CHAPTER-I

INTRODUCTION

1.1- Need and Importance of the Study

Self-concept has its origin to early social experience. According to Michael Lewis and Jeann Brook-Gunn's contribution children acquire rudimentary self-knowledge by 9 months of age and that by the end of second year the fundamentals of self-knowledge are fairly established. According to Mervin D. Lynch, "Self-concept is a set of rules that play a central role as the executive monitor in human information processing activities. Such rules are either inborn or acquired as individuals develop and are confirmed or infirmed by validational rules as the individual tests concepts against the contingencies supplied by real-world observations ......

The self-concept may also be defined as, "A set of self-schemas that organised past experiences and are used to recognize and interpret relevant stimuli in the social environment." (Self-Schemas result from the process by acquiring knowledge about self. This process leads to a thorough understanding of particular feature of one's disposition and behaviour).

According to Stanley Coopersmith, "The self-concept consists of the beliefs, hypothesis and assumptions that the
individual has about himself. It is the person's view of
of himself as conceived and organised from his inner vantage...

It includes the person's ideas of the kind of person he is,
the characteristics that he possesses, and his most important
and striking traits. The hypotheses, beliefs and assumptions
about the self are organized into a self-image, that is a
picture that the individuals holds of himself. This image
represents the person's view of what he is like and is used
to explain himself to himself as well as to others."

The self-concept includes the view that one is
capable or incapable, lovable or unlovable. The self-concept
serves as a filter for incoming stimuli, an organiser of events
and objects and a guide to appropriate conduct. It is one
of the most important aspects of personality and it relates
strongly to the desire to learn. It is shaped by experience.
The child or adult acts in ways which he thinks are consistent,
with the way he sees himself.

It is only recently the concept of the self has
been introduced into the school setting. Jersild demonstrated
the value of the self-concept theory in making education process
more valuable. Reader, using grade school children and
Stevens working with college students, explored the relation
between self-concept and school achievement. Both found
that positive feelings about the self are associated with good
academic achievement.\textsuperscript{66} Sorenson\textsuperscript{129} has also drawn the same conclusions that academic achievement and self-concept are related variables. Over-achievers accept self with much more confidence and faith in comparison to under-achievers.

Flink\textsuperscript{50} has classified self-concept into two categories—adequate and inadequate. The results of the study indicate that adequate self-concept is related to high academic achievement and an inadequate self-concept is related to low academic achievement.

Self-concept has been regarded as an important variable in the personality development of a child. Psychologists are very much interested to study self-concept and ultimately formulating theories of it. But the study of self-concept is much more important from the educational point of view as it plays a vital role as output, throughput, and input in the process of education of a child or adolescent. It's study is also important to understand one's interpersonal relationship and adjustment. So its impact on academic achievement cannot be overlooked. It should be the goal of education to help the student to form a realistic self-concept so that he may adjust himself in a realistic manner.

1.2- The Disabled in India

All children have not only a right to full and healthy physical development but also the right to grow to
their full potential intellectually, morally, socially and culturally. Therefore, all efforts and resources need be mobilized towards this end.

The disabled are as much the citizens of a free country as the able bodied. According to UNICEF findings, at least 10% of all children born with, or acquire a physical, mental or sensory impairment which will interfere with their expected development unless special measures are adopted. Although it is difficult to obtain reliable statistical information of this kind in many countries, it was estimated that, today, there are 120 million disabled children in the developing world. According to recent World Health Organisation (WHO) estimates the figures may be higher. By the end of the century, there will be an estimated 800 million disabled people of whom 250 million will be children.

