

# Self-concept of Visually Impaired and Normal Students in Relation to their Socio-economic Status

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## ABSTRACT

Self-Concept is an important factor related to the achievement of every individual. For ages, educators have held that formation of self-concept is one of the aim of education and in some instances, the primary aim. It includes what people come to know about themselves through experience, reflection and feedback from others. On the other hand the other factor that acts upon the personality development is socio-economic status. The social and economical condition of the family has a direct effect in the upbringing of a child. The aim of the study is to find out the level of self-concept of visually impaired and normal students, to compare it on the basis of socio-economic status and to find out the interaction effect of types of students and socio-economic status on the basis of self-concept. Normative Survey method was applied and 200 normal and 200 visually impaired students of classes VI to XII were selected randomly from total 10 Secondary and Higher Secondary Schools of Dehradun and Haridwar districts of Uttarakhand. ANNOVA statistical technique was applied for data analysis. After interpretation of data it was found that normal students have better self-concept at every dimension i.e. Social, Physical, Temperamental, Educational, Moral, Intellectual and Total as compared to visually impaired students, whereas socio-economic status, when joint together are found insignificant at all the above mentioned dimensions of self-concept of visually impaired and normal students. It is suggested to Parents, Teachers, Curricula Makers, Counselors, Students, Society and Government that they should be well aware to the findings of the study and should take appropriate steps to increase visually impaired students' self-concept so that they may cope with the society with their maximum output.

**Keywords:** Self-concept, education, feedback, normal students

There seems to be no end to the variations, deviations and differences present among the creation of the almighty. Individuals differ from each other. "No two individuals of the same race are quite alike. We may compare millions of faces and each will be distinct" Charls Darwin.

We see several types of children all around us. Some are average, whereas, some are exceptional. The term "average" is commonly used to describe individuals who display personal character tics that are similar to most of same age group. Whereas 'exceptional' term is used for the child who deviates from the normal in mental, physical, educational, social and emotional characteristics to such an extent that he requires a modification in school practices

or supplementary instruction in order to develop to his maximum capacity. Exceptional children may be deviated into the following categories:

- ◆ Physically Handicapped
- ◆ Mentally Handicapped
- ◆ Socially Handicapped
- ◆ Those who combine all.

In this study, we shall take only visually impaired children because in the present scenario the society is paying more attention to the visually impaired children to bring them to the main stream of society. The visually impaired child is dependent upon someone else for the fulfillment of his needs. Hence, a visually impaired child automatically becomes

socially handicapped. He may also develop such problems as poor self-concept, mal adjustment, poor achiever etc.

Self-concept is an important factor related to his achievement. Self-concept refers to the experience of one's own being. It includes what people come to know about themselves through experience, reflection and feedback from others. Self-concept is an organized cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facts of experience and action. Affects or emotions can be seen as indicative of self-concept at a particular moment. The other factor that acts upon the personality development is socio-economic status. The social and economical condition of the family has a direct effect in the upbringing of a child. A child belonging to a strong economic background has all the advantage and exposure needed for personality development. Whereas, a child who is denied his basic needs due to paucity of funds becomes aggressive and environment of home is vitiated by tension, quarrels and conflicts. Thus, we see socio-economic status of the family plays an important role in a child's life.

### Objectives of the study

1. To find out the level of visually impaired and normal students differentiated on the basis of socio-economic status.
2. To compare the self-concept of visually impaired and normal students differentiated on the basis of socio-economic status.
3. To find out the interactional effect of type of students and socio-economic status on the basis of self-concept.

### Hypotheses of the study

1. There is no significant difference between the self-concept of visually impaired and normal students.
2. Socio-Economic status of visually impaired and normal students does not significantly affect their self-concept.
3. Types of students and socio-economic students of visually impaired and normal students do not interact significantly on their self-concept scores.

### Methodology

The present study is based on "Normative Survey Method" type of descriptive research.

### Delimitation of the study

1. The study is delimited to *Dehradun* and *Haridwar* districts of Uttarakhand only.
2. The study is confined to 200 visually impaired & 200 normal students of classes VI to XII only.
3. The study is confined to only self-concept related problems of visually impaired and normal students.
4. The problem has been taken in relation to their socio-economic status only.

