SUMMARY

Introduction:

Psychoanalysts have advocated that self develops from birth and exists in some form in the early months. An infant often differentiates between his mother and other female strangers. The kinesthetic feedback produced by the infant's own actions forms the basis for the development of self. For example, when a child repeatedly touches a hot plate and each time immediately removes the hand, the pain gives him some adverse experience and the self is enforced when the pain stops after the hand is removed. Such interactions with objects provide regular information and thus Self is developed and takes a permanent shape even when such objects are perceptually absent.

Rogers has prepared a theory of personality development, personality functioning and personality change with the concept of Self as its central focus. The individual perceives external objects and experiences that appear to be related to himself as an object. He attaches meaning to these objects. The principal conceptual ingredients of Rogers' theory are: (i) the organism which is the total individual, (ii) the phenomenal field which is the totality of experience, and (iii) the Self which is the differentiated portion of the phenomenal field and consists of a pattern of conscious perceptions and value of the "I" or "me". The total system of perceptions and meanings make up the individual's phenomenal field. The particular perceptions and meanings, that appear to be related to us, make up that part of the phenomenal...
field
/known as the self. The self is an organised pattern of perceptions
that includes those parts of the phenomenal field discriminated
by the individual as "Self", "me" or "I". A related structural
concept is that of ideal Self. The ideal Self is the Self-concept
the individual would most like to possess. The ideal Self includes
the perceptions and meanings that are potentially relevant to the
self and that are highly valued by the individual.

The Self which is the nuclear concept in Rogers' theory
of personality has numerous properties some of which are:
(a) it develops out of the organism's interaction with the
environment, (b) it may introject the value of other people and
perceive them in a distorted fashion, (c) the self strives for
consistency, (d) the organisms behaves in ways that are consistent
with the self, (e) the experiences that are not consistent with
the self-structure are perceived as threats, and (f) the self
may change as a result of maturation and learning.

Sample: The Sample was selected in the following way:

The area of the study was delimited only to Kanpur
City and Kanpur Dehat for data collection. The sampling design
used was stratified random sampling. The total sample of 400
students comprising of 200 Normal and 200 Physically Disabled
(both boys and girls) studying in VIII, IX and XI classes in Urban
and Rural schools of Kanpur Nagar and Kanpur Dehat with High
and Low S.E.S. groups were randomly selected as is shown in
the following table:

<table>
<thead>
<tr>
<th>Physical condition of students</th>
<th>Rural Boys</th>
<th>Rural Girls</th>
<th>Urban Boys</th>
<th>Urban Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High SES</td>
<td>Low SES</td>
<td>High SES</td>
<td>Low SES</td>
<td></td>
</tr>
<tr>
<td>Normal</td>
<td>19</td>
<td>31</td>
<td>24</td>
<td>26</td>
<td>200</td>
</tr>
<tr>
<td>Disabled</td>
<td>34</td>
<td>16</td>
<td>31</td>
<td>19</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>47</td>
<td>55</td>
<td>45</td>
<td>400</td>
</tr>
</tbody>
</table>

Tools:
1. **Self-concept Scale**:
   - Self-concept scale was constructed and standardized by the researcher which contains 50 statements prepared on Likert lines.
   - Reliability = + .78
   - Validity (correlated against R.K. Saraswat's Self-concept Scale) = + .54

2. **Intelligence Test**:
   - SAMOHIK MANSIK YOGYATA PARIKSHA (1/61) Hindi Version by Dr. R.K. Tondan.

3. **Socio-Economic Status Scale**:
   - Constructed by the investigator.

4. **Academic Achievement Scores**:
   - Obtained at the Annual Examination.

After the collection of relevant data with the help of tools it was statistically analysed and the following results were obtained:
Correlation Studies in Normal and Physically Disabled Groups

TOTAL AND PARTIAL CORRELATION COEFFICIENT BETWEEN THE VARIABLES IN THE NORMAL AND DISABLED GROUPS (N = 400)

