

# **SELF-CONCEPT OF HEARING IMPAIRED STUDENTS AT SECONDARY LEVEL**

**MINU ALPHONSA THOMAS**

*Dissertation*  
*Submitted to the University of Calicut for*  
*Partial Fulfillment of the Requirements for the Degree of*  
**MASTER OF EDUCATION**



**FAROOK TRAINING COLLEGE  
RESEARCH CENTRE IN EDUCATION  
UNIVERSITY OF CALICUT**

**July 2019**

## **DECLARATION**

I, **MINU ALPHONSA THOMAS**, do hereby declare that this dissertation entitled, **SELF-CONCEPT OF HEARING IMPAIRED STUDENTS AT SECONDARY LEVEL** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook College

Date:

**MINU ALPHONSA THOMAS**

**Dr. P. REKHA**  
Assistant Professor  
Farook Training College  
Calicut

---

## **CERTIFICATE**

I, **Dr. P. REKHA**, do hereby certify that the dissertation entitled, **SELF-CONCEPT OF HEARING IMPAIRED STUDENTS AT SECONDARY LEVEL**, is a record of bonafide study and research carried out by **MINU ALPHONSA THOMAS** of M. Ed Programme (2017-19), under my supervision and guidance, and has not been submitted by her for the award of any Degree, Diploma, Title or Recognition before.

Farook College  
Date:

**Dr. P. REKHA**  
Supervising Teacher

## **ACKNOWLEDGEMENT**

*The investigator is deeply indebted to her supervising Teacher, **Dr. P. Rekha**, Assistant Professor, Farook Training College, for her constant encouragement, generous help and valuable suggestions combined with expert criticism.*

*The investigator would like to express her profound gratitude to **Dr. C. A. Jawahar**, Principal, Farook Training College, for his whole hearted co-operation in extending the facilities and encouragement to conduct this study.*

*The investigator expresses her sincere thanks to **Dr. Manoj Praveen G.**, Associate Professor, Farook Training College, for providing support and coordinating the two year M. Ed. programme effectively.*

*Sincere thanks to all faculty members and the members of library staff and office staff of Farook Training College, for their support and encouragement throughout the study.*

*The investigator acknowledge with at most pleasure her friends and family members who have whole heartedly co-operated with the study.*

*Farook Training College*

***Minu Alphonsa Thomas***

# CONTENTS

**LIST OF TABLES**

**LIST OF FIGURE**

**LIST OF APPENDICES**

<b>Chapter</b>	<b>Title</b>	<b>Page No.</b>
I	<b>INTRODUCTION</b>	1 – 14
II	<b>REVIEW OF RELATED LITERATURE</b>	15 – 42
III	<b>METHODOLOGY</b>	43 – 52
IV	<b>ANALYSIS AND INTERPRETATIONS</b>	53 – 62
V	<b>SUMMARY, CONCLUSION AND SUGGESTIONS</b>	63 – 69
	<b>BIBLIOGRAPHY</b>	70 – 83
	<b>APPENDICES</b>	

## **LIST OF TABLES**

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
1	Break –up of final sample	44
2	‘ t’ value obtained for each item of Self-Concept Scale	49
3	Statistical constants of the variable self- concept and its components for the total sample	54
4	Data and Results of self concept and its components of hearing impaired students based on gender	56
5	Comparison of means scores of self concept and its components based on gender	57
6	Data and Results of self concept and its component of hearing impaired students based on type of school	59
7	Comparison of means scores of self concept and its components based on type of school	60

## **LIST OF FIGURE**

<b>Figure No.</b>	<b>Title</b>	<b>Page No.</b>
1	Graphical representation of distribution of scores of self concept among hearing impaired students at secondary level	55

## **LIST OF APPENDICES**

<b>Appendix No.</b>	<b>Title</b>
1	Self-Concept Scale(Malayalam-Draft)
2	Self-Concept Scale(English-Draft)
3	Self-Concept Scale(Malayalam-Final)
4	Self-Concept Scale(English-Final)



# Chapter 1

## INTRODUCTION

- ❖ *Need and Significance of the Study*
- ❖ *Statement of the Problem*
- ❖ *Definition of Key Terms*
- ❖ *Variable of the Study*
- ❖ *Objectives of the Study*
- ❖ *Hypotheses of the Study*
- ❖ *Methodology*
- ❖ *Scope and Limitations of the Study*
- ❖ *Organization of the Report*

Education is fundamentally an interpersonal process involving teachers and students aimed at transmitting knowledge, skills and culture from one generation to the next. The process of education is not different from the process of life. One of the aims of education is to make individual socially Efficient. Education is the process which draws out the best in child with the aim of providing well balanced personality, culturally refined, emotionally stable, socially efficient, vocationally self-sufficient and internationally liberal etc.

Education contributes significantly to national development. It enables a person to solve multitudinous problems and bear responsibilities as a healthy and cultured citizen. There is no single objective which can cover the whole life with its various manifestations. Educating a child means drawing out what is ingrained in the child.

Education plays an important role in the progress of an individual as well as the society. It is one of the major forces behind the social and cultural life of a community. The experiences, customs, traditions, thoughts and values of one generation are passed on to the succeeding generation through education. In this process certain individuals, groups, and institutions play their role and transmit the rich cultural and social heritage to new generation. Such institutions or organizations established to carry out the functions of education are called agencies of education.

An agency of education is a specialized institution or organization that directly or indirectly exercises an educational influence on the child. Education is a

life long process. That is, it begins at birth, and ends at death. Education transforms the helpless infant into a matured adult and this makes education to be significant and remarkable. This transformation is achieved through the contribution of both formal and informal agencies. There are many socializing agencies of education. These agencies have an important role in the realm of education. From family and the school and as a social animal it requires from the society also. All social institutions exist for the betterment and improvement of the individual. The individual is the architect of his own destiny. Education therefore, must care for the complete development of the individual.

The child's first world is that of his family. It is a world in itself, in which the child learns to live, to move and to have his being. Within it, not only the biological tasks of birth, protection and feeding take place, but also develop those first and intimate associations with persons of different ages and sexes which form the basis of the child's personality development. The family is the primary agency of socialisation. The child's first human relationships are with the immediate members of his family Father, mother, siblings and other close relatives. People's perceptions of behaviour appropriate of their sex are the result of socialisation and major part of this is learnt from the family. Being a centre of love and affection, family is the best place for education and the first school of the child.

After family the educational institutions take over the charge of socialisation. Schools not only teach reading, writing and other basic skills, they also teach students to develop themselves, to discipline themselves, to co-operate with others, to obey rules and to test their achievements through competition. Schools teach sets

of expectations about the work, profession or occupations they will follow when they mature. Schools have the formal responsibility of imparting knowledge in those disciplines which are most central to adult functioning in our society. It has been said that learning at home is on a personal, emotional level, whereas learning at school is basically intellectual.

Besides the world of family and school fellows, the peer group and playmates highly influence the process of socialisation. In the peer group, the young child learns to conform to the accepted ways of a group and to appreciate the fact that social life is based on rules. Peer group socialisation has been increasing day by day these days. Young people today spend considerable time with one another outside home and family. Peer groups serve a valuable function by assisting the transition to adult responsibilities. Teenagers imitate their friends in part because the peer group maintains a meaningful system of rewards and punishments. The group may encourage a young person to follow pursuits that society considers admirable.

Community is an important informal and active agency of education. Just as the family and the school much in the same way the community also modifies the behavior of child, through social contacts, group activities and group dynamics in such a way that one begins to participate in all the desirable activities of the community of which he is an integral part. The environment of the community also moulds and modifies the behavior of the child according to its ideas, ideals and goals. A community tries to mould education according to its social, economic and political needs or aspirations. This is an ongoing and continuing process. Each community influences the education of the child formally as well as informally.

Every child possesses distinct instincts and inherent tendencies. If he is not allowed to behave according to his/her nature and contrary to this, social ideals together with social forms of behaviour are forced upon him, he will become a maladjusted person. Psychological researches have established the fact that aptitudes, interests, inclinations, capacities, and needs of each child differ from the other. Thus education has a great role to play in polishing the talents of children and then to build a self-concept.

Self-concept development is the result of social interaction between students, just as children learn to walk and to talk, they learn about themselves. So it is important for the teacher and parent to seize opportunities for helping the child to discover and understand him/herself as a person.

### **Need And Significance**

Present day schools and classrooms are characterized by considerable diversity in ethnicity, language, cultural and family background as well as physical, mental and emotional. Recognition of this diversity is the important aim of education. Today's educational environment is toward mainstreaming, that is educating students with disabilities in the regular classroom as much as possible. Inclusive education expects quality education for all. It is based on the right of all learners to a quality education that accommodates their learning needs. It enhances educational opportunities for all children. In an inclusive model, general classroom teachers are the primary provider of instruction for students with disabilities. Successful inclusive education happens primarily through accepting, understanding

and attending to student differences and diversity, which can include physical, cognitive, academic, social and emotional.

Hearing impairment as a disability category is similar to the category of deafness but it is not the same. The official definition of a hearing impairment by the Individuals with Disabilities Education Act(IDEA) is an “impairment in hearing, whether permanent or fluctuating, that adversely affect a child’s educational performance but is not included under the definition of deafness”. Thus, knowing the definition of deafness is necessary to understand what sort of disabilities are considered hearing impairments. A hearing loss above 90 decibels is generally considered deafness, which means that a hearing loss below 90 decibels is classified as a hearing impairment.

Hearing impaired students face many challenges in our audio saturated world. The adverse effect of the hearing impairment can create challenges of a personal, academic and social nature for the student and interfere with reaching full potential. Hearing is what keep us in touch with our world. It plays a significant role in expressing and receiving language. Hearing loss creates problems in how an individual expresses and receives language in turn causing social, communication and educational problems. Educators need to be aware and sensitive to those challenges when developing school programs. Ignorance of these challenges only leads to frustration for the hearing impaired student with that could lead to classroom management problems for the teacher. Educators therefore need to seriously consider the short and long term effects of how hearing loss impairs a person’s ability to understand spoken language when developing their program.

Disabled children have many difficulties which are not known/understood by others. Hearing impaired students are near to normal ones. They appear to be normal until we speak to them or hear them. So most times they don't get the attention as the other disabled categories. The problem is that they don't get enough attention to grow and people expect them to give outputs of normal people. Even though they require less effort to lead a successful life, they don't get it often and still people expect them to do as other ones.

There are many factors which may positively or negatively influence the ability of child to achieve success in the world. One such factor is self-concept. A child's self-concept is formed on the basis of how others respond to the child, what the child thinks of, and what the child would ideally like to be. All of the child's actions and emotions are consistent with the imagined self-image. The child acts like the sort of person the child thinks he is. A child simply cannot do otherwise, and the person who thinks he is a failure will fail. At the same time, the person who seems himself as a success will have a much greater chance of succeeding.

Self-concept is the image that we have of ourselves. This image develops in a number of ways but is particularly influenced by our interactions with important people in our lives. Self-concept is generally thought of as our individual perceptions of our behavior, abilities, and unique characteristics. It is essentially a mental picture of who you are as a person. For example, beliefs such as "I am a good friend" or "I am a kind person" are part of an overall self-concept. Self-concept tends to be more malleable when people are younger and still going through the process of self-discovery and identity formation. A person's self-concept helps them

define who they think they are and how they fit into the world. That in itself makes self-concept important because every individual wants to know themselves and feel as though they belong. It applies to everyone, because everyone is going to have some kind of belief about who or what they are. That may be a sticky concept for some, particularly those who reject the notion of labels or think of labeling as a bad thing.

A child's self-concept usually goes through three stages of development. The first stage in the development of the self-concept is the parents' treatment of the child; the second is the child's perception of society's evaluation of the child's family including himself; the third is the child's accumulation of experience with success and failure. So Self-concept is important because it is the basis of our identity.

As the child grows, their self-concept is developed through internal and external means. The internal facets are that which the person thinks about themselves. The external comes from family, community, and other social influences. A healthy self-concept will help oneself to maximize his/her potential . It is the core element of one's personality which determine one's overall health including mental health. It is not an inherited quality . It is formed as a result of ones experiences, relations to environment and social interaction between students.

Children of today are the assets of the nation. So we have to mould their personality according to their abilities, capacities etc. It is the duty of the parents as well as the teachers to explore their inner power. The self-image is the foundation stone of one's whole personality. Because of this, experiences and environment seem to verify the



self-image, and as a result, create a vicious or pleasant cycle for the individual and his life.

At various stages of development in an individual's life, adolescence is a crucial period in one's life. It is the time when adolescent children need maximum attention and care from their parents, teachers, and all concerned. The children are the new buds that are going to be the blossom of future. So it is our duty to bring the students to the forefront of our nation. security, attention, acceptance, happiness and discipline are required for the healthy growth of a child. With the satisfaction of these needs, the child develops into a responsible and successful adult. The growth and development of a society depends the well being of its children.

In the present educational structure, secondary education plays a very crucial role. it is both a terminal stage for majority of students and is also a significant determinant of quality of higher and professional education. It is a productive stage and a real asset essential for the development and progress of a nation. It has definitely made significant contribution towards increased income generation and overall economic growth. Accepting this philosophy and identifying the need of secondary school, the significance of exploring the self -concept of secondary students can be over emphasized for a developing country like India.

Self concept is considered by many researchers (Shamsudeen(2011), Kumari and Chamundeswari (2013), venitha singh (2016)) as the central theme of life which affects all relationships, performances and achievements either positively or negatively. This self concept is found different in different individuals and studies showed that there is gender difference in the self-concept (Shamsudeen, 2011).

Kumari and Chamundeswari (2013) found that there is a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level. Venitha singh (2016) studies revealed that emotional maturity has high significant correlation with self-concept, family environment and mental health. Self-concept is a dominant element in personality pattern and there is a very positive connection between a persons self-esteem and his success in life. It is an important element in the growth and developmental process for individual human beings.

Unlike many other physical disabilities, hearing loss is an invisible disability. So often it is only when a hearing-impaired person attempts to communicate, that society becomes aware he or she is different. So the problem is that they don't get proper consideration to grow. In any investigation of success or failure in school students, it is essential to understand both the characteristics of the individual and the situational forces that surrounded him and his functioning. From the references, studies in the hearing impaired students are found very few when compared to self-concept. Hence, the investigator has taken hearing impaired students as sample and study on self-concept among hearing impaired students surely will help to understand their problem which hinder their personality development. In the present study, the researcher attempted to study self concept of hearing impaired students at secondary level.