The National Sample Survey Organisation, 36th Round 1983 arrived at an estimate of 12 million persons having at least one or the other disabilities which contributed about 1.8% of the total population of 680 million. About 10% of these physically disabled are reported to have more than one type of physical disabilities viz. (i) visual disability (ii) hearing disability (iii) speech disability and (iv) locomotor disability. Considering each type of disability separately, persons having locomotor disability with or without having
one or more of the other physical disabilities are highest in number and are estimated at 5.43 millions, followed by visual disability 3.47 millions. The number of persons having hearing disability comes to 3.02 millions while that of speech disability, the estimated number is 1.75 millions. The distribution of persons having locomotor, visual, hearing and speech disabilities by age group 5-14 and 15-39 are given below:

**TABLE-1.1**

THE DISTRIBUTION OF PERSONS OF DIFFERENT DISABILITIES

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Locomotor Rural</th>
<th>Urban</th>
<th>Visual Rural</th>
<th>Urban</th>
<th>Hearing Rural</th>
<th>Urban</th>
<th>Speech Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 14</td>
<td>676</td>
<td>718</td>
<td>66</td>
<td>87</td>
<td>314</td>
<td>244</td>
<td>411</td>
<td>429</td>
</tr>
<tr>
<td>15 - 39</td>
<td>641</td>
<td>482</td>
<td>117</td>
<td>117</td>
<td>518</td>
<td>208</td>
<td>274</td>
<td>236</td>
</tr>
</tbody>
</table>

The above figures must be subject to error as the reporting of handicaps is fraught with limitations.

The disabled do not constitute an absolute distinct category of people. A large number of them are intelligent and if given an opportunity and proper environment they develop the capabilities through education and training and become capable of leading full and independent life. What
they need is proper medical attention, special education and rehabilitation facilities so that they can be restored to the fullest possible way.

India has witnessed a phenomenal expansion of educational opportunities since the attainment of independence. But the disabled have not yet benefitted substantially from the growth in education facilities. According to Podolsky, "Any kind of physical defect is a definite mental hazard". As such children need proper care and support. It is imperative that steps should be taken and the disabled should find a place in ordinary schools with the help of special teachers, aids and other resources.

Educational Importance of the Study:

In the United State two significant Legislative Acts have been passed for the education of the disabled. Section 504 of the National Rehabilitation Act of 1973 prohibits discrimination against handicapped persons by agencies receiving Federal Funds such as Schools. Another National Law, Public Law 94-142, mandates that all handicapped children receive a free, appropriate education including any needed related service, provided as much as appropriate in association with non-handicapped peers.

According to the official definition found in Public Law 94-142 (The Education for all Handicapped Children Act
of 1975) which is virtually a carbon copy of one developed by the National Advisory Committee on Handicapped children in 1967. "Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculation. The term includes such conditions as perceptual handicaps, brain injury minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, or emotional disturbance or environmental, cultural, or economic disadvantage".

According to Rejendra, T. Viyas, "Handicapped children are those who deviate from the average children in mental, physical or social characteristics to such an extent that they require a modification of school practices or services inorder to develop to their maximum potentialities."

The handicapped children may be put in different categories like the mentally retarded, the auditorily handicapped, the visually handicapped, the crippled, the socially maladjusted and those having multiple handicaps. Such handicapped children can be benefitted under special programme in special schools as we find in U.S.A. where education to such handi-
capped children is called special education. In United Kingdom special education is meant for those children who cannot be benefitted in normal schools and cannot compete with children having average potentialities. For such handicapped children special schools have been designed.

It is after the world wars that attention of all belligerent nations of the world was drawn towards the problem of physically disabled. This is evident from the Declaration on the Rights of Disabled persons by the United Nations General Assembly in 1975 and adoption of the year 1981 as the International Year for Disabled Persons (IYDP).

