

A STUDY OF SELF–CONCEPT IN RELATION TO EGO-STRENGTH OF SIGHTED AND VISUALLY IMPAIRED STUDENTS

Assist. Prof. Dr. Vikrant MISHRA
Shivalik College of Education
Ambala, INDIA

ABSTRACT

The visually impaired children are an integral part of our society. They are very much neglected in our society. Their need and problems should be understood well and measures should be taken in order to make their lives more easy and motivational. In this paper the Self- Concept and Self-Confidence of the Sighted Children and the Visually Impaired Children is assessed. Self- Concept and Self- Confidence are the two very important things which help in overall development of Personality. So, an effort has been carried out to know more about the Visually Impaired Children.

Key Words: Ego-strength, self-concept, visually impaired, sightedness.

INTRODUCTION

The eye is a very important sensory organ, which accounts for a very large fraction of the total information's available to a person through his senses. Thus, lack of sight makes the individual aloof from the physical world. This sensory, social and physical isolation creates anxiety and adjustment problems in the personality of blind subjects in the society.

Though the government and many NGOs run institutes for the visually impaired children but in the age of science, this world is a place of competition and complexities. Individual with all the sense organs intact also have to face lot of problems of adjustment, which become hurdle in the achievement of their goals. This further creates shades of anxiety in them. The condition of the individual becomes more deplorable and serious when she/he suffers from visual impairment. Since, visually impaired children also have to live in society, it may affect their psychological processes.

The researcher is interested in studying the adjustment and anxiety levels of visually impaired children, so that something would be done for their upliftment.

The blind person wants to be treated like any other individual. Most blind people do not seek pity or even unnecessary help though they may need assistance in some situations. Though, they appreciate the sensitivity of others but they want to be reminded of their similarities rather than their differences. Visual impairment seems to evoke some awkwardness because blindness is visible. The visually impaired person has a variety of symbols- white cane, darkened glass, a sighted guide.

Objectives Of The Study

1. To study the relation of self-concept with the ego-strength of visually impaired and sighted students.
2. To study the difference between self concept of sighted and visually impaired students.
3. To study the difference between ego-strength of sighted and visually impaired students.
4. To study the self-concept with ego-strength of students with visual impairment.
5. To study the self concept with ego-strength of sighted students.

Hypothesis Of The Study

1. There is a positive relationship between self concept with ego-strength of students with visual impairment and sighted students.
2. Visually impaired have lower self-concept then sighted students.
3. Visually impaired students have lower ego-strength then sighted students.
4. There is significant difference between self-concept of sighted and visual impaired students.
5. There is significant difference between ego-strength of sighted and visual impaired students.

METHODOLOGY

The descriptive survey method of research was followed in the present study.

Sample

In the present study purposive sample of 40 visually impaired and 40 sighted students are selected from Chandigarh and Haryana.

Tools Used

1. Children's self-concept scale
Ahluwalia
2. Ego-strength
Hasan

RESULTS AND DISCUSSIONS

Relationship Between Ego-Strength And Self-Concept

Table 1: Relationship Between Ego-Strength and Self-Concept

Sr. No.	Variables	r	Significance at 0.05 level
1.	Ego -Strength/Behavior	0.45	Significant
2.	Ego-Strength/Intellectual and School Status	0.50	Significant
3.	Ego-Strength/Physical Appearance and attributes	0.26	Significant
4.	Ego-Strength/Anxiety	0.64	Significant
5.	Ego-Strength/Popularity	0.14	Not significant
6.	Ego-Strength/Happiness and satisfaction	0.76	Significant
7.	Ego-Strength/Self Concept	0.64	Significant

In this section Pearson's co-efficient of correlation method is used to see the relationship between ego-strength and self-concept perceived by 80 visually impaired and sighted students of two special school and one regular school were calculated.

1. It can be observed from the table that the obtained value of r for ego-strength and behavior is 0.45 which exceed the critical value are (.204) at 0.05 level of significance. The relationship between behavior and ego strength is significant. The result established the effect of behavior on ego-strength and vice versa.
2. The obtain value of r for ego-strength and intellectual and school status is 0.50 which exceed the critical value of r at 0.05 level of significance. Therefore, the relationship between the ego-strength and intellectual and social status is significant. So the result establish the effect of ego strength on school status and intellectual or vice versa established.

3. The obtain value of r for ego-strength and anxiety is 0.26 which is significant. The relationship between anxiety and ego-strength established.
4. The obtained value of r for ego-strength and popularity is 0.14 which is not significant so there is no relationship between popularity and ego strength.
5. The obtained value of r for ego-strength and happiness and satisfaction is 0.76 which is significant. The relationship between is ego-strength and happiness is significant.
6. The obtained value of r for ego-strength and physical appearance and attributes is 0.26 which is significant. So, relationship between is ego-strength and physical appearance and attributes is significant.
7. The obtained value of r for ego-strength and total self-concept is 0.64 which is significant. So, the result established relationship between ego strength and vice versa.

Difference Between Visually Impaired And Sighted Students

In this section, in order to find out the difference between visually impaired and sighted students with regard to their ego-strength and self-concept t-value are calculated.