### **Statement Of The Problem**

The study is entitled as **“Self Concept Of Hearing Impaired Students At Secondary Level”**

### **Definition Of Keyterms**

To have a clear idea about the problem stated the definitions of key terms are given below.

#### **1. Self- concept**

The individual's belief about himself or herself including the person's attributes and who and what the self is. (Baumeister, 1999)

In the present study the word self-concept is used to mean the individual's perception of himself/herself. The self-concept of hearing impaired students has taken in this study, as they are devoid of having special attention among disabled group.

#### **2. Hearing Impaired**

Any student who has a hearing loss greater than twenty decibels is a hearing-impaired student (Purth, 1973).

Hearing loss, also known as hearing impairment, is a partial or total inability to hear.

#### **3. Secondary level**

Secondary school students refers to the students studying in the class VII, IX and X. For the present study the investigator has taken hearing impaired students of std. VIII only.

### **Variable Of The Study**

Variable included in this study is the self- concept

### **Objectives Of The Study**

- To find out the extent of self- concept and its components among hearing impaired students at secondary level.
- To find out whether there is any significant difference in the Self -concept and its components among hearing impaired students with respect to gender.
- To find out whether there is any significant difference in the self-concept and its components among hearing impaired students in inclusive and special schools.

### **Hypotheses Of The Study**

- There exists significant difference in the self -concept and its components among hearing impaired students at secondary level with respect to gender.
- There exists significant difference in the self –concept and its components among hearing impaired students at secondary level of inclusive and special schools.

### **Methodology**

Methodology deals with the precise description of the sample used for the study, tool and statistical techniques used. Survey method is used by the investigator to conduct the study.

### **Sample**

The sample of the study consisted of 240 hearing impaired students at secondary level. The students from Kannur , Kozhikode, Malappuram and Kasargod are taken to conduct the study.

### **Tool used for data collection**

Self- concept scale was the tool used to collect data from the sample of students.

### **Statistical techniques used**

Statistical techniques used for this study are,

- Preliminary Analysis such as Mean, Median, Mode , Skewness and Kurtosis
- Test of significance of difference between means

### **Scope And Limitations Of The Study**

The present study is Self-concept of Hearing Impaired students at secondary level. Hearing impaired students are having disability in hearing. They appear similar with other students without such disability. But when we interact with such students we can identify their problems. Reviews showed that hearing impaired students have certain problem in their life and true education is to develop the personality of all students. Hence the development of the challenged or disabled students is to be studied. Systematic education given to the disabled children facilitates better development of their personality. Thus the investigator has taken

hearing impaired students as sample of the study. 240 hearing impaired students from both inclusive had special school were taken by the investigator.

Self-concept shows what the individual is, physical aspect of a person, his/her thoughts, and wishes everthing contributes his/her development. Hence the hearing impaired students also have their physical wake up, activities to achieve their aim etc. Hence self-concept of this category is to be studied. Self-concept scale is developed and standardized by the investigator to conduct the study. Appropriate statistical techniques were used in the study to achieve the objectives of the study. Therefore, it is hoped that the findings of the study will be valid and relevant for the betterment of educational practices.

The present study was conducted with maximum possible attention and specificity, certain limitations which could hardly be avoided kept in to the study. They are,

1. The study is delimited to four districts due to practical reason.
2. Only 240 students were taken as sample.

### **Organization Of The Report**

The report of the study is organized in five chapters

Chapter 1 is the **Introduction** which presents a brief introduction to the problem, its Need and significance, Statement of the problem, Operational definitions of Key terms, Objectives of the study, Hypothesis, Methodology, Tool employed, Scope and limitations of the study.

Chapter II is the **Review of Literature** which presents Conceptual overview and Review of related studies.

Chapter III is the **Methodology** which describes in detail the Objectives, Tools, Sample, Data collection procedure, Stastical techniques used for analysis of data.

Chapter IV is the **Analysis and Intrepretation** which describes in detail of Statistical analysis and its Interpretations.

Chapter V is the **Summary of Procedure, Conclusion and Suggestions** which includes major findings , Educational implications and Suggestions for further research.

## Chapter II

### REVIEW OF RELATED LITERATURE

- ❖ *Theoretical overview of the study*
- ❖ *Review of Related Studies*
- ❖ *Conclusion*



## **REVIEW OF RELATED LITERATURE**

Review of related literature is an important aspect of any research. The summary of related literature provides with the better understanding of the problem which helps the investigator in evolving Insights to build new approaches to the problem that is selected. It is a valuable guide in defining the problem in understanding its scope, re-organizing its significance, suggesting instruments, making appropriate study design and source of data. The present study is about self concept of Hearing Impaired students at secondary level. The review is presented under the following heads:

- 1) Theoretical overview of Self Concept
- 2) Studies related to Self Concept

### **Theoretical Overview**

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. The Self- concept is an organised cognitive structure comprising of set attitudes, believes and values that cut across all facts of experience and action, organizing and trying together the variety of specific habits, abilities, Outlooks, ideas and feelings that a person displays.

There are many theories about what exactly self-concept is and how it develops, but generally, theorists agree on these points: On the broadest level, self-concept is the overall idea we have about who we are and includes cognitive and

affective judgments about ourselves. Self-concept is multi-dimensional, incorporating our views of ourselves in terms of several different aspects (e.g., social, religious, spiritual, physical, emotional). It is learned, not inherent. It is influenced by biological and environmental factors, but social interaction plays a big role as well. Self-concept develops through childhood and early adulthood when it is more easily changed or updated. It can be changed in later years, but it is more of an uphill battle since people have established ideas about who they are. Self-concept does not always align with reality. When it does, our self-concept is “congruent.” When it doesn’t, our self-concept is “incongruent.”

According to James the bodily self was sub-assumed under one of the three categories of self experience. James discussed the components of Self as ‘I’ and ‘Me’. He further explores the three dimensions of the me as the material, social and spiritual constituents in relation to the pure ego. He also articulated a theory of self esteem as the ratio of an individual's actual behaviour relative to pretensions. The material me -his body, his home, his family and the physical objects with which he surrounds himself, the social me-his awareness of himself as he feels others see him. The Spiritual me-his Awareness of his own mental process -his thinking and feeling. All aspects of the self are capable of evoking feelings of heightened self esteem and well-being; or lowered self esteem and dissatisfaction. James, apparently viewed the self as having a unity as well as being differentiated, and as being intimately associated with emotions as mediated through self esteem.

Coolie (1902) drew early attention to the important relationship between self and society in his ideas of looking glass self proposing that the content of self

perception is derived largely through the mirror of interaction with other people where by one assumes the role of another in order to have a look back at oneself. The looking-glass self is a social psychological concept, created by Charles Horton Cooley in 1902, stating that a person's self grows out of society's interpersonal interactions and the perceptions of others. The term refers to people shaping themselves based on other people's perception, which leads people to reinforce other people's perspectives on themselves. People shape themselves based on what other people perceive and confirm other people's opinion on themselves.

Freud (1920) the psycho-analytic also contributed to the wide spread concern with self. The concept of ego in Freudian theory had much in common with self concept. In Freudian theory, the human mind is structured into two main parts: the conscious and unconscious mind. Sigmund Freud was an Austrian neurologist who founded the discipline of psychoanalysis, a clinical method for treating psychopathology through dialogue between a patient and a psychoanalyst. In his later work, Freud proposed that the human psyche could be divided into three parts: Id, ego, and super-ego. The id is the completely unconscious, impulsive, child-like portion of the psyche that operates on the "pleasure principle" and is the source of basic impulses and drives; it seeks immediate pleasure and gratification. The ego acts according to the reality principle (i.e., it seeks to please the id's drive in realistic ways that will benefit in the long term rather than bringing grief). Finally, the super-ego aims for perfection. It comprises that organized part of the personality structure, mainly but not entirely unconscious that includes the individual's ego ideals,

spiritual goals, and the psychic agency that criticizes and prohibits his or her drives, fantasies, feelings, and actions.

Mead (1934) expanded upon Cooley's looking glass self. He noted that the self concept arises in social interaction as an out growth of the individual concern about how others react to him. In order to anticipate other people's reactions so that he can behave accordingly, the individual learns to perceive the world as they do. By incorporating estimates of how the generalized other would respond to certain actions, the individual acquires a source of internal regulation that serves to guide and stabilize his behaviour in the absence of external pressures. According to Mead, the self, the part of one's personality composed of self-awareness and self-image, emerges through social interaction. Mead made several assumptions in proposing this idea: 1) that the self develops only through social interaction; 2) that social interaction involves the exchange of symbols; 3) that understanding symbols involves being able to take the role of another.

Lecky (1945) identified the self concept as the nucleus of the personality . He defined personality, in turn, as Organization of values that are consistent with one another''. The organization of the personality is considered to be dynamic as it involves a continuous assimilation of new ideas and rejection of modification of old ideas. It is assumed that all concept are organised within a unified system, whose preservation is essential. The self concept, as the nucleus of the personality , plays a key role in determining what concepts are acceptable for assimilation in to the overall personality organisation. There is one major motive, the striving for Unity. a threat to the organization of personality produces feelings of distress.

The views of Snygg and Combs (1949) are similar to those of Lecky. Snygg and Combs emphasize that self is the true subject-matter for psychology. According to the authors, motivation is "the basic need of everyone to preserve and enhance the phenomenal self, and the characteristics of all parts of the field are governed by this need. They viewed the self concept as the nucleus of a broader organization which contains incidental and changeable as well as stable personality characteristics.

Hilgard (1949) identified three types of evidences that provide support for the concept of an inferred self. These are continuity of motivational patterns, genotypical patterning of motives and the interpersonal nature of important human motives. The continuity of motivational patterns refers to people regarding themselves as essentially the same people they were a year ago, despite superficial changes. The genotypic patterning of motives refers to the observation that different actions can satisfy the same motive, and that certain motives can satisfy the same motive, and that certain motives can be substituted for others. Hilgard noted that the existence of Defence mechanism, there has to be some aspect of the self that requires being defended.

Theodore (1952) noted that behaviour is organized around cognitive structures. A theory of the self based on five cognitive substructures is described in preliminary form. The theory is called epistemogenesis because of reliance on cognitive structures. The substructures are: (1) somatic self, (2) receptor-effector self, (3) primitive construct self, (4) introjecting-extrojecting self, and (5) the social self (role taking). Seven postulates underlying the theory are described. The

theory as illustrated as a longitudinal sequence with the substructures developing as cross-sectional stages or phases. The theory is described as monistic with no distinction drawn between subjective and objective selves.

Having reviewed a variety of positions on the nature of the self concept, we are now in a position to summary of the characteristics of self concept is presented below.

- It is a subsystem of Internally consistent , hierarchically organized the concepts contained with in a broader conceptual system.
- It contains different empirical selves such as a body self , a spiritual self and a social self.
- It is a dynamic organization that changes with experience. its appears to seek out change and exhibits a tendency to assimilate increasing amounts of information, thereby manifesting something like a growth principle.
- It develops out of experience , particularly out of social interaction with significant others.
- It is essential for the functioning of the individual that the organisation of the self-concept be maintained.
- When the organization of the self -concept is threatened, the individual experiences anxiety, and attempts to defend himself against the threat.
- There is basic need for self-esteem which relates to all aspects of the self-system

- The Self concept has at least two functions. First, it organizes the data of experience, particularly experience involving social interaction in to predictable sequences of action and reaction. Secondly, the self-concept facilitates attempts to fulfil needs while avoiding disapproval and anxiety.

Sullivan (1953) developed the concept of a "self-system," which is the individual's collection of self-perceptions. The self-system actively protects one from information that would cause one to re-evaluate all pre-existing self-perceptions. It does this through a process of "selective inattention. "Part of this process is taking evasive manoeuvres that allow one to maintain congruence between one's interpersonal world and one's self-perceptions. Such evasive manoeuvres include avoiding certain segments of the Interpersonal circle that usually result in behaviours in others that disconfirm one's self-system, and consequently forcing others to give way to one's own interpersonal strategy, regardless of their own wishes. Sullivan identified the self system as" an organization of educative experience called into being by the necessity to avoid or to minimize incidents of anxiety. He noted that the child internalizes those values and prohibitions that facilitate the achievement of satisfaction in ways that are approved of and disapproved of tendencies are organized within frameworks of" good me" and the "bad me".

Allport (1955), in an attempt to make a fresh start, coined a new word, the proprium, which he defined as the regions of our life that we regard as peculiarly ours. The proprium consists of those aspects of the

individual which he regards as of central importance, and which contribute to a sense of inward unity. The proprium has the following eight attributes;

- 1) The sense of bodily self, which is a sense of one's own body, including bodily sensations, attests to one's existence and therefore remains a lifelong anchor for self-awareness.
- 2) The sense of self-identity, which is the second aspect of the proprium is self-identity. This is most evident when the child, through acquiring language, recognizes himself as a distinct and constant point of reference.
- 3) The sense of self-esteem or pride, which is an individual's evaluation of himself and the urge to want to do everything for oneself and take all of the credit.
- 4) The sense of self-extension, occurs during the third year of life, which states that even though some things are not inside my physical body they are still very much a part of one's life.
- 5) The self-image, or how others view "me" is another aspect of self-hood that emerges during childhood.
- 6) The sense of self as a rational-coper occurs between the ages of six and twelve in which the child begins to realize fully that he has the rational capacity to find solutions to life's problems, so that they can cope effectively with reality demands.



- 7) Propriate striving, which Allport believed to be the core problem for the adolescent. It is the selection of the occupation or other life goal, the adolescent knows that their future must follow a plan, and in this sense makes them lose their childhood.
- 8) Self as a knower: The knower (thinking agent) “rides” on top of them. The thinker is different from his or her thoughts, is Allport’s stand, contrary to William James, who ridiculously maintains that “The thoughts themselves are the thinker”

### **Aspects of Self-Concept Theory**

Many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. The self-concept theory holds many assumptions about our personal judgment towards our selves. Here are some of them:

#### **Self-concept is learned.**

One of the very basic assumptions of this theory is that no person is born with a self-concept. Self-concept is believed to develop as a person grows old. This means that our perceptions towards our selves can be shaped and can be altered, and can also be affected by environmental factors. In this sense, self-concept is actually a product of socialization and development. A person may have a perception of himself different from what other people thinks of him. For example, an individual feels that he is generous while others see him as a selfish person.