In foreign countries, services for the physically disabled are given top-priority, but in India they are unhappily placed at the lowest rung of the ladder. There is the social stigma attached to disability which excludes the disabled individual from all social intercourse. In this connection Prof. K.G. Saiyidain has pointed out, we have in the country millions of children who are handicapped in one way or the other. Of these, the blind receive a certain measure of sympathy, the deaf are regarded as objects of slight, rather good natured amusement, the mentally handicapped are usually considered to be past praying for and it is only the instinctive reverence for life, in the physical sense, that keeps them going. So far as the Orthopaedically handicapped are concerned, they often suffer from
perceptible defects of body and movement, which tend to set them apart in a class by itself, which is not expected or encouraged to take its full part in life.\(^2\)

Problems of Disabled Children in Education:

Every physically disabled is accompanied by some sort of psychological disturbance especially in adolescent period. Their psychological significance increases in proportion to the adolescent's desire to be favourably regarded by the group. "Anything that makes the adolescent different, especially of being different makes him the object of pity or ridicule, is emotionally disturbing and may lead to marked feelings of inferiority.\(^3\)

The physically disabled child is often an under-achiever in school. This may be either a direct or indirect result of his defect. A child with poor vision, for example, may not be able to see the black-board well enough to follow the teacher's instructions, consequently he may do his work incorrectly. A physical defect affects a child's school achievement indirectly by making him feel lonely and excluded, thus leading to a dislike for his teacher, peers, curricular and group activities organised in the school.\(^4\) M'bow identified the role that education can play in the process. He exclaimed, "Education stands out as one of the essential keys..."
to any serious action for the disabled. In preventing disabilities, in caring for those suffering from them and in helping them to return to an independent and active life, education plays a decisive role. M'Bow attempted to review the present situation and examined future prospects for the education of the disabled to (i) make education more suitable for their needs, (ii) provide more effective measures of prevention of disability, and (iii) to rehabilitate disabled persons for integration into society.

Need of Educational Reform for their Society Development:

Before education could be used as an instrument to redress the situation of the disabled, it is imperative to study the needs and problems of the physically disabled. Young people with physical disabilities have much to contribute to society, although society has so far too often failed to recognize this. Whatever the nature or degree of their disability they should be given a chance to reach the highest level of achievement possible for them.

1.3- Statement of the Problem

An empirical study of the physically disabled in comparison with those who are free from disability might provide useful insights and suggestions for making the welfare activities for the disabled worthwhile. It is, therefore
of paramount importance first to find out the difference in self-concept and Scholastic Achievement between normal and mild physically disabled adolescents before any useful scheme on a wide scale is launched. Hence the problem

"Self-concept of physically Disabled Adolescents as related to Academic Achievement, Intelligence and Socio-economic status" is worth studying

1.3 (i) Definition of Terms Used-

(a) Study \(^4\), "A research or investigation or a report of any investigation".

(b) Self-Concept:

(i) Self \(^6\) - The self may be termed as subject, the individual person, the living being, or as a specific part or aspect of that being. It is defined as the person's attitudes, feelings, perceptions and evaluations of himself as an object. In this sense, the self is what a person thinks of himself.

(ii) Concept \(^4\) - Any object of awareness together with its significance or meaning, anything one can think about that can be distinguished from other things.
(iii) **Self-Concept** 64 - "An organised configuration of perceptions of the self which are admissible to awareness. It is compared to such elements as the perceptions of one's characteristics and abilities, the percepts and concepts of the self in relation to others and to the environment, the value qualities are perceived as associated with experiences and objects, and the goal and ideals which are perceived as having positive and negative valence".

(c) **Academic Achievement**:

(i) **Academics** 47 - "Having to do with formal schooling, particularly with those aspects involving study of books".

(ii) **Achievement** 48 - "The degree or level of success attained in some specified area (especially scholastic) or in general".

(iii) **Academic Achievement** 49 - "The attained ability to perform school task. It may be general or specific to a given subject matter." Academic Achievement refers to knowledge attained and skills developed in the school subjects which are assessed by the school authority with the help of achievement tests which may be in the form of school examination. The scores
or grades assigned to a student on the basis of his performance in achievement examination determines the status of the pupil with respect to attained skills or knowledge in comparison to other peoples.