### Population of the study

Students studying in Secondary and Higher Secondary Schools of normal students and visually impaired students of *Dehradun* and *Haridwar* districts of Uttarakhand state.

### Sample and sample procedure

In order to select the representative sample from the population, random sampling technique has been used. Sample of 200 visually impaired students and 200 normal students of classes VI to XII were selected from 10 schools (5 Schools of visually impaired students and 5 schools of normal students)

### Variable

1. Dependent Variable
  - Self-concept
2. Independent Variable
  - Types of Students
  - Socio-economic Status

### Tools of the study

The following tools were used in the present study:

1. Self-concept questionnaire by Dr. Raj Kumar Saraswat
2. Socio-economic status scale by Dr. Rajeev Lochan Bhardwaj.

**Statistical Techniques**

The collected data was analyzed with the help of Mean, S.D. & ANNOVA techniques of statistics.

**Interpretation & Analysis of Data**

**Table 1:** Mean and S.D. of Physical Self-concept Scores of visually impaired students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic Status	N	Mean	S.D.
Physical Self-concept in relation to Socio-economic Status	Excellent	57	26.43	5.61
	Average	104	24.78	6.74
	Poor	39	25.13	6.89
Total		200		

The above mean scores of the Physical Self-concept of visually impaired students belong to high middle and low socio-economic status fall on the above average side of the physical self-concept scale according to the manual of the scale.

**Table 2 :** Mean and S.D. of Physical Self-concept Scores of normal students differentiated on the basis of socio-economic status

Variable	Categories of Socio-Economic Status	N	Mean	S.D.
Physical self-concept in relation to socio-economic status	Excellent	60	30.32	4.06
	Average	94	29.25	4.81
	Poor	46	30.20	3.39
Total		200		

The above mentioned mean scores of the physical self-concept of normal students belonging to high middle and low categories of socio-economic status indicate above average physical self-concept according to manual of the scale.

**Table 3:** ANNOVA on Physical Self-concept Scores of visually impaired and normal students in relation to their socio-economic status

Source	S.S	df	M.S	f-value	Level of Significance
Types of Students	1927.498	01	1927.498	49.933	.01
Socio-economic Status	126.895	02	63.448	1.644	NS
Interaction	20.293	02	10.146	.263	NS
Error	15208.794	394	38.601	—	—

NS= Not Significant

The f-value 49.933 with df(01,394) for the types of students is more than the table value even at .01 level of significance. This indicates that the difference between the physical self-concept of visually impaired and normal students is highly significant. It means they differ on the physical self-concept scores with each other. Table 1 and 02 show that normal students have better physical self-concept than visually impaired students.

The second f-value 1.644 with df(02,394) for socio-economic status is found to be less than the tabulated value even at .05 level of significance. Thus, it is interpreted that socio-economic status of visually impaired and normal students does not affect their physical self-concept significantly.

The f-value .263 with df(02,394) for the interaction between types of students and socio-economic status is found insignificant even at .05 level of significance. So, it may be interpreted that the joint effect of types of students and socio-economic status when combined together has insignificant influence on the physical self-concept of visually impaired and normal students.

**Table 4:** Mean and S.D. of Social Self-concept Scores of visually impaired students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic Status	N	Mean	S.D.
Social Self-concept in relation to Socio-economic Status	Excellent	57	26.93	5.88
	Average	104	25.40	7.04
	Poor	39	25.44	6.72
Total		200		

These mean scores of social self-concept in relation to high, middle and low socio-economic status fall on the above average side of self-concept scale.

**Table 5:** Mean and S.D. of Social Self-concept Scores of normal students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic Status	N	Mean	S.D.
Social Self-concept in relation to Socio-economic Status	Excellent	60	29.85	4.42
	Average	94	29.40	4.92
	Poor	46	30.96	3.89
Total		200		

Above mentioned mean scores of social self-concept of normal students belonging to high, middle

and low socio-economic status indicate the above average social self-concept of normal students.