**Self-Concept is organized.**

A person may have numerous views of himself. He may think that he is kind, patient, loving and caring, or selfish, cruel, rude and stubborn. No matter how many different perceptions you have on yourself, still, there is one perception that facilitates all of these insights, causing one organized self-concept. When a person believes something that is congruent to his self-concept, it is more likely that he would resist changing that belief. He tends to stick to his present view of himself for quite a long time, and changing this perception of his self may take too long, but change is feasible.

**Lastly, self-concept is dynamic.**

As a person faces different situations and new challenges in his life, his insight towards himself may constantly change depending on the way he responds to such life changes. We see things depending on our self-concept. We behave according to how we see ourselves in a situation. Therefore, self-concept is a continuous development wherein we tend to let go of the things and ideas that are not congruent to our self-concept, and we hold on to those that we think are helpful in building a more favourable perception of our personal existence.

The most influential and eloquent voice in self-concept theory was that of Rogers who introduced an entire system of helping built around the importance of the self. In Roger's view, the self is the central ingredient in human personality and personal adjustment. Roger described the self as a social product, developing out of interpersonal relationships and striving for consistency. He maintained that there is

a basic human need for positive regard both from others and from oneself. He also believed that in every person there is a tendency towards self –actualization and development so long as this is permitted and encouraged by an inviting environment. Carl Rogers (1902-1987) was a humanistic psychologist who agreed with the main assumptions of Abraham Maslow, but added that for a person to "grow", they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood). Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

Rogers believed that every person could achieve their goals, wishes, and desires in life. When, or rather if they did so, self actualization took place. Carl Rogers (1959) believed that humans have one basic motive, that is the tendency to self-actualize - i. e., to fulfil one's potential and achieve the highest level of 'human-beingness' we can. Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough.

Rogers believed that people are inherently good and creative. They become destructive only when a poor self-concept or external constraints override the valuing process. Carl Rogers believed that for a person to achieve self-actualization they must be in a state of congruence. This means that self-actualization occurs when a person's "ideal self" (i. e., who they would like to be) is congruent with their actual behavior (self-image). Rogers describes an individual who is actualizing as a

fully functioning person. The main determinant of whether we will become self-actualized is childhood experience.

Rogers identified five characteristics of the fully functioning person:

- 1). Open to experience: both positive and negative emotions accepted. Negative feelings are not denied, but worked through (rather than resorting to ego defense mechanisms).
- 2). Existential living: in touch with different experiences as they occur in life, avoiding prejudging and preconceptions. Being able to live and fully appreciate the present, not always looking back to the past or forward to the future (i. e., living for the moment).
- 3). Trust feelings: feeling, instincts, and gut-reactions are paid attention to and trusted. People's own decisions are the right ones, and we should trust ourselves to make the right choices.
- 4). Creativity: creative thinking and risk-taking are features of a person's life. A person does not play safe all the time. This involves the ability to adjust and change and seek new experiences.
- 5). Fulfilled life: a person is happy and satisfied with life, and always looking for new challenges and experiences.

Rogers identified one's self-concept as the frame upon which personality is developed. It is the purpose of each person to seek congruence (balance) in three areas of their lives. This balance is achieved with self-actualization. Self-

actualization deals with three areas such as self-worth, self-image, and ideal self. Carl Rogers was a prominent psychologist and one of the founding members of the humanist movement. Along with Abraham Maslow, he focused on the growth potential of healthy individuals and greatly contributed to our understanding of the self and personality. Both Rogers' and Maslow's theories focus on individual choices and do not hold that biology is deterministic. They emphasized free will and self-determination, with each individual desiring to become the best person they can become. Humanistic psychology emphasized the active role of the individual in shaping their internal and external worlds. Rogers advanced the field by stressing that the human person is an active, creative, experiencing being who lives in the present and subjectively responds to current perceptions, relationships, and encounters. He coined the term actualizing tendency, which refers to a person's basic instinct to succeed at his or her highest possible capacity.

Carl Rogers (1959) believes that the self-concept has three different components:

- The view you have of yourself (self-image)
- How much value you place on yourself (self-esteem or self-worth)
- What you wish you were really like (ideal-self)

### **Self-image**

How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a

simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image affects how a person thinks, feels and behaves in the world.

### **Self-Esteem**

Self-esteem(self worth) comprises what we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father. Self-esteem (also known as self-worth) refers to the extent to which we like accept or approve of ourselves, or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or a negative view of ourselves.

#### **High self-esteem** (we have a positive view of ourselves)

This tends to lead to Confidence in our own abilities, self-acceptance, not worrying about what others think, Optimism

#### **Low self-esteem** (we have a negative view of ourselves)

This tends to lead to Lack of confidence

Want to be/look like someone else

Always worrying what others might think, Pessimism,

### **Ideal-self**

This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic – i.e., forever changing.

### **Studies Related to Self-Concept**

Murugan and Justin (2017) conducted a study of self concept in relation to academic achievement among 9<sup>th</sup> standard students. The investigator adopted survey method to study the self-concept between 9th standard students from selected government, private and aided school. For this study a sample of 220 students taken from five various schools which are situated in Coimbatore district selected by the investigator using simple random sampling technique. Findings revealed that there is a significant difference among type of school, Educational Qualification of Father and Mother, Occupation of Father and Mother towards self concept among ninth standard students

Girli and ozturk (2017) conducted a study on meta-cognitive reading strategies in learning disability: Relations between usage level, academic self-efficacy and self-concept. The purpose of this study is to investigate the relationship between the usage levels of metacognitive reading strategies by students diagnosed with specific learning disability (SLD), academic self-efficacy and the concept of self, in comparison to their typically developing (TD) peer. The study was conducted among a total of 119 students in the fifth, sixth, seventh and eighth grades in İzmir Province, including 59 students diagnosed with SLD and 60 TD students. Considering the results of the study, in comparison to TD students, students diagnosed with SLD were significantly inadequate in terms of the usage levels of metacognitive reading strategies, levels of academic self-efficacy, and the intelligence/school subdimensions of the concept of self.

Lone and Lone (2016) conducted a study on relationship between self-concept and academic achievement among secondary school students of jammu district. The objective of the paper is to study the relation between the self concept and academic achievement. The paper is based the sample of 248 students taken from the senior secondary schools of jammu district through the random sampling technique out of nine selected schools. However the findings of the study show the significant relation between the self concept.

Amirkhani, Habibi, Hakimi, Kalyani, Salami (2016) conducted a study on a cross-sectional study of relationship between self-esteem and self-concept of students of medical sciences. The study is an analytical-descriptive which was conducted as a cross-sectional study on 394 students of fasa university of medical sciences in 2016. Among the 394 participants, 152 of them were males (38.6 %) and 242 of them were females (61.4 %). The results showed no significant difference between self esteem and self-concept of students regarding their gender

Rana (2016) conducted a study on “relationship between self-concept and adjustment of Children with special needs”(CWSN). The researcher made an attempt to study the self-concept and adjustment of CWSN with respect to their sex and residential background. Further an attempt has been made to study the relationship between the self-concept and adjustment of CWSN. A sample of 204 CWSN was selected from various government elementary schools of district kangra through random sampling. The study revealed that no significant difference was found between male and female CWSN in self-concept but rural and urban CWSN had significant difference with respect to their self-concept.



Alrehaili (2015) conducted a study on the relationship between self-concept and academic achievement. The participants of this study were six elementary students with learning disabilities and a control group of 12 students without learning disabilities. The findings suggest that academic self-concept is affected by learning disability status, but not general self-concept

Behera and Samal (2015) conducted a study on assessment of self-concept of secondary school students in respect to their gender, localities and category (Tribe and Non-Tribe). For this purpose, researchers selected 680 (N =680) secondary school going students from different sections studying in schools running under the board of secondary education, odisha. The significant differences of the self Concept were found in case of gender and category but no difference was found in case of localities.

Chamundeswari, Sridevi and Kumari (2014) conducted a study on self-concept, study habit and academic achievement of students. The present study investigates the relationship between self-concept, study habit and academic achievement of students. Survey method is used to select a sample of 381 students at the higher secondary level. The results of the statistical analyses show a significant correlation between self-concept, study habit and academic achievement of students. A significant difference is found between students at the higher secondary level in state, matriculation and central board schools, pertaining to self-concept, study habit and academic achievement.

Gupta (2014) conducted a study on self-concept, academic achievement and achievement motivation of the students. The present study attempts to explore

whether various social categories of school going adolescents differ with respect to self-concept, academic achievement and achievement motivation. 846 students from 28 schools of west bengal, India, constituted the sample chosen by SRSWOR. The results revealed that gender difference was significant for four dimensions of self-concept out of six dimensions considered. However, for academic achievement and achievement motivation, gender difference was not found to be significant. Caste wise students differed significantly in academic achievement. When father's education and occupation were considered, highly significant differences were observed for academic achievement and achievement motivation but insignificant difference with respect to dimensions of self-concept.

Adebule (2014) conducted a study on self concept and academic performance in mathematics among secondary school students in ekiti –state. This study investigated self-concept and academic performance of students in mathematics to confirm their relationship. The study also found out whether location of school influenced self-concept of students. A sample of 400 students drawn from four local government areas of ekiti state was used. The results of the findings showed that self – concept did not influence academic performance of students.

Kumari and Chamundeswari (2013) conducted self-concept and academic achievement of students at the higher secondary level. A sample of 321 students in different categories of schools following different systems of education at the higher secondary level was chosen. The findings of the study conducted revealed that students belonging to central board schools were better in their self-concept and academic achievement when compared to students from other boards. There is also

a significant and positive relationship between self-concept and academic achievement of students at the higher secondary level.

Bharathi and Sreedevi (2013) conducted a study on the self-concept of adolescents. Sample consisted of 40 adolescents of twin cities of Hyderabad, Telangana state. The findings of the study revealed that higher percentage of adolescents had above average levels of self-concept in dimension of temperamental (85), intellectual (77.5), physical (60) and social (52.5). About 47.5 percent of adolescents equally had high and above average self-concept in education. And 57.5 percent of adolescents had high moral self concept.

McInemey, Ching and Haplan (2012) conducted a study on academic self concept and learning strategies. They examined the prediction of academic self-concept (English and Mathematics) and learning strategies (deep and surface), and their direction of effect, on academic achievement (English and Mathematics) of 8,354 students from 16 secondary schools in Hong Kong. Further investigation also supported the reciprocal relationship between academic self-concept and academic achievement. The findings suggest that academic self-concept, learning strategies, and academic achievement have reciprocal relationships with each other.

Kumar and Titus (2012) compared the self-efficacy between 60 senior state and 60 senior national level basketball players. The result of the study revealed insignificant difference between senior state and senior national level basketball players on self-efficacy

Ahmad (2012) conducted a study on self-esteem, self-concept and competitive anxiety among different levels of soccer players. For the purpose of the study 300 male (100 state, 100 inter-varsity & 100 all India inter-varsity level) soccer players selected as the subjects for the study. The findings of the study revealed significant difference among state, inter-varsity and all India inter-varsity level soccer players on self-concept (Total). Further he concluded insignificant difference among them on some dimensions of self-concept.

Khan, Khan, Khan and Haider (2012) compared the self-concept between state and national level soccer players. For the purpose of the study 33 state level and 33 national level players were selected as subjects. Results indicated that there was insignificant difference between state and national level soccer players on self-concept. i. e. state and national level soccer players had same level of self-concept

Shamsudeen (2011) conducted a study on self-concept of secondary school students. The sample of study consisted of 200 secondary school students. The findings showed that there is significantly difference in self-concept between male and female students.

Ghazveni (2011) explored the relationships between academic self-concept and academic performance in high school students . The purpose of this research was to determine the relationship between the academic self-concept and academic performance. The sample consists of 363 students from 10 high schools were chosen by using multistage cluster sampling method. The research finding showed a close relationship between academic self-concept and measures of academic performance.

Academic self-concept powerfully and positive predicts general performance in literature and mathematics.

Patel and Kshatriya (2011) studied the personality traits and self-concept among team and individual game players. Study was conducted on 50 national level (school game) male players of Gujarat state. They reported insignificant difference among individual and team game sports players on self-concept and personality

Parmar (2011) compared the self-concept among 200 (100 boys & 100 girls) school going obese boys and girls. The finding of the study indicated significant difference between obese boys and girls on self-concept. Further he concluded that out of the six dimensions of self-concept obese boys were found to have poorer moral and educational self-concept than girls

Othman and Leng (2011) examined the relationship between self-concept, intrinsic motivation and self-determination with academic achievement. The sample of the study was 200 students in standard 5 and standard 6 from a Chinese primary school in Johor, Malaysia. The findings of the study showed significant relationship between independent variables (self-concept, intrinsic motivation and self determination of the respondents) and dependent variable (academic achievement) were all significantly low

In a study conducted by Hi and Prevatt (2010) in China, the deaf children and adolescents reported high levels of anxiety and fear. In the same study, girls reported more fears including fear of failure and criticism than boys

Carraro, Scarpa and Ventura (2010) investigated the relationship between physical self-concept and actual indicators of physical fitness among youth in early adolescence. For the purpose of the study 103 Italian boys and girls were taken as subjects. The findings of the study revealed significant relationship between physical self-concept and physical fitness

Alipoor, Goodarzi, Nezhad and Zaheri (2009) investigated the relationship between physical self-concept and body image dissatisfaction in female. A survey of 140 female students selected through random sampling was conducted in shahid chamran university of ahvaz, southern iran. The finding of the study showed significant negative correlation between the physical self-concept and body image dissatisfaction

Kaur, Rana and Kaur (2009) investigated the academic achievement and home environment as correlates to self-concept among 300 adolescents. The results of the study revealed self-concept and academic achievement positively correlated to each other. Further self-concept positively related to home environment components of protectiveness, conformity, reward, and nurturance. However, social isolation, deprivation of privileges and rejection components of home environment have significantly negative relationship with self-concept among adolescents.

James (2003) conducted a study on the relationship among self concept, self efficacy and performance in mathematics during secondary school''among 416 high school students. Performance was assessed using end of term exam results in mathematics confirmatory factor analysis supported the existence of two self concept components –a competency component and an affective component. Self

efficacy items and the competency items of self concept also loaded on a single factor . self efficacy beliefs, however, were identified as the most highly correlated with performance in mathematics and percentages

A research by Cheng (2002) focusing on the configuration of self-concept in young people supported the notion of multiple self-concepts, consisting of six domain-specific self-concepts (social, intellectual, Appearance, Moral, Family and Physical) and the general self-esteem. It was found that Moral self-concept increased with age but Intellectual self-concept changed with age in a quadratic fashion. No significant age effects were found on other self-concepts and general self-esteem, but girls tended to be higher than boys in moral and family self-concept. No significant age effects was found on Intellectual and social self-concept.