Achievement is the, "acquired ability to do, capacity to do or tendency to do. But a person's performance (behaviour) is conditioned by the attending circumstances, and acquired ability, capacities and tendencies may change........It includes specification relative to the circumstance, including time, under which the designated 'ability to do, capacity to do or tendency to do' is to be thought of as functioning. The specified circumstances may be those attending the test performance, but usually there is the implication that the measure of achievement (test score) is a description of the performance to be expected at some future time'.

The measurement of individual ability, achievements and characteristics are the solid basis on which student select their studies and occupations. Achievement facilitates learning, it helps in improving instructions, it guides in
counselling and also in educational planning and placement. A teacher seeks to discover how much the student knows about a particular topic or subject. The fundamental objective of education is concerned with the modification of behaviour. "The extent to which an individual is genuinely educated depends not upon what he knows nor upon the amount of information that he has acquired, but upon what he is able to do". It is rarely possible to secure direct measures of attainment because,

"firstly", such measurement is impracticable because of the ultimate character of the objective involved, or because of the delayed appearance of the desired behaviour.

Secondly, natural behaviour series is inaccessible to the examiner or cannot readily be observed by him.

Thirdly, the infrequency of current occasions for the specified behaviour.

Fourthly, the lack of comparability in accessible behaviour samples for different individuals.
Fifthly, it is often so costly in time and effort or so inefficient, and hence may not be practicable even though it is otherwise possible, and

Lastly, the relatively complexity of most criterion behaviour series and the difficulty of analyzing out, or of isolating for observation and measurement, those elements of the total complex that are relevant to a given measurement purpose.

Due to the above reasons it is not possible and practicable to get direct measures of attainments. Therefore, the best way to know the status of a student under evaluation are the scores that he obtains in different subjects by his teachers in his class work or test.

(d) **Intelligence** - Definitions of intelligence may be categorized as follow:

1. Intelligence as the ability to adapt to the environment.
2. Intelligence as the ability to deal with symbols or abstractions.
3. Intelligence as the ability to learn.

(e) **Socio-economic Status** - Socio-economic status is the position occupied by a person, family or
kinship group in a social system relative to others. Parsons\textsuperscript{135} has presented a list of categorise of status determinants:


When a member of the family holds a high position like Vice-Chancellor, Prime Minister, Member of Parliament or the like he contributes to his own and family status.

It would be appropriate to quote Baird and Illsley\textsuperscript{136} among the most specific statuses:

(1) Economic Status- amount of income and wealth.
(2) Political Status or Degree of Power.
(3) Intellectual Status or level of skill or education.
(4) Cultural Status or degree of practice of rare but socially desired items of behaviour.
(5) Physical Status- Physical strength or attractiveness.
(6) Occupational Status - prestige and esteem accruing to the holder of an occupation.
(7) Family Status - Social Status of the family.
There are various aspects of earning a livelihood of which the economic aspect is the most important. A person's job, his place in the hierarchy of vocations is the most important single determiner of his socio-economic status. The status is determined by the significance of the work being done, the power and responsibility exercised, the capacity, training, skill and experience required, prestige and dignity attached to the vocation, pay and income received.

Another determiner of status is education. An illiterate person is given the lowest status and a well-educated person comparatively a higher status. A person receiving education in a college or university is placed higher in the hierarchy of status. Education qualifies a person to earn more money although there is no correlation between education and income.

Status is also reflected by the home and its location. Homes, apart from signs of affluence, reflects many characteristics of its owner and his financial standing. It symbolizes his taste, ideas and his breeding.

Those who are intimate and associated with people of prestige and power are counted having high status. Social activities have a great influence on the thinking and feeling of a person. Thus the advantages of upper status and disadvantages of the lower status in social life may be greater than those in academic matters because the upper strata enjoy...
more social success in society than their counterparts.

Socio-economic status appears to be the resultant of the position of an individual in a society by virtue of a complex fusion of both of them which often do not run parallel to each other in their own areas. This intermingling takes place in an undefined and curious manner eventually to present an indicator to socio-economic status. It is nothing but a ranking of an individual by the society he lives, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields in society.