**Table 6:** ANNOVA on Social Self-concept Scores of visually impaired normal students in relation to their socio-economic status

Source	S.S	df	M.S	f-value	Level of Significance
Types of Students	1599.771	01	1599.771	49.103	.01
Socio-economic Status	85.557	02	42.779	1.313	NS
Interaction	82.884	02	41.442	1.272	NS
Error	12836.524	394	32.580	—	—

NS: Not Significant

Table 06 shows that f-value 49.103 with df(01,394) for the types of students is more than the table value even at .01 level of significance. Thus, this indicates that there is significant difference between the social self-concept of visually impaired and normal students. Mean scores of normal students are more than mean scores of visually impaired students. It means normal students have better social self-concept in comparison to visually impaired students.

The second f-value 1.313 with df(02,394) for socio economic status is found quite less than the tabulated value even at .05 level of significance. It means socio-economic status does not affect significantly to the social self- concept of visually impaired and normal students.

The third f-value 1.272 with df(02,394) for interactional effect of types of student and socio-economic status is found insignificant even at .05 level of significance. Therefore, it is concluded that the joint effect of types of students and socio-economic status has insignificant influence on the social self-concept of visually impaired and normal students.

**Table 7:** Mean and S.D. of Temperamental Self-concept Scores of visually impaired students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Temperamental self-concept in relation to Socio-economic status	Excellent	57	26.75	5.75
	Average	104	25.52	7.08
	Poor	39	26.10	6.49
Total		200		

These mean scores of temperamental self-concept in relation to high, middle and low socio-economic status fall on the above average side of self-concept scale.

**Table 8:** Mean and S.D. of Temperamental Self-concept Scores of normal students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Temperamental self-concept in relation to Socio-economic status	Excellent	60	29.88	4.53
	Average	94	29.71	4.49
	Poor	46	30.17	3.84
Total		200		

Above mentioned mean scores of temperamental self-concept of normal students belonging to high, middle and low socio-economic status indicate the above average social self-concept of normal students.

**Table 9:** ANNOVA on the Temperamental Self-concept scores of visually impaired and normal students in relation to their socio-economic status

Source	S.S	df	M.S	f-value	Level of Significance
Types of Students	1482.245	01	148.245	47.211	.01
Socio-economic status	41.370	02	20.685	.669	NS
Interaction	22.055	02	11.028	.351	NS
Error	12370.024	394	31.396	—	—

NS- Not Significant

The first f-value 47.211 with df(01,394) for types of students is found more than the tabulated value even at .01 level of significance. So it is interpreted that the difference between the temperamental self-concept of visually impaired and normal students is significant. Mean scores of normal students are higher than visually impaired students. It means normal students have temperamental self- concept rather than visually impaired students.

The f-value .669 with df(02,394) for socio-economic status is found to be insignificant even at .05 level of significance, which indicates that socio-economic status does not significantly affect the temperamental self-concept of visually impaired and normal students.

The f-value .351 with df(02,394) for the interaction between types of students and socio-economic status is also found insignificant even at .05 level of significance. Therefore, it is clear from the table that the joint affect of types of students and socio-economic status when combined together does not has any significant affect on the temperamental self-concept of visually impaired and normal students.

**Table 10:** Mean and S.D. of Educational Self-concept Scores of visually impaired students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Educational self-concept in relation to Socio-economic status	Excellent	57	26.72	5.87
	Average	104	25.44	6.88
	Poor	39	26.26	6.37
Total		200		

On observing the above table it is evident that these mean scores of educational self-concept of visually impaired students belonging to above three categories of socio-economic status fall on the above average side of the scale.

**Table 11:** Mean and S.D. of Educational Self-concept Scores of normal students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Educational self-concept in relation to Socio-economic status	Excellent	60	29.76	4.67
	Average	94	29.85	4.12
	Poor	46	30.13	4.26
Total		200		

These mean scores of the educational self-concept of normal students belonging to high, middle & low categories of socio-economic status fall on the above average side of the self-concept scale.

**Table 12:** ANNOVA on the Educational Self-concept scores of visually impaired and normal students in relation to their socio-economic status

Source	S.S	df	M.S	f-value	Level of Significance
Types of Students	1513.850	01	1513.850	49.505	.01
Socio-economic status	33.828	02	16.914	.553	NS
Interaction	34.043	02	17.021	.557	NS
Error	12048.521	394	30.580	—	—

NS- Not Significant

The table shows that the f-value 49.505 with df(01,394) for types of students is more than the table value even at .01 level of significance. Therefore, it indicates the significant difference between the educational self-concept of visually impaired and normal students. Table 11 shows that normal students have higher educational self-concept mean scores than visually impaired students as shown in table 10.