Kaur (2001) examined the relationship between values of self-concept and independent variables such as intelligence, creativity and achievement of rural and urban schools. A sample of 510 girls students (230 rural & 280 urban) were taken, studying in Class IX. The result revealed that the variable of intelligence and creativity to be positively significant with self-concept in urban as well as in rural. No significant correlation was found between the variable of achievement and self-concept. It is revealed that variable of achievement contributed 13. 6% variance in predicting the self-concept of urban girls.

Karunanidhi (1996) aimed to find the effect of perceived problems on self – esteem and gender-differences. Results revealed that girls perceived less number of problems and high self –esteem than boys. Both and girls have scored high on global self-esteem and low on physical self-esteem. overall self-esteem was found to be

high for girls than for boys. There was a significant relationship between perceived problems and self-esteem

Aruna and Reddy (1996) made a comparative study of adjustment and self-concept of hearing impaired and normal children. They found that the hearing impaired and normal children differ significantly in three areas viz. health, emotionality and masculinity - femininity. The normal children exhibited a better quality of adjustment in these three areas as compared to the hearing impaired children. They further found that the hearing impaired children have low self-concept as compared to normal children.

Lata (1996) made a study of psychological adjustment of the hearing impaired children. The study revealed that the hearing-impaired children exhibited significantly greater hospitality towards environment as compared to normal children. It was further observed that most of the hearing impaired children suffered from emotional maladjustment.

Cazanave (1993) studied the effect of self-concept, school atmosphere, motivation, locus of control and attendance on African American adolescents found significant positive correlation between general self concept, social self concept, achievement motivation and reading achievement.

In an examination of self concept and academic achievement in a newly co-educational environment Broyles (1992) found positive relation between self-concept and achievement



Sahoo (1991) conducted a comparative study of the behavioural characteristics of the blind, deaf and dumb and normal children. The normal children showed much better behavioural functioning as compared to the blind, deaf and dumb. The blind, deaf and dumb children exhibited low self-concept compared to normal ones. But the blind children did not differ significantly from the deaf children with regard of their self-concept. The independence, responsibility and maturity of the normal children did not differ much from the deaf and dumb children.

Theron, Nel and Lubbe (1991) assessed the relationship between body image and self consciousness together with the sex difference on measures of these two concepts. 56 male and 211 female undergraduate Africans were administered a self-concept and self-consciousness scale. The results showed a negative correlation between body image and self-concept and public and private self consciousness correlated positively with each other. The extents of negative and positive correlations have not been mentioned.

While investigating the correlation of active participation in learning and positive self –concept in older adults on a sample of 358 older adults found significant relation between self concept and educational attainment by Tippett (1991).

Elizabeth (1991) in her study home environment self-concept and school achievement in a disadvantaged and multi ethnic sample on a group of 307 subjects found that maternal education and perceived cognitive competence were most directly associated with scholastic achievement.

Mishra (1990) studied on sample of 25 blind, 15 hearing impaired & 5 orthopedically handicapped and 45 normal subjects. It was found that blind, hearing impaired and orthopedically subjects were poorer in self-concept than normal children.

Walker (1990) in his study, on grades and their relationship to self-concept and personality dimensions of high school students in the light of education reforms in Texas on a sample of 142 high school students, found that reviewing no failing grades is related to an increasingly positive self-concept.

Soules (1989) in the study, failure –feedback and its feedback effect on Self concept, stress level and learning performance found that the self-concept raised group had a more positive self-concept.

In a study of the relationship among self-concept, race, socio-economic status and mathematics achievement in black and white students on a sample of 55 black and 65 white students of New York by Cozart (1988) found that Self concept was positively related to mathematics achievement.

In a study of the effects of self-concept, home characteristics, and western Montana high school environments on academic achievements on a sample of 190 students by Lundt (1988) found that self-esteem and educational aspiration was a better indicator of self concept. There were high positive correlation between educational aspiration and academic achievement.

Giroux (1987), in his study of self-concept and academic achievement for emotionally troubled adolescents enrolled in regular and special education found

that academic self concept significantly adds to the prediction of academic achievement for the normal regular education students but adds little to the prediction of academic achievement for either group of emotionally disturbed students.

A study of relationship between learning style , self-concept and academic achievement by Butts (1986) for licensed vocational nurse students and associate degree nurse students on a sample of 72 AND students and 77 LVN students in Texas noticed that the nursing students were significantly different from general community college students in their learning styles and preferences. Nursing students level of self concept was not different from the general population.

Samps (1985) made a study of self-concept of ability, self-esteem, locus of control and perception of the opportunity structure as predictors of coping ability among selected black college students, found that coping ability is based on a set of variables like self-concept, self-esteem, locus of control and perception of opportunity and high coping ability students were high achievers.

Gupta (1982) made a comparative study among physically handicapped crippled, blind, and hearing impaired ranging between 14 and 25 years of age to assess their level of adjustment. The test of difference showed no significant difference among the three groups in any of the adjustment areas.

Thai (1982) while investigating the relationship of reading, achievement and self-concept of Vietnamese refugee students on a sample of 60 fifth and 60 sixth grade students found that reading ability in English increased their self-concept.

In the study of selected factors influencing academic achievement in high ability junior high students with varying self-concepts as students on a sample 220 eight grade students by Gruzynski (1981) noticed intellectual ability, self-concept and vocational aspirations as best predictors of reading achievement.

Coney (1979) while investigating achievement, self concept and school attitudes as measures of the effectiveness of a title VII intervention programme in urbana noticed significant relationship between self-concept of ability and achievement.

### **Conclusion**

In this chapter the investigator tried to present a brief account of theoretical overview and review of related studies. The review of related literature helped the investigator to know about the various studies conducted in the area of self concept. It helps the investigator to know about various tools used to measure and different components included in the preparation of the tool. All these reviews given above are based on self concept. The review reveals that only few studies were conducted in hearing impaired area when compared to self concept. The investigator found that the study is relevant in the modern era and decided to proceed with the study. The procedure adopted for the present study is explained in chapter III.

# Chapter III

## METHODOLOGY

- ❖ *Design of the study*
- ❖ *Variable of the Study*
- ❖ *Sample Selected for the Study*
- ❖ *Tool used for Data Collection*
- ❖ *Data Collection Procedure*
- ❖ *Scoring and Consolidation of Data*
- ❖ *Statistical Techniques used*

## **METHODOLOGY**

This chapter deals with the method of study which involves the systematic procedures the researcher followed to reach final conclusions. The role of Methodology is to carry on the research work in a scientific and valid manner. The methodology of the study is presented under the following sections.

- Design of the study
- Variable
- Sample used in the study
- Tool used for data collection
- Data Collection procedure, Scoring and Consolidation of data
- Statistical techniques used for analysis of data

The details of each section of the above is given below:

### **Design of the Study**

The purpose of the study was to find out the Self-concept of Hearing impaired students. The method adopted to conduct the study was survey.

### **Variable**

Self- Concept is the only variable selected for the study.

### Sample of the Study

For the present study, the investigator selected Hearing Impaired Students from the secondary schools of Kannur, Kozhikode, Malappuram and Kasargod. The Sample was selected from both special school and inclusive school and gender is considered as a subsample of the study. Total sample was 240 hearing impaired students from secondary level. There were 127 boys and 113 girls.

The break-up of the sample of the study is shown in table 1

Table 1

*Break-up of the sample of the study*

Subsamples	Category	Number of students (N=240)
Gender	Boys	127
	Girls	113
Type of school	Inclusive	200
	Special	40

### Tool used in the Study

or the present study, the investigator prepared a tool Self-concept Scale to collect data from Hearing impaired students of secondary schools.

### Description of the Tool

The present study is Self-concept of hearing impaired students. Students with hard of hearing is known as hearing impaired students. Hearing impaired students were studied in special schools as they are differently abled students. The present

system of education aimed at development of all students whether they are differently abled or not. So the system introduced inclusive education by hoping that all facets of development of all students is possible.

It is found from the review that Self concept of hearing impaired students of inclusive and special school have significant difference. Gender difference in self concept is also seen from the review. From these references the investigator decided to develop a self concept scale to collect data from the sample. The investigator gone through a number of psychological theories to develop the scale. With the help of the supervising teacher the investigator decided to prepare items of the scale based on theory developed by Carl Rogers (1959). The scale has three components which would come in the following order; body image, self -esteem and ideal self.

### **(1) Body image**

Self-image is a person's attitude toward his body consciously and unconsciously. This attitude includes perceptions and feelings about the size, shape, appearance function, and the potential of the body. Self-image is associated with personality. The world view of the individual against himself has an important impact on the psychological aspects of the individual. A realistic view of the self by receiving and measuring parts of the body itself can give rise to a sense of security, relieve anxiety, and can also improve self-esteem.

How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a



simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image affects how a person thinks, feels and behaves in the world.

Example: I usually worry about my physical appearance

## **(2) Self-esteem**

Self-esteem is a personal assessment of the results achieved by analyzing how far behavior can fulfill the ideal self. Self-esteem is very vulnerable interrupted during adolescence and old age. High self-esteem associated with the effectiveness of the group and acceptance by others. Meanwhile low self-esteem associated with poor interpersonal relationships and it is the risk of depression.

Self-esteem (Self worth) comprises what we think about ourselves. Rogers believed that feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father. Self-esteem refers to the extent to which we like accept or approve of ourselves, or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or a negative view of ourselves.

Example: I feel sad when others criticize me

## **(3) ideal self**

Ideal self is the individual's perception of how one should behave based on standard of aspirations, objectives or specific personal votes. Ideal themselves began to grow in childhood are influenced by people who are important to his/her which

provide benefits and expectations in adolescence, while the ideal self is to be formed through a process of identification of the parents, teachers, and other people close.

The ideal self of the person that you would like to be. The ideal self changes as we grow and our priorities change. There's often a difference between one's self-image and one's ideal self. This incongruity can negatively impact one's self-esteem. According to Carl Rogers, self-image and ideal self can be congruent or incongruent. Congruence between the self-image and ideal self means that there is a fair amount of overlap between the two. While it is difficult, if not impossible, to achieve perfect congruence, greater congruence will enable self-actualization. Incongruence between the self-image and ideal self means there's a discrepancy between one's self and one's experiences, leading to internal confusion that prevents self-actualization.

Example: I would like to become someone who can effectively communicate with others.

### **Preparation of the Self-concept scale**

On the basis of the above mentioned components, the investigator wrote a number of items to prepare a draft scale. Each item is prepared with five point scale response viz, Completely agree, Agree, No Comments, Disagree, Completely Disagree. The draft scale consisted of 52 items, out of which 12 items belong to body image, 24 items belong to self-esteem and 16 items belong to ideal self. A copy of the draft scale of self-concept- Malayalam and its English version is given as Appendix I & II respectively.

### Scoring Procedure

As in the present scale responses can be made in a five point scale as Completely agree , Agree, No comment, Disagree and Completely Disagree. For a positive statement the score is given as 5, 4, 3, 2, 1 for the options Completely agree , Agree, No comment, Disagree and Completely Disagree respectively. Scoring scheme is reversed for negative statements. The scores on all the items are added to get the total score on self-concept scale.

### Try out

Try-out of the scale aims to select the items for the final scale by empirically testing the item characteristics. The procedure of the item analysis are discussed below. For try out, the preliminary scale was administered on a sample of 200 adolescents selected by using stratified random sampling techniques, giving due representation to the gender of students and type of school. The 200 response sheet obtained were scored and the total score of each subject was calculated. After scoring, the sheets were arranged in the descending order of the total score. The highest and the lowest 27 were separated as upper group and lower group. The mean and standard deviation of the scores obtained for each item for the upper and lower group were calculated separately. The critical ratio were calculated for each item using the formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where

$\bar{X}_1$  = Mean of the upper group

$\bar{X}_2$  = Mean of the lower group

$\sigma_1$  = Standard deviation of the first group

$\sigma_2$  = Standard deviation of the second group

$N_1$  = Sample size of the first group

$N_2$  = Sample size of the second group

Items with critical ratio greater than 1.96, the table value of 't' at 0.05 level of significance were selected for the final scale. Thus after standardization, final scale contains 46 items. A copy of the final scale of Self-concept- Malayalam and its English version are given as appendix III and IV respectively. The critical ratio (t-value) obtained for each item together with mean and standard deviation of the scores for the two groups are given in Table 2.

Table 2

*'t' value obtained for each item of Self-Concept Scale*

Sl. No	't' value	Remarks	Sl. No	't' value	Remarks
1	4.988	Accepted	10	2.743	Accepted
2	4.315	Accepted	11	5.123	Accepted
3	3.908	Accepted	12	5.578	Accepted
4	3.440	Accepted	13	6.480	Accepted
5	.639	Rejected	14	4.346	Accepted
6	2.696	Accepted	15	2.654	Accepted
7	1.579	Rejected	16	5.054	Accepted
8	4.751	Accepted	17	4.095	Accepted
9	3.601	Accepted	18	4.158	Accepted

Sl. No	't' value	Remarks	Sl. No	't' value	Remarks
19	3. 225	Accepted	36	3. 607	Accepted
20	3. 882	Accepted	37	4. 507	Accepted
21	3. 852	Accepted	38	1. 790	Rejected
22	-. 449	Rejected	39	6. 783	Accepted
23	3. 081	Accepted	40	4. 372	Accepted
24	4. 258	Accepted	41	5. 947	Accepted
25	2. 805	Accepted	42	3. 031	Accepted
26	4. 943	Accepted	43	3. 748	Accepted
27	2. 390	Accepted	44	3. 182	Accepted
28	6. 219	Accepted	45	4. 637	Accepted
29	4. 262	Accepted	46	4. 755	Accepted
30	7. 266	Accepted	47	3. 959	Accepted
31	. 451	Rejected	48	4. 629	Accepted
32	1. 049	Rejected	49	2. 700	Accepted
33	2. 535	Accepted	50	3. 113	Accepted
34	4. 241	Accepted	51	3. 656	Accepted
35	5. 790	Accepted	52	4. 135	Accepted

### Reliability and Validity

Reliability of the tool was established by test -retest method on a sample of 50 secondary school students keeping a gap of 3 weeks between two administrations. The co-efficient of correlation obtained is 0.78. This value indicates that the test is reliable.

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure (Best and Khan, 2001). The validity of the present study was ensured by content validity. Content validity based upon careful examination of course, textbooks, syllabi, objectives and the judgment

of subject matter specialists (Best and Khan, 2001). The investigator referred text books, reference books and other related materials to prepare the tool. This was prepared and finalized in consultation with experts and established content validity. The prepared item were shown to experts in the field and thus ensured face validity.