(f) Physically Disabled—

"A disability means any restriction or lack of ability to perform an activity in the manner or within the range considered normal for human beings." The ability may arise as a direct consequence of any loss or abnormality of psychological, or anatomical structure or function, or as a response (particularly psychological) by an individual to a physical or sensory loss or abnormality.

(1) Mild Physically Disabled
In the present investigation the term mild physically disable is applied to a person suffering from either visual disability, or mild hearing disability or
speech disability or locomotor disability that places him at a disadvantage in performing an activity in the manner considered normal for a human being.

(ii) Mild Visually Disabled

Hathaway and Lavenfeld defined mild visually disabled person as, "children having deviations from generally accepted visual norms that are amenable to medical treatment or that can be so compensated for by optical aids that they may be included, educationally and vocationally, in the group of normally seeing."

Hathway W. has suggested the following symptoms of mild visual difficulties:

(a) Holds reading material close to eyes or at a greater distance from the eyes than does a normal person of his age.

(b) Attempts to brush away blur, rubs eyes frequently, frowns, distorts face when using eyes for either distant work or close work.

(c) Shuts or covers one eye, tilts head to one side or thrusts it forward.

(d) Appearance of eyes are:
Red-rummed or swollen eye-lids watery or red crossed or not functioning together, discharge of pus, or
blood spot.

(iii) **Mild Hearing Disabled**

O'Connor and Streng\(^7\) suggest that mild hearing disabled children are those, "who have average loss of 20 decibels or less in the speech range, in the better ear". These children are on the borderline between normal hearing and significant defective hearing.

(iv) **Speech Defect**

Pintner Eisenson and Stanton\(^{10}\) offer the following definition of speech defect:

"Speech may be considered defective when it is not easily audible and intelligible to the listener. Speech is defective if it is vocally or visibly unpleasant or laboured in production. Finally speech is defective if it is inappropriate to the individual in regard to his mental or chronological age, sex and physical development".

Persons with the following defects are considered speech disabled:

(a) Speaking unintelligently

(b) Stammering

(c) Speaking with abnormal voice

(d) Other speech defects like nasal voice or articulation defect.
(v) **Locomotor Disability**

According to National Sample Survey Organisation (36th round) "By locomotor disability was meant an individual's inability to execute distinctive activities associated with moving both himself and objects from place to place".

This loss of lack of normal ability can occur due to:

(a) paralysis of limb or body,
(b) deformity of limb
(c) amputation
(d) disfunction of the joints of the limb, and
(e) deformity in the body other than that in the limb, like deformity in the spine or neck. The hunch-back and dwarf were also included under locomotor disability.

(g) **Normal Adolescents**-

A normal adolescent is one whose physical status is average or typical for his age group and is free from any physical ailment or defect.

1.4- **Objectives of the Study**

The following are the objectives of the present study:-
1. To find out the extent of relationship that exists between self-concept and socio-economic status.

2. To determine the extent of relationship that exists between self-concept and intelligence.

3. To study the extent of relationship that exists between self-concept and academic achievement.

4. To find out the extent of relationship that exists between socio-economic status and intelligence.

5. To study the extent of relationship that exists between socio-economic status and academic achievement.

6. To determine the extent of relationship that exists between intelligence and academic achievement.

7. To determine the extent of relationship between self-concept and S.E.S. when the effects of intelligence and academic achievement are held constant at a time.

8. To study the extent of relationship between self-concept and intelligence when the effects of S.E.S and academic achievement are held constant at a time.

9. To study the extent of relationship between self-concept and academic achievement when the effects of S.E.S. and intelligence are held constant at a time.
10. To determine the extent of relationship between S.E.S. and intelligence when the effects of self-concept and academic achievement are held constant at a time.