The f-value .553 with df(02,394) for socio-economic status is less than the table value even at .05 level of significance. This indicates that socio-economic status has no significant effect on the educational self-concept of visually impaired and normal students.

The third f-value, which is calculated for the interactional effect of types of students and socio-economic status is .557 with df(02,394). This value is also less even at .05 level of significance. Therefore, it is interpreted that the joint effect of types of students and socio-economic status has no significant influence on the educational self-concept of visually impaired and normal students.

**Table 13:** Mean and S.D. of Moral Self-concept Scores of visually impaired students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Moral self-concept in relation to Socio-economic status	Excellent	57	26.86	5.59
	Average	104	25.23	6.87
	Poor	39	26.23	6.80
Total		200		

These mean scores of the moral self-concept of visually impaired students belonging to the above mentioned categories of socio-economic status fall on the above average side of self-concept scale.

**Table 14:** Mean and S.D. of Moral Self-concept Scores of normal students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Moral self-concept in relation to Socio-economic status	Excellent	60	30.58	4.42
	Average	94	29.85	4.04
	Poor	46	30.02	4.83
Total		200		

These mean scores indicate the normal students having the above three categories of socio-economic status have above average moral self-concept.

**Table 15:** ANNOVA on the Moral Self-concept scores of visually impaired and normal students in relation to their socio-economic status

Source	S.S	df	M.S	f- value	Level of Significance
Types of Students	1743.766	01	1743.766	56.848	.01
Socio-economic status	104.570	02	52.285	1.705	NS
Interaction	18.852	02	9.426	.307	NS
Error	12085.556	394	30.674	—	—

NS- Not Significant

The first f-value 56.848 with df(01,394) for types of students is more than the table value. It is interpreted that the moral self-concepts of visually impaired and normal students differ significantly. Mean scores of moral self-concept of normal students are higher than main scores of visually impaired students. It means that normal students have better self-concept in comparison to visually impaired students.

The second f-value 1.705 with df(02,394) for categories of socio-economic status is less than the table value even at .05 level of significance. Hence, it is found that socio-economic status has no significant influence on the moral self-concept on visually impaired and normal students.

The third f-value .307 with df(02,394) for interactional effect of types of students and socio-economic status is found insignificant even at .05 level of significance. Hence, it is interpreted that the joint effect of types of students and socio-economic status, when joint together has no significant affect on the moral self-concept of visually impaired and normal students.

**Table 16:** Mean and S.D. of Intellectual Self-concept Scores of visually impaired students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Intellectual self-concept in relation to Socio-economic status	Excellent	57	26.63	5.68
	Average	104	24.58	6.70
	Poor	39	25.56	6.61
Total		200		

On observing the above table it is evident that these mean scores of intellectual self-concept of visually impaired students belonging to above three categories of socio-economic status fall on the above average side of the scale.

**Table 17:** Mean and S.D. of Intellectual Self-concept Scores of normal students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Intellectual self-concept in relation to Socio-economic status	Excellent	60	30.73	4.30
	Average	94	30.16	3.88
	Poor	46	30.26	5.00
Total		200		

These mean scores of the intellectual self-concept of normal students belonging to high, middle & low categories of socio-economic status fall on the above average side of the self-concept scale.

**Table 18:** ANNOVA on the Intellectual Self-concept scores of visually impaired and normal students in relation to their socio-economic status

Source	S.S	df	M.S	f- value	Level of Significance
Types of Students	2454.024	01	2454.024	82.588	.01
Socio-economic status	128.088	02	64.004	2.154	NS
Interaction	42.135	02	21.068	.079	NS
Error	11707.316	394	29.714	—	—

NS- Not Significant

The f-value 82.588 with df(01,394) for types of students is found highly significant at .01 level of significance. It indicates that there is a significant difference between the intellectual self-concept of visually impaired and normal students. On observation of table no 16 & 17, it is found that normal students have more intellectual self-concept scores than visually impaired students.

Therefore, it is interpreted that normal students have better intellectual self-concept than visually impaired students.

The second f-value 2.154 with df(02,394) for categories of socio-economic status is less than

the table value even at .05 level of significance. Hence, it is found that socio-economic status has no significant influence on the intellectual self-concept on visually impaired and normal students.