### **Data Collection Procedure, Scoring And Consolidation Of Data**

When the sample and schools were decided, the investigator contacted the heads of the institutions for obtaining permission for data collection. After getting the permission the investigator met the students and explained the purpose and ensure their co-operation to make the study as successful as possible. Instruction were given to the sample before collecting data. The investigator seek assistance from the teachers and some students to collect data as the sample was hearing impaired students. After that copies of the tools were distributed and collected back. Then, the investigator valued the data sheets and marks were given as per the scoring key of the tool. All the scores were entered in the consolidation sheet in a systematic way for its analysis.

### **Statistical Techniques Used For Analysis Of Data**

The data obtained from 240 secondary school students were subjected to statistical treatments. The various Statistical Techniques used to analyse data and to arrive at meaningful conclusions are the following:

- i) Preliminary Analysis
- ii) Test of significance of difference between means for different categories (t) using the following formula.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

$\bar{X}_1$  = Mean of the upper group

$\bar{X}_2$  = Mean of the lower group

$\sigma_1$  = Standard deviation of the first group

$\sigma_2$  = Standard deviation of the second group

$N_1$  = Sample size of the first group

$N_2$  = Sample size of the second group

Using the Statistical techniques the collected data was analyzed. The analysis is presented in the following chapter.

## Chapter IV

### ANALYSIS AND INTERPRETATION

- ❖ *Objectives of the study*
- ❖ *Preliminary Analysis*
- ❖ *Tenability of Hypotheses*



## **ANALYSIS AND INTERPRETATIONS**

The present chapter deals with analysis of data and its interpretations. Analysis of the data means studying the tabulated material in order to determine inherent facts or meanings. The present study “Self -concept of Hearing Impaired Students at Secondary level” had the following Objectives.

### **Objectives of the Study**

- To find out the extent of self- concept and its components among hearing impaired students at secondary level.
- To find out whether there is any significant difference in the self -concept and its components among hearing impaired students with respect to gender.
- To find out whether there is any significant difference in the self-concept and its components among hearing impaired students in inclusive and special schools.

The Statistical techniques used to analyze the data are as follows.

- Preliminary Analysis
- Test of Significance of Difference Between Means

### **Preliminary Analysis**

As the first step of the analysis, the important statistical constants such as Mean, Median , Mode, Standard Deviation, Skewness and Kurtosis of the variable

self- concept and its components for the total sample and the relevant subsamples were determined. The details of the statistics are presented in Table 3.

Table 3

*Statistical constants of the variable self- concept and its components for the total Sample(N=240)*

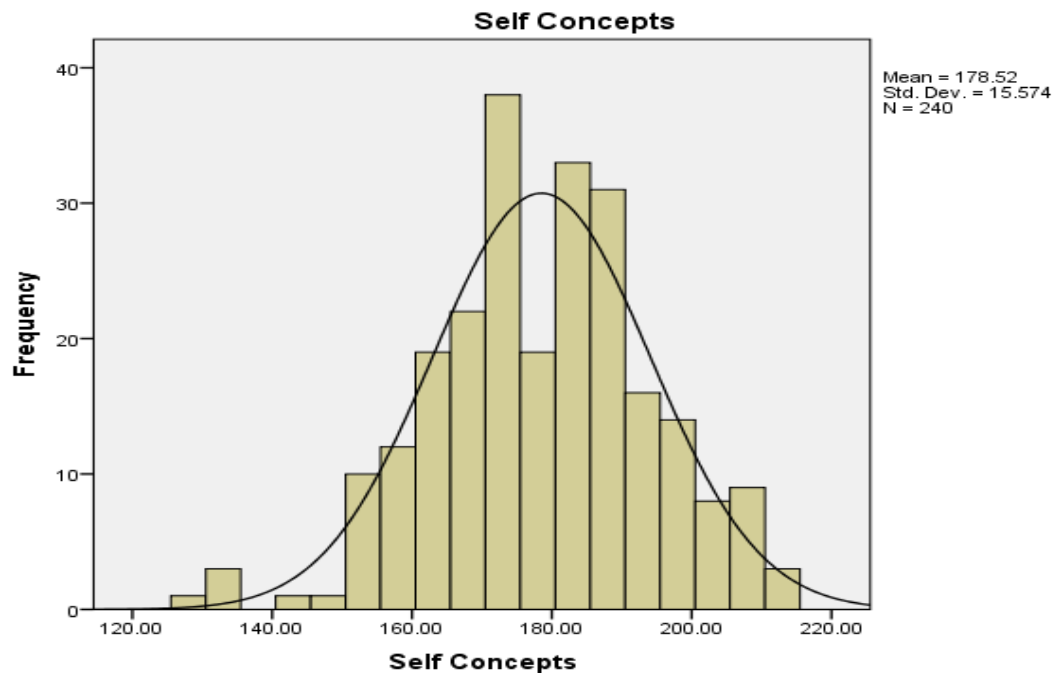
Variable	Mean	Median	Mode	Std. Deviation	Skewness	Kurtosis
Self Concept (total)	178.52	178.00	175.00	15.57	-. 258	. 309
Body Image	34.90	35.00	33.00	5. 29	. 258	-. 038
Self Esteem	78.75	79.00	82.00	8.21	-. 372	. 435
Ideal Self	64.86	66.00	70.00	7.15	-. 970	. 752

Table 3 reveals that three measures of central tendency viz, Mean, Median, and Mode of variable Self-concept (total) are 178.52, 178.00 and 175.00 respectively. These values are almost equal. The score of skewness is -. 258. The measure of kurtosis is . 309. The total score of the tool is 230. The obtained mean score of self concept is found low.

The Mean, Median and Mode values for the component body image are 34. 90, 35. 00 and 33.00 respectively. These are almost equal. The skewness is . 258 and kurtosis is -. 038. For the component self-esteem, the values of mean , median and mode are 78.75, 79. 00 and 82.00 respectively. The skewness is -.372 and kurtosis is .435. The values of mean , median and mode for the component ideal-self

are 64.86, 66.00 and 70.00 respectively. The obtained skewness is  $-.970$  and the kurtosis is  $.752$ .

The distribution of scores of Self concept is graphically represented in figure 1.



*Figure 1:* Graphical representation of distribution of scores of Self concept among hearing impaired students at secondary level

From figure 1, it is found that Self concept of hearing impaired students at secondary level follows approximately a normal distribution.

#### **Data and Results of the variable Self-concept and its components with respect to gender.**

The data and results of self concept and its components of hearing impaired students at secondary level based on gender is calculated and presented in table 4.

Table 4

*Data and Results of self concept and its components of hearing impaired students based on gender*

Variable	Category	N	Mean	Std. Deviation
Self –Concept (total)	Boys	127	177.19	15.55
	Girls	113	180.00	15.52
Body Image	Boys	127	34.69	5.57
	Girls	113	35.13	4.97
Self Esteem	Boys	127	78.68	7.74
	Girls	113	78.83	8.74
Ideal Self	Boys	127	63.81	7.11
	Girls	113	66.03	7.04

From the table 4, it is found that the mean scores of variable self concept of hearing impaired students at secondary level for boys and girls are 177.19 and 180.00 respectively. The girls have higher mean score than boys. The standard deviation of self concept (total) for boys and girls are 15.55 and 15.52 respectively. The table also indicates that the mean scores of component body image for boys and girls are 34.69 and 35.13 respectively. It means that the mean scores of component bodyimage of girls are slightly higher than the mean scores obtained by boys. The standarad deviation of component body image for boys and girls are 5.57 and 4.97 respectively.

The table also shows that the mean scores of component self esteem for boys and girls are 78.68 and 78.83 respectively. The standard deviation of component self esteem for boys and girls are 7.74 and 8.74 respectively. The mean scores of

component idealself for boys is 63.81 and that of girls is 66.03. It indicates that the girls have higher mean score than boys. The standard deviation of component ideal self for boys and girls are 7.11 and 7.04 respectively.

Comparison of Means Scores of Self –concept and its components based on gender is presented in table 5

Table 5

*Comparison of Means Scores of Self –concept and its components based on gender*

Variable	Category	N	M	SD	t-value
Self-Concept (total)	Boys	127	177.19	15.55	1.395NS
	Girls	113	180.00	15.52	
Body image	Boys	127	34.69	5.57	0.642NS
	Girls	113	35.13	4.97	
Self-Esteem	Boys	127	78.68	7.74	0.138 NS
	Girls	113	78.83	8.74	
Ideal Self	Boys	127	63.81	7.11	2.42*
	Girls	113	66.03	7.04	

NS-Not significant

\*Indicates significance at 0.05 level

From table 5, it is clear that the critical ratio of Self concept (total) between Boys and Girls is 1.395 which is less than the table value (1.96) for significance at 0.05 level. Hence it indicates that difference in Self concept between Boys and Girls is not significant at any level.

The critical ratio obtained for the component body image to find out the significance between means with respect to gender is .642 which is less than the

table value (1.96) for significance at 0.05 level. This indicates that the difference between mean scores in the case of the component body image is not significant at any level.

The critical ratio of self- esteem score between boys and girls students is 0.138 which is less than the table value (1.96) for significance at 0.05 level. This indicates that there is no significant difference in self -esteem between boys and girls.

The critical ratio obtained for Ideal self between boys and girls is 2.42 which is greater than the table value (1.96) for significance at 0.05 level. This indicates that there is significant difference in ideal self between Boys and Girls. The mean value of ideal self is higher for girls than the boys.

### **Discussion**

Comparison of the mean scores of Self concept and its components among hearing impaired students at secondary level based on gender revealed that there is no significant difference in their self concept in total and its components-body image and self esteem between girls and boys. But it is found that in the case of ideal self significant difference is shown between boys and girls. Girls have higher mean scores than boys in self concept in total and its components except self esteem. .

**Data and results of self concept and its components of hearing impaired students based on type of school is presented in table 6.**

Table 6

*Data and results of the variable Self- concept and its components based on the subsample type of school*

Variable	Type of school	N	Mean	Std. Deviation
Self – Concept (total)	Special	200	176.15	13.38
	Inclusive	40	190.35	20.00
Body Image	Special	200	33.98	4.49
	Inclusive	40	39.50	6.52
Self Esteem	Special	200	77.76	7.40
	Inclusive	40	83.72	10.16
Ideal Self	Special	200	64.41	7.04
	Inclusive	40	67.12	7.33

From table 6, it is found that the mean score of self concept (total) of hearing impaired students at secondary level for special and inclusive school are 176.15 and 190.35 respectively and standard deviation is 13.38 and 20.00 respectively. The mean scores of self concept (total) in the case of inclusive school is higher than the students of special school.

The table also indicates that the mean scores of component body image for special and inclusive sample are 33.98 and 39.50 respectively and standard deviation is 4.49 and 6.52 respectively. The table also indicates that mean scores of the component body image of inclusive school are higher than special school.

The mean scores of component self-esteem for special school and inclusive school are 77.76 and 83.72 respectively and standard deviation are 7.40 and 10.16 respectively. The mean score of inclusive school students are having higher score than the special school students.

The table also indicates that the mean scores of component ideal self for special and inclusive school are 64.41 and 67.12 respectively and standard deviation is 7.04 and 7.33 respectively. It indicates that the inclusive school sample have higher score than special school.

**Comparison of Means scores of Self concept and its components based on type of school presented in table 7.**

Table 7

*Comparison of Means scores of Self concept and its components based on type of school*

Variable	Type of school	N	M	SD	t-value
Self concept (total)	Special School	200	176.15	13.38	5.58**
	Inclusive school	40	190.15	20.00	
Body Image	Special School	200	33.98	4.49	5.117**
	Inclusive school	40	39.50	6.52	
Self Esteem	Special School	200	77.76	7.40	4.347**
	Inclusive school	40	83.72	10.16	
Ideal Slef	Special School	200	64.44	7.04	2.210*
	Inclusive school	40	67.12	7.33	

\*\*Indicates Significance at 0. 01Level

\*Indicates Significance at 0. 05 Level



From Table 7, it is clear that the critical ratio of self- concept between special and inclusive students is 5.58 which is greater than the table value (2.58) for significance at 0.01 level. This in turn indicates that there is significant difference in self- concept between special and inclusive school students

Table also reveals that the critical ratio of body image score between special and inclusive school students is 5.117 which is greater than the table value (2.58) for significance at 0.01 level. This indicates that there is significant difference in body image between special and inclusive students

The critical ratio obtained for the component self- esteem the mean score between special and inclusive students is 4.347 which is greater than the table value (2.58) for significance at 0.01 level. This indicates that there is significant difference in Self esteem scores between special and inclusive students

The critical ratio of ideal self- score between special and inclusive students is 2.210 which is greater than the table value( 1.96) for significance at 0.05 level. This indicates that there is significant difference in ideal self- scores between special and inclusive students.

## **Discussion**

Comparison of the means scores of self concept and its components among hearing impaired students at secondary level based on type of school revealed that there is significant difference in their self concept in total and its components-body image, self esteem and ideal self between inclusive and special schools. It is also

found that students of inclusive school have higher mean scores than students of special school in self concept in total and its components.

### **Tenability of Hypotheses**

Tenability of hypothesis was examined in the light of the above findings.

- The hypothesis one states that, there exists significant difference in the self - concept and its components among hearing impaired students at secondary level with respect to gender. It is found that there is no significant difference in self concept in total and its components except self-esteem based on gender. So The first hypothesis is not fully substantiated.
- The second hypothesis states that, there exists significant difference in the self – concept and its components among hearing impaired students at secondary level of inclusive and special schools. Findings showed that there exists significant difference in the self-concept and its components among hearing impaired students based on type of school. Hence the second hypothesis is accepted.

## Chapter IV

### SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

- ❖ *Restatement of the problem*
- ❖ *Objectives of the study*
- ❖ *Hypotheses of the study*
- ❖ *Methodology*
- ❖ *Major Findings*
- ❖ *Conclusion*
- ❖ *Educational implications for the Study*
- ❖ *Suggestions for further research*

## **SUMMARY AND CONCLUSIONS**

This Chapter presents summary of the study, major findings, conclusions based on findings, educational implications and suggestions for further study.

### **Restatement Of The Problem**

The title of the problem for the present study was entitled as “**Self –Concept Of Hearing Impaired Students At Secondary Level**”

### **Objectives Of The Study**

- To find out the extent of self- concept and its components among hearing impaired students at secondary level.
- To find out whether there is any significant difference in the Self -concept and its components among hearing impaired students with respect to gender.
- To find out whether there is any significant difference in the self-concept and its components among hearing impaired students in inclusive and special schools.