11. To study the extent of relationship between S.E.S. and academic achievement when the effects of self-concept and intelligence are held constant at a time.

12. To find out the extent of relationship between intelligence and academic achievement when the effects of self-concept and S.E.S. are held constant at a time.

1.5- Hypotheses

The following hypotheses were framed in order to study the problem:

1(a) Main Hypotheses

1. There is no relationship between self-concept and S.E.S.

2. There is no relationship between self-concept and intelligence.

3. There is no relationship between self-concept and academic achievement.

4. There is no relationship between S.E.S. and intelligence.

5. There is no relationship between intelligence and academic achievement.

6. There is no relationship between S.E.S. and academic achievement.
7. There is no relationship between self-concept and S.E.S. when the effects of intelligence and academic achievement are held constant at a time.

8. There is no relationship between self-concept and intelligence when the effects of S.E.S. and academic achievement are partialled out.

9. There is no relationship between self-concept and academic achievement when the effects of S.E.S. and intelligence are held constant at a time.

10. There is no relationship between S.E.S. and intelligence when the effects of self-concept and academic achievement are held constant at a time.

11. There is no relationship between S.E.S. and academic achievement when the effects of self-concept and intelligence are partialled out.

12. There is no relationship between intelligence and academic achievement when the effects of self-concept and S.E.S. are held constant at a time.

13. No difference exists among the two groups (Normal and Physically Disabled) with regard to self-concept.

14. No difference exists among the two groups (Normal and Physically Disabled) with regard to S.E.S.
15. No difference exists among the two groups (Normal and Physically Disabled) with regard to intelligence.

16. No difference exists among the two group (Normal and Physically Disabled) with regard to academic achievement.

1(b) Subsidiary Hypotheses

1. Sex creates no difference between the relationship of self-concept and S.E.S.

2. Sex does not produce difference between the relationship of self-concept and intelligence.

3. Sex creates no difference between the relationship of self-concept and academic achievement.

4. Sex creates no difference between the relationship of S.E.S. and intelligence.

5. Sex does not create difference between the relationship of S.E.S. and academic achievement.

6. Sex creates no difference between the relationship of intelligence and academic achievement.

1.6- Plan of the Thesis

The whole thesis has been divided into Eight Chapters followed by Summary, Bibliography and Appendices.
The first chapter deals with Introduction comprising of need and importance of the study, the disabled in India, educational importance of the study, problems of disabled children in education, need of educational reform for their society development, statement of the problem, definitions of terminology involved, objectives of the study, main and subsidiary hypotheses.

The second chapter includes Review of Related Literature. Under this head contain importance of related literature followed by possible studies in India.

The third chapter contains the up-to-date studies in Foreign Countries and conclusions based on relevant studies pertaining to the problem in hand. This is followed by discussion and comparison in general.

The fourth chapter contains Methodology of Research tools and Techniques. Under this head have been discussed possible methods of educational research in brief like Historical research, Experimental research and Descriptive research. In the same chapter the procedure of Construction and Standardization of Self-concept Scale, Construction of Socio-economic Status Scale followed by Description of Intelligence Test used in dealing with the problem and lastly collection of total Academic Achievement Scores converted into percentage of total in all subjects of each student participating in the programme have been given.
The fifth chapter deals with Data Collection which includes Delimitation of the problem. The sample includes independent and dependent variables, the body defect glossary, for the purpose of data collection, administration of self-concept scale, intelligence test, S.E.S. test and collection by academic achievement scores.

Chapter Six contains details of Analysis of Data collected under chapter V, computerizing the treatment of data and computing Inter correlations, Partial correlation and Analysis of Variance and thus concluding the results with different groups of normal and physically disabled children.

The seventh chapter includes Interpretation of data and conclusions which deals in detail verification of Hypotheses, fulfilment of objectives, conclusions based on the study and general conclusions.

The last chapter No. eight contains the Summary of the Findings and Limitations of the study.

In the end have been appended Bibliography and few Appendices.