Difference Between Visually Impaired And Sighted Students

Table 2: Difference Between Visually Impaired and Sighted Students

Sr. No.	Variables	Mean		S.D.		't'-value	level of significance at 0.05 level
		Visually Impaired student	Sighted Student	Visually Impaired student (SD ₁)	Sighted Student (SD ₂)		
1.	Self-concept	45.5	47.47	3.34	5.15	2.083	Significant
2.	Ego-strength	19.3	20.9	3.62	2.54	2.2857	Significant
3.	Behavior	11	12.13	1.92	2.38	2.29	Significant
4.	Intellectual and school status	10.3	12.3	2.72	2.46	3.50	Significant
5.	Physical appearance and attributes	8.1	8.7	2.06	1.7	1.42	Not Significant
6.	Anxiety	6.43	7.52	1.29	1.83	3.1142	Significant
7.	Popularity	5.3	6.05	1.09	1.57	3.5	Significant
8.	Happiness and satisfaction	3.2	4.5	1	1.63	4.083	Significant

1. The above table reveals that the observed t value for ego-strength is 2.28 which is significant and there is significant difference between ego-strength of visual impaired and sighted students. It is further seen from the table that mean ego strength of sighted student i.e. 20.93 is more than that of visually impaired i.e. 16.3. Therefore, the research hypothesis i.e. ego strength of sighted student is better than that of visual impaired student is accepted.

2. The observed t-value for total self-concept is 2.2088 which is significant. Hence, there is significant difference between total self-concept of visual impaired and sighted students. Self-concept of sighted students is better than visually impaired students.
3. The observed t value for behavior is 2.29 which is significant. Hence, there is significant difference between behavior visual impaired and sighted students. Behavior of sighted students is better than behavior of visually impaired students.
4. The observed t value for intellectual and school status is 3.50 which is significant. Hence, there is significant difference between intellectual a school status visual impaired and sighted students. Intellectual and schools status of sighted students is better than visually impaired students.
5. The observed t value for physical appearance and attributes is 1.42 which is not significant. Hence, there is no significant difference between physical appearance and attributes of visual impaired and sighted students.
6. The observed t value for anxiety is 3.11 which is significant. Hence, there is a significant difference between anxiety in visual impaired and sighted students. Anxiety among visually impaired students found more than sighted students.
7. The observed t value for popularity is 3.5 which is significant. Hence, there is a significant difference between popularity and school status visual impaired and sighted students. Popularity of sighted students is more than visually impaired students.
8. The observed t value for happiness and satisfaction is 4.08 which is significant. Hence, there is a significant difference between happiness and satisfaction of visual impaired and sighted students. Happiness and satisfaction among sighted students found more than visually impaired students.

MAIN FINDINGS

1. There is positive relationship between ego-strength and adjustment.
2. There is significant difference between self-concept among visually impaired and sighted students.
3. Sighted students have higher self-concept than visually impaired.
4. Ego-strength of sighted students is better than that of visually impaired. It means blindness affect ego-strength.

EDUCATIONAL IMPLICATIONS

1. The means of developing self-concept and improving the ego i.e. ability to face reality should be included in school programme for visually impaired and sighted children.
2. The study suggests that the interaction of visually impaired with family members, peers, sighted students should be strengthened and to improve their ego-strength level and self-concept.
3. Teacher should create conducive environment, better interaction opportunities, self confidence in visually impaired students in order to improve and self-concept and ego- strength.
4. School administrators and policy makers should include co-curricular and extra curricular activities to create self confidence which leads to better adjustment.

SUGGESTIONS

1. The study may be extended to a large sample to get the better results.
2. The present study is confined to only age group of 14-18 years. A similar study can be conducted on other children or adult also.

3. The study can be conducted by taking into account the girls and boys of rural and urban separately.
4. The study can be conducted simultaneously on students studying in special school and in integrated school or specifically integrated school.
5. Effect of family background and environment on ego-strength and self-concept can be studied.
6. Replication of the study can be done by using other tools and techniques of self concept and ego-strength.

BIODATA AND CONTACT ADDRESS OF AUTHOR



Dr. Vikrant MISHRA completed his Postgraduate and Doctorate in Education from Kurukshetra University, India. He qualified NET in Education too. He presented papers in many national and international conferences and seminars, published some papers in national and international journals of repute. He authored five books and is serving in the editorial and advisory boards of national as well as international journals.

Assist. Prof. Dr. Vikrant MISHRA
Shivalik College of Education
Ambala, INDIA
E. Mail: vikrantmishra82@gmail.com
Cell: +919468428959

REFERENCES

- Allport, G.W. (1961). Traits Revisited. *American psychologist*, 21, 1-10.
- Best, J.W. and James, K.K. (1992). *Research in Education* (6th ed.). N. Delhi: Prentice Hall of India Pvt. Ltd.
- Byrne, D., Nelson, D. and Reeves, K. (1966). Effects of Consensual Validation and invalidatin on attraction as a function of verifiability. *Journal of Experimental Social psychology*, 2, 98-107.
- Cecil, R.R. and Lasler, M. (1987). *Encyclopedia of Special Education*, New York, A Willey Inter science Publication.
- Dermer, M. and Theiel, D.C. (1975). When Beauty may fail. *Journal Personality and Social Psychology*, 31, 1168-1176.
- Geetha, T.M. (2000). Study of Adjustment Problems of Handicapped Children of Secondary School in relation to the academic achievement in Karnatka State with reference to Chitradurga, Dharwad and Bellary District. *Dissertation Abstract. Indian Educational Abstracts, National Council of Education Research and Training. Vol. 2, No. 1.*
- Keener. N.D. (1985). An investigation of the effect of tutoring pre-school handicapped children upon the self-concept and academic achievement of 5th and 6th grade elementary school students. *Dissertation Abstract International(A). Volk. 47. No. 4.*
- Mourly, G.J. (1960). *The Science of Educational Research*. New Delhi, Ramnagar: Eureasica Publishing House Pvt. Ltd.