### **Hypotheses Of The Study**

- There exists significant difference in the self -concept and its components among hearing impaired students at secondary level with respect to gender.

- There exists significant difference in the self –concept and its components among hearing impaired students at secondary level of inclusive and special schools.

## **Methodology**

### **i) Variable**

Self- Concept is the only variable selected for the study

### **ii) Sample**

The sample of the study consisted of 240 hearing impaired students at secondary level. The sample was selected from both special school and inclusive school and gender is considered as a subsample of the study. The students from Kannur, Kozhikode, Malappuram and Kasargod are taken for data collection.

### **(iii) Tool used**

Self- concept scale was the tool used to collect data from the sample of students

### **(iv) Statistical techniques used**

The following Statistical Techniques were used in analysing the data

- (a) Preliminary Analysis: Mean, Median, Mode, Standard Deviation, Skewness and kurtosis.
- (b) Test of significance of difference between means .

### Major Findings Of The Study

The important findings of the study are discussed below:

1. The extent of self-concept and its components in hearing impaired students at secondary level.

The three measures of central tendency viz, Mean, Median, and Mode of variable Self-concept (total) are 178.52, 178.00 and 175.00 respectively. The mean scores of the components body image, self-esteem and ideal self are 34.90, 78.75 and 64.86 respectively. The analysis shows that self concept and its three components-body image, self esteem and ideal self of hearing impaired students are found low.

2. Comparison of mean scores of self concept and its components based on gender

The mean value of the variable self concept (total) for boys and girls are 177.19 and 180.00 respectively. The standard deviation of the variable self concept for boys and girls are 15.55 and 15.52 respectively. The t value of comparison of means between boys and girls is 1.39. This shows that the difference is not significant at any level.

In the case of the component body image the mean scores of boys and girls are 34.69 and 35.13 respectively and standard deviation is 5.57 and 4.97 respectively. The t value of the component body image between boys and girls is 0.642. This shows that the difference is not significant at any level.

The mean value of the component self esteem for boys and girls are 78.68 and 78.83 respectively. The standard deviation of component self esteem for boys and girls are 7.74 and 8.74 respectively. The t value obtained is 0.138 which shows that the difference is not significant at any level.

For the component ideal self, the mean value for boys and girls are 63.81 and 66.03 respectively and standard deviation is 7.11 and 7.04 respectively. The t value obtained for ideal self is 2.42 which indicates that the difference is significant at 0.05 level.

3. Comparison of mean scores of self concept and its components based on type of school

The mean value of the variable self concept(total) for special and inclusive school are 176.15 and 190.15 respectively. The standard deviation of the variable self concept for special and inclusive school are 13.38 and 20.00 respectively. The t value of comparison of means between special and inclusive school is 5.58. This shows that the difference is significant at 0.01 level.

In the case of the component body image the mean scores of hearing impaired students in special and inclusive are 33.98 and 39.50 respectively and standard deviation is 4.49 and 6.52 respectively. The t value of the component body image between special and inclusive school is 5.11. This shows that the difference is significant at 0.01 level.

The mean value of the component self esteem for special and inclusive school are 77.76 and 83.72 respectively. The standard deviation of component self

esteem for special and inclusive school are 7.40 and 10.16 respectively. The t value obtained is 4.34 which shows that the difference is significant at 0.01 level.

For the component ideal self, the mean value of ideal self for special and inclusive school are 64.41 and 67.12 respectively and standard deviation is 7.04 and 7.33 respectively. The t value obtained for ideal self is 2.21 which indicates that the difference is significant at 0.05 level.

### **Conclusion**

The present study is on self concept of hearing impaired students at secondary level. From the analysis, it is found that the self-concept in total and components-body image, self esteem and ideal self is low among hearing impaired students.

The final conclusion of the study is as follows,

- 1) There is no significant difference in self -concept in total and its components body image and self esteem among hearing impaired students based on gender. But it is found that in the case of ideal self , significant difference is shown between boys and girls.
- 2) Based on type of school, there exists significant difference in self -concept in total and its components among hearing impaired students at secondary level between students of inclusive and special school.



### **Educational Implications Of The Study**

Based on the conclusions of the present study the following practical suggestions have been worked out to improve the present educational system.

1. Hearing impaired students are having a disability still we consider the students as the normal ones. Sometimes it may be neglected by educationist. This study will help the persons in educational field like teachers, psychologists and educational planners in planning and adopting special educational measures and programmes for the development of hearing impaired students.
2. Proper guidance and counselling services may be provided to overcome the problems of hearing impaired students with low self concept.
3. Classrooms are to be changed to explore the feelings of hearing impaired students. So that they can express their problems in the classroom.
4. Teachers should give special attention to the low self-concept pupils by encouraging them to develop high Self concept.
5. Challenging tasks should be given hearing impaired students with necessary assistance by the teachers which will boost the self concept of the students.
6. Teachers are to be trained to meet the needs of hearing impaired students in inclusive classrooms. curriculum of preservice and inservice training are to be strengthened with the concepts of self concept of hearing impaired students.

7. Smart classrooms, digital library, language lab etc are to be installed in every school to meet needs of hearing impaired students.

### **Suggestions For Further Research**

The findings and Limitations of the present study helped the investigator to put forward the following suggestions for further research in the area.

1. The present study can be replicated at the Higher secondary school and college levels.
2. A Comparative study can be conducted among hearing impaired students and other category of disabled.
3. The study can be extended to other districts in kerala.
4. Study can be conducted to develop special packages for improving the self concept of hearing impaired students.

## **BIBLIOGRAPHY**

## **BIBLIOGRAPHY**

- Adebule, S. O. (2014), "Self-concept and Academic performance in Mathematics among Secondary School students in Ekiti state", *Scholars Journal of Engineering and Technology*, 2(3), 348-351.
- Ahmad, S. (2012). *A study of self-esteem, self-concept and competitive anxiety as related to performance of football players* (Unpublished Ph. D. thesis). Aligarh Muslim University, Aligarh India.
- Alipoor, S., Goodarzi, A., Nezhad, M., & Zaheri, L. (2009). Analysis of the Relationship between Physical Self-Concept and Body Image Dissatisfaction in Female Students. *Journal of Social Sciences* 5(1), 60-66.
- Allport, G. W. (1955). *Becoming*. New Haven: Yale University Press.
- Alrehaili, N. (2015), "*The relationship between Self-concept and Academic Achievement*", A master's thesis, State University of New York, Fredonia, New York.
- Amirkhani. M., Habibi. F, Hakimi A, Najafi Kalyani M., & Salami J. (2018). A cross-sectional study of relationship between self-esteem and selfconcept of students of medical sciences. *International Journal of Research in Medical Sciences*, 6(3), 747-50.
- Arjunan. N. K. (2013). *Philosophical and sociological bases of education*(6th ed.). Palakkad:Yuga publications.

- Aruna. J., & Reddy, (1996) “ A comparative study of adjustment and self concept of hearing impaired and normal children”, *Journal of Psychological Researches*, 40 (3), 94-97.
- Aruna. T., Bharathi &, Sreedevi, P. (2013). A Study on the Self-Concept of Adolescents. *International Journal of Science and Research*, 5(10), 512-516.
- Baumeister, R. F. (Ed. ).(1999). *The self in social psychology*. Philadelphia, PA: Psychology Press (Taylor & Francis).
- Behera, J. & Samal, R.M. (2015), “Assessment of self-concept of secondary school students in respect to their Gender, Localities and Category (Tribal and NonTribal)”, *American International Journal of Research in Humanities, Arts and Social Sciences*, 10( 4), 314-319.
- Best, J. W. & Kahn, J. V. (1992). *Research in education* (7th ed. ). New Delhi:Prentice-Hall of India.
- Bong, T. H. (1989). Self-concept and deafness:Factors Affecting the development of deaf children, Retrived from [https://www. tandfonline. com](https://www.tandfonline.com)
- Braime. H. The seven Characteristics of the Fully-Functioning Person . Retrived from [http://www. becomingwhoyouare. net/the-7-characteristics-of-the-fully-functioning-person/](http://www.becomingwhoyouare.net/the-7-characteristics-of-the-fully-functioning-person/)
- Broyles, J. (1992). An examination of Self-concept and Achievement a newly Co-educational environment. Abstract. *Dissertation Abstracts International*, 53, 3475A.

Butts, L.E. (1986). Relationship between learning style, Self-concept and Academic achievement for LVN students and AND students. Abstract. Dissertation Abstracts International, 47, 158 1A.

Carraro, A., Scarpa, S., & Ventura, L. (2010). Relationships between physical selfconcept and physical fitness in Italian adolescents. *Perceptual and Motor Skill*, , 522-530.

Cazenava, A.W. (1993). The effects of self-concept, school atmosphere, motivation, locus of control and attention on African American adolescents' reading achievement. Abstract. Dissertation Abstracts International, 54, 430A.

Chamundeswari, S., Sridevi, V. & Kumari, A. (2014), "Self-concept, Study habit and Academic achievement of students", *International Journal of Humanities, Social science and Education*, 1(10), 73-78

Cherry, K. (2018A). What is self-awareness? Very Well Mind. Retrieved from <https://www.verywellmind.com/what-is-self-awareness-2795023>

Cherry, K. (2018B). What is self-concept and how does it form? Very Well Mind. Retrieved from <https://www.verywellmind.com/what-is-self-concept-2795865>

Cherry, K. Carl Rogers Psychologist Biography. Retrieved from <https://www.verywellmind.com/carl-rogers-biography-1902-1987-2795542>

- Cherry, K. Key Characteristics of a Fully Functioning Person. Retrived from [https://www. verywellmind. com/fully-functioning-person-2795197](https://www.verywellmind.com/fully-functioning-person-2795197)
- Coney, Y.B. (1979). Achievement, Self-concept and School attitudes as Measures of the effectiveness' of title vii Intervention Programme in Urbana. Abstract. Dissertation Abstracts International, 40, 160A.
- Cooley, C. H. (1902). Human Nature and the social order. New York: Charles Scribner's Sons.
- Cooley, C. H. (1902). Theories Of Socialization. Retrived from [http://Courses. lumenlearning. com/boundless-sociology/chapter/theories -of-socialization](http://Courses.lumenlearning.com/boundless-sociology/chapter/theories-of-socialization).
- Cooley, M. R. (1992). Ethnic Identity, Self-Concept, and Academic Achievement of first year black college students, Abstract, Dissertation Abstracts international, 54, 2093A.
- Cozart, D.A. (1988). The relationship among Self-concept, Race, Socio economic status and Mathematics achievement in black and white fifth grade students. Abstract. Dissertation Abstracts International, 49, 1758A.
- Freud, S. (1920). Psychopathology of Everyday Life. London:T. Fisher Unwin Ltd.
- Freud, S. (1993). New introductory lectures on psychoanalysis. New York:Knopf.
- Garrette, H. E. (1975). Statistics in psychology and education.Bombay:Vakils Feffernad Simons.

- Geetha. K. (2017). Self-Concept of Higher Secondary Students with Reference to Gender and Different Types of Schools in Salem district. *Journal of Educational Research & Extension* , 54(4), 13-19.
- Ghazvini, S.D. (2011). Relationship between Academic Self-concept and Academic performance in High School Students. *Procedia-Social and Behavioral Sciences*, 15(2), 1034-1039.
- Girli, A. & Ozturk, A. (2017),“Meta cognitive reading strategies in learning disability:Relation between usage level, academic self-efficacy and self-concept”, *International Electronic Journal of Elementary Education*, 10(1), 93-102, DOI: 10. 26822/iejee. 2017131890
- Giroux, J. T. (1987). Self-concept and Academic Achievement for Emotionally troubled adolescents Enrolled in Regular and Special education and normal students enrolled in regular education. Abstract. *Dissertation Abstracts International*, 48, 2834A.
- Good, C. V. (Ed. ). (1973). *Dictionary of education*. New York:McGraw Hill.
- Grimes ,V. K. & Pickett, H. T. (1988). Developing and enhancing a positive self - concept in deaf children. Retrieved from [https://www. jstor. org](https://www.jstor.org)
- Gupta, R. (2014), “Study on Self-concept, Academic Achievement and Academic Motivation of the students”, *IOSR Journal of Humanities and Social Sciences*, v19(5), 88-93



Gupta. N. (1982). Adjustment problems and physically disabled. Unpublished thesis, Department of Psychology, Jiwaji University, Gwalior quoted by Verma M. S. , Social integration of the deaf. New Delhi : Northern Book Centre.

Hilgard, E. R. (1949). Human motives and the concept of the self. *American Psychologist*, 4(9), 374-382.

Jacob. K.A. (2007). Relationship between Creativity and Self Concept. *Edutracks* , 7(2), 25-30.

James , W. (1890). *Principles of Psychology*. New York:Henry-Holt and Company.

James P., Richard, W., & Elaine, C. (2003). The Relationship among Self-concept, Self-efficacy, and Performance in Mathematics during Secondary school. *Journal of Educational Psychology*, 95(3), 589-603.

James P., Richard, W., & Elaine, C. (2003). The Relationship among Self-concept, Self-efficacy, and Performance in Mathematics during Secondary school. *Journal of Educational Psychology*, 95(3), 589-603.

James, W. (1910). *Psychology: The briefer course*. New York: Holt.

James, W. (1890). *Principles of psychology*, New York:Holt Rinhort and Winston.

Journal Psyche Authors. Revisiting Carl Rogers' theory of personality. Retrieved from <http://journalpsyche.org/revisiting-carl-rogers-theory-of-personality/>

- Karunanidhi, S., Nandini, S.G. & Priscilla. (1996). Perceived problems and gender difference in relation to Self Esteem among adolescents. *Journal of Psychological research*, 40, 74-80.
- Kaur, J., Rana, J. S., & Kaur R. (2009). Home environment and academic achievement as correlates of self-concept among adolescents. *Studies Home Common Science*, 5(1), 13-17.
- Kaur, M. (2001). Self-concept in relation to intellectual variables. *Journal of Educational Research and Extension*, 55(1), 85-95.
- Khan, Z., Khan, S., Khan, N. A. , & Haider, Z. (2012). Assessment of self-concept between state and national level soccer players. *Journal of Physical Education and Fitness*, 2(2), 28-30.
- Koul, L. (2009). *Methodology of educational research* (4<sup>th</sup> Ed. ) New Delhi: vikas publishing Home pvt. Ltd.
- Kumar, R., & Titus, S. (2012). A comparative study on self-efficacy of state and national level basketball players. *Journal of Physical Education and Fitness*. 2(2), 31-33.
- Kumari, A. & Chamundeswari, S. (2013), "Self-concept and Academic achievement of students at the higher Secondary level", *Journal of Sociological Research*, 4(2), DOI: 10. 5296/jsr. v4i2. 3909
- Lata. M. A. (1996). Study of psycho-social adjustment of hearing impaired children, *Journal of Psychological Researches*, 40(3), 129-131.