<table>
<thead>
<tr>
<th>Total Correlation Coefficient</th>
<th>Normal</th>
<th>Disabled</th>
<th>Partial Correlation Coefficient</th>
<th>Normal</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \gamma_{12} )</td>
<td>0.141 *</td>
<td>0.033</td>
<td>( \gamma_{12-34} )</td>
<td>0.048</td>
<td>-0.056</td>
</tr>
<tr>
<td>( \gamma_{13} )</td>
<td>0.477 ***</td>
<td>0.427 ***</td>
<td>( \gamma_{13-24} )</td>
<td>0.335 ***</td>
<td>0.252 **</td>
</tr>
<tr>
<td>( \gamma_{14} )</td>
<td>0.379 ***</td>
<td>0.374 ***</td>
<td>( \gamma_{14-23} )</td>
<td>0.114</td>
<td>0.133</td>
</tr>
<tr>
<td>( \gamma_{23} )</td>
<td>0.164 *</td>
<td>0.143 *</td>
<td>( \gamma_{23-14} )</td>
<td>-0.005</td>
<td>-0.004</td>
</tr>
<tr>
<td>( \gamma_{24} )</td>
<td>0.254 **</td>
<td>0.229 **</td>
<td>( \gamma_{24-13} )</td>
<td>0.189 **</td>
<td>0.187 *</td>
</tr>
<tr>
<td>( \gamma_{34} )</td>
<td>0.611 ***</td>
<td>0.683 ***</td>
<td>( \gamma_{34-12} )</td>
<td>0.521 ***</td>
<td>0.614 ***</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Correlation Coefficient</th>
<th>Normal</th>
<th>Disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \gamma_{0.05 (198)} )</td>
<td>0.1388</td>
<td>0.139</td>
</tr>
<tr>
<td>( \gamma_{0.01 (198)} )</td>
<td>0.1818</td>
<td>0.182</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level of significance.
** Significant at 0.01 level of significance.
*** Significant at 0.001 level of significance.

No correlation between Self-concept and S.E.S. was observed in the Disabled children while this correlation crossed the level by a very small margin in Normal children and was seen to be significant only at 0.05 probability level. However when the Intelligence and the Academic Achievement were held
constant, no correlation between Self-concept and S.E.S. was observed either in the Normal children or in the Disabled children.

Self-concept and Intelligence were highly and positively correlated in both the Groups of Normal and Disabled children. When S.E.S. and Academic Achievement were allowed to vary and also when they were held constant. This fact is clear from the significant Total and Partial Correlation Coefficient in the different Groups. This indicates that higher the Intelligence of a child higher the Self-concept.

Self-concept and Academic Achievement were found to be positively significantly correlated in both the Normal and Disabled Groups, but when the S.E.S. and Intelligence were held constant, the Partial Correlation Coefficient came out to be non-significant in both the Groups.

The Total Correlation Coefficient between S.E.S. and Intelligence was observed to be significant only at 0.05 level in both the Groups but the Partial Correlation Coefficient between the two when the Self-concept and Academic Achievement were held constant were non-significant and almost zero.

The S.E.S. and Academic Achievement were found to be positively correlated in both the Groups at 0.01 level when the Self-concept and Intelligence were allowed to vary and also when they were held constant. This shows that the better Academic Achievement was associated with higher S.E.S.
So far as the correlations between the Intelligence and Academic Achievement was concerned both Correlation Coefficient, Total and Partial, were highly significant at 0.001 probability level. The correlation coefficient was positive and significant which indicates that higher Academic Achievement was associated with higher Intelligence. The Academic Achievement of the children with low Intelligence was poor.

Over all the Intelligence was observed to be positively correlated with Academic Achievement in both the S.E.S. Groups. The S.E.S. and Academic Achievement were, in general, observed to be uncorrelated with each other in both the S.E.S. groups. Similarly S.E.S. and Intelligence were also observed to be uncorrelated in a majority of groups in both S.E.S. groups.

The correlation of the Self-concept with the other three variables (S.E.S., Intelligence and Academic Achievement) was found to be erratic in nature and the fluctuations from significance to non-significance were observed in the different groups of two S.E.S. groups.

*****
Limitations of the study:

The following are some of the shortcomings in the present study:

1. Level of aspiration which is an important variable has not been included. It would be better if in such a study it also is included.

2. Instead of four hundred in the final sample one thousand boys and girls could be taken for the study, so that the results may become still more dependable.

3. The study is confined to Kanpur Nagar and Kanpur Dehat only and that too not all the schools have been included. A broader sample would certainly yield better results.

4. The study is limited to Hindi Medium schools only as English Medium schools have altogether been excluded due to many practical difficulties. Although English Medium schools hardly admit disabled children but such a study might have given some alarming results.

5. A sample from schools where exclusively disabled children study along with normal children should be drawn for the study.

6. The sample of boys and girls would be chosen from the whole of Uttar Pradesh as a more representative sample may give more reliable and valid results.

*****