The third f-value .079 with df(02,394) for interactional effect of types of students and socio-economic status is found insignificant even at .05 level of significance. Hence, it is interpreted that the joint effect of types of students and socio-economic status, when joint together has no significant affect on the intellectual self-concept of visually impaired and normal students.

**Table 19:** Mean and S.D. of Total Self-concept Scores of visually impaired students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Total self-concept in relation to Socio-economic status	Excellent	57	160.32	33.35
	Average	104	150.95	41.08
	Poor	39	154.72	39.19
Total		200		

On observing the above table it is evident that these mean scores of Total self-concept of visually impaired students belonging to above three categories of socio-economic status fall on the above average side of the scale.

**Table 20:** Mean and S.D. of Total Self-concept Scores of normal students differentiated on the basis of socio-economic status

Variable	Categories of Socio-economic status	N	Mean	S.D.
Total self-concept in relation to Socio-economic status	Excellent	60	181.12	24.39
	Average	94	178.22	22.70
	Poor	46	181.74	24.33
Total		200		

These mean scores of the Total self-concept of normal students belonging to high, middle & low categories of socio-economic status fall on the above average side of the self-concept scale.

**Table 21:** ANNOVA on the Total Self-concept scores of visually impaired and normal students in relation to their socio-economic status

Source	S.S	df	M.S	f-value	Level of Significance
Types of Students	63932.643	01	63932.643	62.329	.01
Socio-economic status	2897.387	02	1448.693	1.412	NS
Interaction	846.074	02	423.037	.412	NS
Error	404138.334	394	1025.732	—	—

NS- Not Significant

The table shows that the first f-value 62.329 with df(01,394) for type of students is more than the table value at .01 level of significance. Mean scores of total self-concept of normal students are higher than the mean scores of visually impaired students. It is interpreted that normal students have better total self-concept as compared to visually impaired students. Although visually impaired students also have above average total self-concept but in comparison to normal students they have less total self-concept. It is found that there is a significant difference between the total self-concept of visually impaired and normal students. Hence the hypothesis No.01, that, *There is no significant difference between the self-concept of visually impaired and normal students.* Stands rejected.

The second f-value 1.412 with df(02,394) for socio-economic status of visually impaired and normal students is found less than the tabulated value even at .05 level of significance. Therefore it is interpreted that socio-economic status of visually impaired and normal students does not significantly affect their total self-concept. Hence, the hypothesis No. 2 that, *Socio-Economic status of visually impaired and normal students does not significantly affect their self-concept* stands accepted.

The third f-value .412 with df(02,394) for interactional types of students and socio-economic status of visually impaired and normal students is quiet less than the tabulated value even at .05 level of significance. Therefore, it is concluded that the joint effect of types of students and socio-economic status of visually impaired and normal students when combined together, does not has significant affect on their socio-economic status. Hence, the

hypothesis No.3 that, *Types of students and socio-economic students of visually impaired and normal students do not interact significantly on their self-concept scores* stands accepted.

### Major Findings

On the basis of analysis and interpretation of data major conclusion has been drawn regarding self-concept of visually impaired students and normal students in relation to their socio-economic status.

There is a significant difference at .01 level of significance on Physical, Social, Temperamental, Educational, Moral, Intellectual and Total Self-concept of visually impaired and normal students on the basis of socio-economic status. It has been concluded that normal students have better self-concept.

Socio-economic status does not significantly affect the Physical, Social, Temperamental, Educational, Moral, Intellectual and Total Self-concept of visually impaired and normal students.

The types of students and socio-economic status when combined together do not have significant influence on the Physical, Social, Temperamental, Educational, Moral, Intellectual and Total Self-concept of visually impaired and normal students.

### Educational Implications and Suggestions

Present study is an attempt to discover the contribution of socio-economic status to self-concept of visually impaired and normal students. The study is of enormous importance and is of vital concern

to Parents, Teachers, Curriculum Makers, Schools, Counselors, Students, Society and Government.

Visually impaired children may be emotionally broken. So, it is the duty of the family, school & society that they should be properly guided by their Parents, Teachers and Counselors, so that they may develop their maximum capacity and may feel a sense of security.

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