- Lecky, P. (1945). *Self-consistency: A theory of personality*. New York: Island Press.
- Li, H & Prevatt, F.(2010). Deaf and Hard of Hearing Children and Adolescents in China.Their Fears and Anxieties. *American Annals Of The Deaf*, 155(4), 458-66.
- Lone, A. P. & Lone, T. A. (2016), “A study on relationship between Self-concept and Academic Achievement among secondary school students of Jammu district”, *Journal of Education and Practice*, 7( 31), 19-23
- Lundt, J. C. (1988). The effect of self-concept, Home characteristics and Western Montana high school Environment on Academic achievement, Abstract. *Dissertation Abstracts International*, 49, 1740A.
- Madankar, R. (2007). *Inclusive Education: A Hope for Children with Special needs*. *Edutracks*, 6(9), 8-11.
- Mary, E. (1991). Home Environment, Self-concept, and School achievement in a disadvantaged and Multi-ethnic sample. Abstract. *Dissertation Abstracts International*, 52, 3832A.
- McCombs, B. L. (1986). The Role of the Self-system in Self-regulated Learning, *Contemporary Educational Psychology*, 11(4), 314–332.
- McInemey, D. M. , Ching, R. W. , & Haplan, A. K. (2012). Academic Self Concept and Learning Strategies Direction of Effect on Student. *Academic Journal of Advanced Academics*, 23(2), 249-269.

- McLeod, S. A. (2017). Theories of personality. Retrieved from <https://www.simplypsychology.org/personality-theories.html>
- McLeod, S. A. (2018). What are the most interesting ideas of Sigmund Freud?. Retrieved from <https://www.simplypsychology.org/Sigmund-Freud.html>
- McLeod, S. A. (2008). Self-concept. Retrieved from <https://www.simplypsychology.org/self-concept.html>
- McLeod, S.A. (2008). Self-concept. Retrieved from <http://www.simplypsychology.org/self-concept.html>
- Mead, G. H. (1934). *Mind, Self, and Society*. Chicago: University of Chicago Press.
- Mead, G.H. (1934). *Mind, Self and Society*. *Sociological Theory* Retrieved from <http://www.d.umn.edu/cla/faculty/jhamlin/4111/Blumer/George%20Herbert%20Mead%20-%20Mind,%20Self,%20and%20Society.htm>
- Mishra, K.N., (1990). Self concept of physically handicapped and normal children: A comparative study, *The Educational Review*, 6, 183-185.
- Mondal, P. Agencies of Socialisation: Family, School, Peer Groups and Mass Media. Retrieved from <http://www.yourarticlelibrary.com/sociology/agencies-of-socialisation-family-school-peer-groups-and-mass-media/35087>
- More, D. S. & Gawali, G. S. (2018). The Effect of Visual and Speech & Hearing Impairment and Gender on Social Phobia. *Journal of Psychological Researches*. 62(1), 34-41.

- Murugan, K. & Justin, J. J. S.(2017), “A study of Self-concept in relation to Academic achievement among 9th standard students”, *International Journal of research Granthalayah*, 5( 6), 502-507, DOI: 10. 5281/zenodo. 822599
- Mustaffa. M.K. (2011). Organization and Functioning of Schools for Hearing Impaired :A Brief Discussion . *Innovations and Researches in Education*, 1(1), 142-148.
- Obrzut, J. E, Maddock, G. J & Lee, C. P. (1999).Determinants of self-concept in deaf and hard of hearing children Retrived from <https://link.springer.com>
- Othman, N.,& Leng, K. B. (2011). The relationship between self-concept, intrinsic motivation, self-determination and academic achievement among Chinese primary school students. *International Journal of Psychological Studies*, 5(1), 90-98.
- Parmar, A. L. (2011). A comparative study of self-concept between school obese boys and girls aged 14 to 16 years. *Proceeding of International Conference on PAS4GDP, New Delhi*, 156-159.
- Patel, K. P.,& Kshatriya, N. S. R.(2011). A study of personality traits and self-concept on National level players. *Proceeding of the International Conference on PAS4GPD, NewDelhi*, 1, 198-201.
- Petkar, G. K. (2015). Selfconcept of disciplined and undisciplined students of rural and urban areas. *edutracks*, Vol(15), 2-5

- Purkey, W. (1988). An Overview of Self-Concept Theory for Counselors. Retrieved from <http://www.edpsycinteractive.org/files/selfconc.html>.
- Rajkumar. P., & Mathiraj. S.P. (2009). speech problems of children with hearing impairment. *Edutracks*, 8(5), 13-16.
- Rana, N. (2016), "Relationship between Self-concept and Adjustment of Children with Special Needs", *Disabilities and Impairments: An Interdisciplinary Research Journal*, 30(2), 85-95.
- Rogers, C.R. (1931). A Test Of Personality Adjustment. New York: Association Press.
- Sahoo, J. (1991). A comparative study of the behavioural characteristics of the blind, deaf, dumb and the normal children of Orissa. M. Phil Education, Utkal University.
- Samps, D. B. (1985). Self-concept of ability, Self-esteem Locus of control and perception of the opportunity structure as predictors of coping ability among selected black students. Abstract. *Dissertation Abstracts International*, 47, 1565A.
- Sarbin, T.R. (1952). A preface to a psychological analysis of the self. *Psychological Review*, 59(1), 11-22.
- Saroj, M & Mishra, U. (2013). The role of parents in the formation of personality needs of hearing impaired children, *Edutrack*, Vol(12), 10-13

- Self-System. (2019). International Encyclopedia of the Social Sciences. Retrieved from Encyclopedia. com:<https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/self-system>
- Shamsudeen. (2011). Self concept of Secondary School Students, (Unpublished Maser's Dissertation), University of Calicut, Farook Training College, Calicut.
- Sharma, R. A. (2005). Methodology of educational research, Delhi Publication.
- Sincero. S. M. (2012). Self-Concept Theory. Retrieved from Explorable. com:  
<https://explorable.com/self-concept-theory>.
- Singh. V.A. (2016). Study of Emotional Maturity of Adolescents in Relation Their Family Environment, SelfConcept and Mental Health. BRICS Journal of Educational Research, 6(2), 96-100.
- Singh. M. (2015). A Comparative Study of The Mental Ability of Hearing Impaired and Normal Children. Edufocus, 9(2), 54.
- Smith, E. R., & Miller, E D. (1978). Limits on perception of cognitive processes: A reply to Nisbett and Wilson. Psychological Review, 85, 355-362.
- Snygg, D., & Combs, A. W. (1949). Individual behavior. New York: Harper & Row.
- Sood, S., Social and emotional problems of the deaf and dumb. Unpublished Dissertation, institute of Home Science, Agra University, 1972 quoted by Verma.

- Soules, W. P. (1989). Failure-Feed back and its effect on Self- concept, Stress level and learning Performance. Abstract.Dissertation Abstracts International, 53, 1558A.
- Sullivan, H. S. (1940). Conceptions of modern psychiatry. *Psychiatry*, 3, 1-117.
- Sullivan, H.S. (1953). *The Interpersonal Theory of Psychiatry*. New York: Norton.
- Thai, N. M. (1982). The relationship of reading achievement and the Self-concept of Vietnamese refugee students. Abstract.Dissertation Abstracts International, 43, 1911 A.
- The unissan, S. C. P. M, Rieffe. C & Frijns, J. H. M Self Esteem in hearing-impaired children:The influence of communication, Education and audio logicalcharacteristics. Retrived from <https://www.ncbi.nih.gov>
- Theron, W. H. , Nel, E. M., & Lubbe, A. J. (1991). Relationship between body-image and Self-Consciousness. *Perceptual and Motor Skills*, 73(3),979-983.
- Tippett, K.A.(1991).Correlation of active Participation in learning and Positive Self-concept in older adults. Abstract.Dissertation Abstracts International, 52, 41919A.
- Unnisa, N. (2016).Awareness about hearing impairment in teacher trainees. *edutracks*, vol(15), 7-11
- V, S. (2017). Inclusive education a true perspective. *Edutrack*, Vol(16), 9-11



Walker, J.W. (1990). Grades and their relationship to Self-concept and Personality dimensions of high school students in light of Education, reforms and Texas. Abstract. Dissertation Abstracts International, 51, 1106A.

William, J.(1980).Psychology of Personality Period. Retrived from <https://sites.google.com/site/psychologyofpersonalityperiod8/home/self-theories/james-personality-theory>.

William, J. (1982). Essays in Religion and Morality. Garden Street Cambridge

# **APPENDICES**

**APPENDIX I**  
**SELF CONCEPT SCALE (DRAFT)**  
**FAROOK TRAINING COLLEGE -2019**

**Minu Alphonsa Thomas**  
M. Ed Student

**Dr. P. Rekha**  
Assistant Professor

**PERSONAL DATA**

പേര് .....

ആൺ/പെൺ .....

**നിർദ്ദേശങ്ങൾ**

താഴെ കൊടുത്ത ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനക്കും നേരെ പൂർണ്ണമായും യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിധേയമാക്കുന്നു, പൂർണ്ണമായും വിധേയമാക്കുന്നു എന്നിങ്ങനെ നാലു പ്രതികരണങ്ങൾ ചേർത്തിട്ടുണ്ട്. ഓരോ പ്രസ്താവനക്കും യോജിച്ച പ്രതികരണം കണ്ടെത്തി അതിനു നേരെ (✓) രേഖപ്പെടുത്തുക.

