e., it is controlled by our own concepts. It is therefore, regarded as the most vital tool of our thoughts and expressions. For an example: the child's mental and social development is very much influenced and controlled by the adequacy or non-adequacy of his concepts

about things, persons, events and phenomena. His/ her concepts bring economy to his thinking, reasoning and problem solving behavior and help him much in acquiring the knowledge and skill with ease. An adolescent can have a positive self-concept in some domains and a negative self-concept in others. Research also suggests that each individual has a global (or overall) self-concept that reflects how the individual evaluates his or her self-worth as a whole.

An adolescent can make targeted self-evaluations in a number of different domains.

The following eight domains that make up an adolescent's self-concept:

- ❖ Scholastic competence
- ❖ Athletic competence
- ❖ Physical appearance
- ❖ Peer acceptance
- ❖ Close friendships
- ❖ Romantic relationships
- ❖ Job competence
- ❖ Conduct/morality

An adolescent's self-concept is dynamic, and causality is complex. Adolescents, having a high academic self-concept are associated with positive academic performance and having a high physical self-concept are related to increased physical activity, for example.

Positive overall self-concepts have been linked to various markers of positive development, including positive peer relationships and overall happiness. Having an overall negative self-concept in adolescence has been associated with depression, drug use, and eating disorders in girls. Both male and female adolescents struggle with negative self-concepts, but female adolescents tend to worry more about physical appearance than do males. Additionally, Black adolescents tend to have more positive self-concepts than do their white counterparts.

Signs of negative Self Concept in Adolescents

Several signs may indicate that an adolescent has a negative self-concept. These may include one or more of the following:

- ❖ Doing poorly in school;
- ❖ Having few friends;
- ❖ Putting down oneself and others;

- ❖ Rejecting compliments;
- ❖ Teasing others;
- ❖ Showing excessive amounts of anger;
- ❖ Being excessively jealous;
- ❖ Appearing conceited; or
- ❖ Hesitating to try new things

Objectives of the Study

1. To study the Self Concept among children with visual challenged with respect to their father's educational qualification.
2. To study the Self Concept among children with visual challenged with respect to their mother's educational qualification.

Hypothesis of the Study

Hypothesis – 1: There will be no significant difference between the Self Concept among visually challenged students in relation to their father's educational qualification.

Hypothesis – 2: There will be no significant difference between the Self Concept among visually challenged students in relation to their mother's educational qualification.

Sample of the Study

Survey method was adopted. Sample was selected in two phase.

- ❖ Selection of districts
- ❖ Selection of students (8th & 9th)

Selection of districts: In Telangana there are 33 districts. Out of which two districts were chosen viz. Hyderabad and Medchal Malkajgiri.

Table: Showing selected sample "District wise"

<i>S.No</i>	<i>District</i>	<i>Number of Students</i>
1	Hyderabad	50
2	Medchal Malkajgiri	50
Total		100

Selection of students: Students were selected from 4 schools. From each school students studying in 8th& 9th class were selected. Thus, total students sample was 100.

Tool of the Study

Self Concept Scale: The scale was developed by Dr. S. P. Ahluvalaya (2012). The scale consists of 80 item with 2 alternative response varying from Yes or No, each to be rated on 2

point scale. The maximum and minimum score obtained in the scale are 80 and 0 respectively. There reliability and validity were higher.

Analysis and Interpretation

Hypothesis – 1: There will be no significant difference between the Self Concept among visually challenged students in relation to their father’s educational qualification.

To test the above hypothesis F-test was employed to test the sample.

Table No 1: Distribution of scores fathers’ educational qualification wise

	Father’s Educational Qualification	N	Mean	SD	F	Sig.	Df
Self Concept	Illiterate	24	26.18	2.18	6.915	0.05*	4, 115
	Below Metric	42	25.13	1.13			
	Metric	36	27.96	3.96			
	Graduation	10	27.12	3.12			
	Post Graduation & Above	08	26.35	2.35			
	Total	120	26.55	2.55			

**Significant at .05 level*

The above table gives the self concept of visually challenged students with respect to father’s educational qualification. From the above table, the mean score obtained for fathers who were illiterate were 26.18, with educational qualification below metric level were 25.13, with metric qualification were 27.96, with graduation were 27.12 and post graduation and above were 26.35. The obtained F value 6.915 with a df of 4, 115 was found to be statistically significant at 0.05 level of significance.

On the basis of this, the Hypothesis which was stated as ‘There will be no significant difference between Self Concept among visually challenged students in relation to their fathers educational qualification is **rejected** as majority of the sample was clear in accepting the significant role of father’s education in the self concept among visually challenged students.

Hence it may inferred based on the mean scores that the students fathers with educational qualification as metric were better than other fathers whose qualification was below metric, graduation, post graduation & above and those who were illiterate in the Self Concept of visually challenged students and it was proved statistically.

Hypothesis – 2: There will be no significant difference between the Self Concept among visually challenged students in relation to their mother’s educational qualification.

Table No 2 : Distribution of self-concept scores mothers educational qualification wise

	Mother's Qualification	Educational	N	Mean	SD	F	Sig.	Df
Self Concept	Illiterate		68	22.17	2.17	3.708	0.88	4, 115
	Below Metric		26	22.64	2.64			
	Metric		16	23.55	3.55			
	Graduation		09	24.87	4.87			
	Post Graduation & Above		01	23.20	3.20			
	Total		120	23.29	3.29			

The above table gives the self concept of visually challenged students with respect to mother's educational qualification. From the above table, the mean score obtained for mothers who were illiterate were 22.17, with educational qualification below metric were 22.64, with metric were 23.55, with graduation were 24.87 and with post graduation and above were 23.20. The obtained F value 3.708 with a df of 4, 115 was found to be statistically not significant. On the basis of this, the Hypothesis which is stated as 'There will be no significant difference between self concept among visually challenged students in relation to their mothers educational qualification is **accepted** as majority of the sample was not clear in accepting the significant role of mothers education in the self concept among visually challenged students.

Based on the mean scores, it can be observed that visually challenged students mothers who had the educational qualification of graduation were better than other students mothers who studied upto metric and who in turn were better than other students mothers who had post graduation and above, below metric and those who were illiterate in the self concept among visually challenged students. It can be mentioned that visually challenged students mothers occupational status had a considerable effect on the self concept of students.

Findings

1. Visually challenged student's fathers with educational qualification as metric were better than other fathers whose qualification was below metric, graduation, post graduation & above and those who were illiterate in the Self Concept of visually challenged students.

2. Visually challenged students mothers who had the educational qualification of graduation were better than other students mothers who studied upto metric and who in turn were better than other students mothers who had post graduation and above, below metric and those who were illiterate in the self concept among visually challenged students

Conclusion

Self-concept reflects how an adolescent evaluates himself or herself in domains (or areas) in which he or she considers success important. Self-concept is the mental and conceptual understanding. It is a persistent regard that sentient being hold for our own existence. In other words, it is the sum total of being knowledge and understanding of his and herself. The result of the study reveals that there is a significant difference with respect to parent's educational qualification in the self concept among visually challenged Students.

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