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിധേയമാക്കുന്നു	പൂർണ്ണമായി വിധേയമാക്കുന്നു
1.	എനിക്ക് ആകർഷണീയമായ ശരീരസൗന്ദര്യം ഉണ്ടെന്ന് ഞാൻ കരുതുന്നു.					
2.	മറ്റുള്ളവരുടെ സൗന്ദര്യത്തിൽ എനിക്ക് അസൂയ തോന്നാറുണ്ട്.					
3.	കണ്ണാടി നോക്കുമ്പോൾ എന്റെ കുറവുകളാണ് ശ്രദ്ധയിൽപ്പെടാറുള്ളത്.					
4.	എന്റെ രൂപത്തെക്കുറിച്ച് ഓർത്ത് ഞാൻ ആകുലപ്പെടാറുണ്ട്					
5.	മറ്റുള്ളവരുടെ ശരീരഘടനയുമായി എന്റെ ശരീരഘടന താരതമ്യം ചെയ്യാറുണ്ട്.					
6.	എന്റെ ആകാരത്തെക്കുറിച്ച് മറ്റുള്ളവർ നല്ലത് പറയുന്നത് കേൾക്കാൻ ഞാൻ എപ്പോഴും ആഗ്രഹിക്കുന്നു.					
7.	കണ്ണാടിയുടെ മുന്നിൽ ഒരുപാട് സമയം ചെലവഴിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അല്ലെങ്കിൽ	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
8.	ഭൗതിക സൗന്ദര്യത്തേക്കാൾ മാനസിക സൗന്ദര്യത്തിനാണ് ഞാൻ കൂടുതൽ പ്രാധാന്യം നൽകുന്നത്.					
9.	ശരീരസൗന്ദര്യം കൂട്ടുവാനായി എപ്പോഴും ശ്രമിക്കാറുണ്ട്					
10.	എന്റെ ശരീര വൈകല്യം എനിക്ക് പലപ്പോഴും ഒരു പ്രശ്നമായി തോന്നാറുണ്ട്.					
11.	എന്റെ ശരീരപ്രകൃതി മറ്റുള്ളവരിൽ നിന്ന് മറച്ചുവെക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
12.	എന്റെ ശാരീരിക ന്യൂനതകൾ മറ്റുള്ളവർ വിലയിരുത്തുമെന്ന് കരുതി പല പ്രവർത്തിനങ്ങളിലും മുന്നോട്ട് ഇറങ്ങാറില്ല.					
13.	പൊതു പരിപാടികളിൽ പങ്കെടുക്കുന്നതിൽ ഞാൻ ഉത്സാഹരം കാണിക്കാറുണ്ട്.					
14.	എനിക്ക് തെറ്റുപറ്റിയാ അത് തുറന്നു സമ്മതിക്കുന്നതിൽ മടി കാണിക്കാറില്ല.					
15.	എനിക്ക് അർഹമായ കാര്യങ്ങൾ ഞാൻ ചോദിച്ചു വാങ്ങുവാൻ ശ്രമിക്കാറുണ്ട്.					
16.	എനിക്ക് ഒരുപാട് കഴിവുകൾ ഉണ്ടെന്ന് വിശ്വസിക്കുന്നു.					
17.	മറ്റുള്ളവരെ അഭിമുഖീകരിക്കുമ്പോൾ അപകർഷതാ ബോധം തോന്നാറുണ്ട്.					
18.	സ്വന്തം കാര്യങ്ങൾ നോക്കി നടത്താൻ എനിക്ക് കഴിയുമെന്ന് വിശ്വസിക്കുന്നു.					
19.	മറ്റുള്ളവർ എന്നെ വിമർശിക്കുമ്പോൾ വിഷമം തോന്നാറുണ്ട്.					
20.	മറ്റുള്ളവർ എന്നെ അഭിനന്ദിക്കുമ്പോൾ സന്തോഷം തോന്നാറുണ്ട്.					
21.	എന്റെ ആശയങ്ങൾ മറ്റുള്ളവരുടെ മുന്നിൽ പ്രകടിപ്പിക്കുന്നതിൽ ലജ്ജ തോന്നാറില്ല.					
22.	എന്നിങ്ങാകുന്ന തോൽവികളുടെ ഉത്തരവാദി ഞാൻ തന്നെയാണെന്ന് ചിന്തിക്കാറുണ്ട്.					
23.	കൂട്ടുകാർ എന്നെ അവഗണിക്കുന്നതായി എനിക്ക് തോന്നാറുണ്ട്.					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അല്ലെങ്കിൽ അപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
24.	ഞാനൊരു ഭാഗ്യമില്ലാത്ത ആളാണെന്ന തോന്നൽ എന്നെ അലട്ടാറുണ്ട്.					
25.	സദസ്സിനെ അഭിമുഖീകരിക്കുമ്പോൾ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
26.	ക്ലാസിൽ സ്വന്തം അഭിപ്രായം തുറന്ന് പറയുന്നതിൽ മടികാണിക്കാറില്ല.					
27.	സ്വയം ചെയ്യാൻ ബുദ്ധിമുട്ടുള്ള കാര്യങ്ങളിൽ മറ്റുള്ളവരുടെ സഹായം തേടുന്നത് നല്ലതാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
28.	സ്കൂൾ പരിപാടികൾ പൂർണ്ണ സഹകരണം ഞാൻ നൽകാറുണ്ട്.					
29.	മറ്റുള്ള കുട്ടികളോടൊപ്പം സമയം ചിലവിടാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
30.	എന്റെ ബുദ്ധിമുട്ടുകളും പ്രശ്നങ്ങളും അധ്യാപകരുമായി പങ്കുവെക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
31.	സംഘപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോഴെല്ലാം എനിക്ക് പല തടസ്സങ്ങളും നേരിടേണ്ടി വരാറുണ്ട്.					
32.	അഭിമാനത്തിന് ക്ഷതമേൽക്കുന്ന അവസരങ്ങളിൽ നിന്ന് ഒഴിഞ്ഞ് മാറി നിൽക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
33.	എല്ലാവരോടും നല്ല സൗഹൃദം കാത്തു സൂക്ഷിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
34.	അധ്യാപകരുടെ പ്രശംസ കിട്ടാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
35.	എന്നെ കുറിച്ച് മറ്റുള്ളവർക്ക് നല്ല മതിപ്പ് ഉണ്ടെന്ന് ഞാൻ കരുതുന്നു.					
36.	ബുദ്ധിമുട്ടുള്ള പ്രവർത്തികൾ നന്നായി ചെയ്യാൻ കഴിയാതെ വരുമ്പോ ഞാൻ കഴിവില്ലാത്ത ആളാണെന്ന് തോന്നാറുണ്ട്.					
37.	സാമൂഹ്യമൂല്യങ്ങൾ ഉള്ള ഒരു നല്ല വ്യക്തിയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
38.	ശാസ്ത്ര സാങ്കേതിക വിദ്യകൊണ്ട് മാത്രം ചലിക്കുന്ന ഒരു ലോകത്ത് ജീവിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അല്ലെപായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
39.	സ്വന്തം ജീവിതംകൊണ്ട് മറ്റുള്ളവർക്ക് ഒരു മാതൃകയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
40.	ഒരു നല്ല വ്യക്തിത്വമുള്ള ആളായി മാറാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
41.	വെല്ലുവിളികളെ തരണം ചെയ്ത് ലക്ഷ്യത്തിലെത്താൻ മറ്റുള്ളരെ പ്രാപ്തനാക്കുന്ന ഒരു വ്യക്തിയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
42.	സമൂഹത്തിലെ ഉയർന്ന പദവിയുള്ള ജോലി നേടാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
43.	വ്യത്യസ്ത സാഹചര്യങ്ങളിൽ ഉണ്ടാവുന്ന പ്രശ്നങ്ങൾ ക്ഷമയോടെ പരിഹരിക്കാൻ കഴിയുന്ന വ്യക്തിയാകാൻ ആഗ്രഹിക്കുന്നു.					
44.	മറ്റുള്ളവരെ ആശ്രയിക്കാതെയുള്ള ജീവിതം നയിക്കാൻ ആഗ്രഹിക്കുന്നു					
45.	ആത്മവിശ്വാസമുള്ള ഒരു വ്യക്തിയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
46.	മറ്റുള്ളവരോട് നന്നായി ആശയവിനിയമം നടത്താൻ കഴിയുന്ന ഒരു വ്യക്തിയാകാൻ ആഗ്രഹിക്കുന്നു.					
47.	വ്യക്തിപരമായ പ്രശ്നങ്ങളെ വിജയകരമായി നേരിടുവാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
48.	സേവന മനോഭാവം ഉള്ള ഒരു സജീവ സാമൂഹ്യപ്രവർത്തകയാകാൻ ആഗ്രഹിക്കുന്നു					
49.	എല്ലാ ഭാഷകളിലും പ്രാവീണ്യമുള്ള ഒരു വ്യക്തിയാകാൻ ആഗ്രഹിക്കുന്നു.					
50.	എല്ലാവരും ഇഷ്ടപ്പെടുന്ന ഒരു വ്യക്തിയായിരിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
51.	ഏതൊരു പ്രവൃത്തിയിലും പൂർണ്ണതയിലെത്താൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
52.	ഏറ്റെടുത്ത കാര്യങ്ങൾ കൃത്യസമയത്ത് ചെയ്തു തീർക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					

## Appendix II

### SELF CONCEPT SCALE

#### FAROOK TRAINING COLLEGE-2019 (DRAFT)

**Minu Alphonsa Thomas**  
M. Ed Student

**Dr. P. Rekha**  
Assistant Professor

#### PERSONAL DATA

Name:.....

Male/Female.....

#### Instructions

Read the following statements and decide how much they are right to you. Then mark your responses on the right columns.

Sl. No.	Statements	Completely agree	Agree	No comments	Disagree	Completely Disagree
1	I believe I have an attractive body					
2	I envy the beauty of others					
3	When I look in the mirror, my flaws is the first thing I notice first					
4	I usually worry about my physical appearance					
5	I compare my physique with that of others					
6	I always ask for opinion about my good physical appearance to others					
7	I like to spent a lot of time in front of mirror					
8	I give more importance to internal beauty than physical beauty					
9	I always try to improve my looks					

Sl. No.	Statements	Completely agree	Agree	No comments	Disagree	Completely Disagree
10	I have always felt bad about my physical disability.					
11	I always try to hide my physique from others					
12	I don't participate in many activities by fearing that others might discover my physical imperfections.					
13	I am enthusiastic in participating in social activities.					
14	I don't hesitate to admit my mistake					
15	I always ask for the rights					
16	I believe that I have many talents					
17	I feel inferiority complex on facing others					
18	I am confident that I can do all the things I am supposed to do on my own.					
19	I feel sad when others criticize me.					
20	I am happy when others compliment me					
21	I am not shy express my ideas before others					
22	I believe that I am responsible for all my failures					
23	I feel that my friends are avoiding me					
24	I have a disturbed feeling that I am unlucky					
25	I am not comfortable at addressing large crowds					
26	I don't hesitate to open in the class.					



Sl. No.	Statements	Completely agree	Agree	No comments	Disagree	Completely Disagree
27	I am comfortable at seeking help from others for doing things that cannot be done by me alone					
28	I actively co-operate in the school activities.					
29	I like to spend time with other students					
30	I would like to share my problems and difficulties with my teachers.					
31	I had to face many obstacles while doing group activity. .					
32	I like to keep myself away from situations that might have the possibility of bringing disgrace to me.					
33	I like to keep a friendly relationship with everyone					
34	I love being appreciated by my teachers					
35	I think that I am liked by others					
36	I feel like I am a untalented one when I find it difficult to do some complex tasks.					
37	I wish to become a good person with social values					
38	I would like to live in a world that is entirely dependent on science and technology					
39	I would like to live my life as a model for others.					
40	I wish for becoming person with good personality					
41	I would like to become a person who can motivate others to overcome the					

Sl. No.	Statements	Completely agree	Agree	No comments	Disagree	Completely Disagree
	challenges in their life and to reach their goals.					
42	I would like to join for courses that will get me good job in the future					
43	I would like to become a person who can deal with problems that arises on difficult occasions with patience					
44	I wish for an independent life					
45	I wish to become a person with confidence					
46	I would like to become someone who can effectively communicate with others					
47	I wish to deal with my personal problems successfully					
48	I like to become a social worker.					
49	I wish to become someone who is proficient in all languages					
50	I would like to become someone who is liked by all.					
51	I would like to do everthing with perfection					
52	I wish to complete all the responsibilities assigned to me on time					

**APPENDIX III**  
**SELF CONCEPT SCALE (Final)**  
**FAROOK TRAINING COLLEGE -2019**

**Minu Alphonsa Thomas**  
 M. Ed Student

**Dr. P. Rekha**  
 Assistant Professor

**PERSONAL DATA**

പേര് .....

ആൺ/പെൺ .....

**നിർദ്ദേശങ്ങൾ**

താഴെ കൊടുത്ത ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. ഓരോ പ്രസ്താവനക്കും നേരെ പൂർണ്ണമായും യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിധേയമാക്കുന്നു, പൂർണ്ണമായും വിധേയമാക്കുന്നു എന്നിങ്ങനെ നാലു പ്രതികരണങ്ങൾ ചേർത്തിട്ടുണ്ട്. ഓരോ പ്രസ്താവനക്കും യോജിച്ച പ്രതികരണം കണ്ടെത്തി അതിനു നേരെ (✓) രേഖപ്പെടുത്തുക.

	<b>പ്രസ്താവനകൾ</b>	<b>പൂർണ്ണമായി യോജിക്കുന്നു</b>	<b>യോജിക്കുന്നു</b>	<b>അഭിപ്രായമില്ല</b>	<b>വിധേയമാക്കുന്നു</b>	<b>പൂർണ്ണമായി വിധേയമാക്കുന്നു</b>
1.	എനിക്ക് ആകർഷണീയമായ ശരീരസൗന്ദര്യം ഉണ്ടെന്ന് ഞാൻ കരുതുന്നു.					
2.	മറ്റുള്ളവരുടെ സൗന്ദര്യത്തിൽ എനിക്ക് അസൂയ തോന്നാറുണ്ട്.					
3.	കണ്ണാടി നോക്കുമ്പോൾ എന്റെ കുറവുകളാണ് ശ്രദ്ധയിൽപ്പെടാറുള്ളത്.					
4.	എന്റെ രൂപത്തെക്കുറിച്ച് ഓർത്ത് ഞാൻ ആകുലപ്പെടാറുണ്ട്					
5.	എന്റെ ആകാരത്തെക്കുറിച്ച് മറ്റുള്ളവർ നല്ലത് പറയുന്നത് കേൾക്കാൻ ഞാൻ എപ്പോഴും ആഗ്രഹിക്കുന്നു.					
6.	ഭൗതിക സൗന്ദര്യത്തേക്കാൾ മാനസിക സൗന്ദര്യത്തിനാണ് ഞാൻ കൂടുതൽ പ്രാധാന്യം നൽകുന്നത്.					

	പ്രസ്താവനകൾ	പുർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പുർണ്ണമായി വിയോജിക്കുന്നു
7.	ശരീരസൗന്ദര്യം കൂട്ടുവാനായി എപ്പോഴും ശ്രമിക്കാറുണ്ട്					
8.	എന്റെ ശരീര വൈകല്യം എനിക്ക് പലപ്പോഴും ഒരു പ്രശ്നമായി തോന്നാറുണ്ട്.					
9.	എന്റെ ശരീരപ്രകൃതി മറ്റുള്ളവരിൽ നിന്ന് മറച്ചു വെക്കാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.					
10.	എന്റെ ശാരീരിക ന്യൂനതകൾ മറ്റുള്ളവർ വിലയിരുത്തുമെന്ന് കരുതി പല പ്രവർത്തിനങ്ങളിലും മുന്നോട്ട് ഇറങ്ങാറില്ല.					
11.	പൊതു പരിപാടികളിൽ പങ്കെടുക്കുന്നതിൽ ഞാൻ ഉത്സഹാരം കാണിക്കാറുണ്ട്.					
12.	എനിക്ക് തെറ്റുപറ്റിയാ അത് തുറന്നു സമ്മതിക്കുന്നതിൽ മടി കാണിക്കാറില്ല.					
13.	എനിക്ക് അർഹമായ കാര്യങ്ങൾ ഞാൻ ചോദിച്ചു വാങ്ങുവാൻ ശ്രമിക്കാറുണ്ട്.					
14.	എനിക്ക് ഒരുപാട് കഴിവുകൾ ഉണ്ടെന്ന് വിശ്വസിക്കുന്നു.					
15.	മറ്റുള്ളവരെ അഭിമുഖീകരിക്കുമ്പോൾ അപകർഷതാബോധം തോന്നാറുണ്ട്.					
16.	സ്വന്തം കാര്യങ്ങൾ നോക്കി നടത്താൻ എനിക്ക് കഴിയുമെന്ന് വിശ്വസിക്കുന്നു.					
17.	മറ്റുള്ളവർ എന്നെ വിമർശിക്കുമ്പോൾ വിഷമം തോന്നാറുണ്ട്.					
18.	മറ്റുള്ളവർ എന്നെ അഭിനന്ദിക്കുമ്പോൾ സന്തോഷം തോന്നാറുണ്ട്.					
19.	എന്റെ ആശയങ്ങൾ മറ്റുള്ളവരുടെ മുന്നിൽ പ്രകടിപ്പിക്കുന്നതിൽ ലജ്ജ തോന്നാറില്ല.					
20.	കൂട്ടുകാർ എന്നെ അവഗണിക്കുന്നതായി എനിക്ക് തോന്നാറുണ്ട്.					
21.	ഞാനൊരു ഭാഗ്യമില്ലാത്ത ആളാണെന്ന തോന്നൽ എന്നെ അലട്ടാറുണ്ട്.					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
22.	സദസ്സിനെ അഭിമുഖീകരിക്കുമ്പോൾ എനിക്ക് പ്രയാസം അനുഭവപ്പെടാറുണ്ട്.					
23.	ക്ലാസിൽ സ്വന്തം അഭിപ്രായം തുറന്ന് പറയുന്നതിൽ മടികാണിക്കാറില്ല.					
24.	സ്വയം ചെയ്യാൻ ബുദ്ധിമുട്ടുള്ള കാര്യങ്ങളിൽ മറ്റുള്ളവരുടെ സഹായം തേടുന്നത് നല്ലതാണെന്ന് ഞാൻ വിശ്വസിക്കുന്നു.					
25.	സ്കൂൾ പരിപാടികൾ പൂർണ്ണ സഹകരണം ഞാൻ നൽകാറുണ്ട്.					
26.	മറ്റുള്ള കുട്ടികളോടൊപ്പം സമയം ചിലവിടാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
27.	എന്റെ ബുദ്ധിമുട്ടുകളും പ്രശ്നങ്ങളും അധ്യാപകരുമായി പങ്കുവെക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
28.	എല്ലാവരോടും നല്ല സൗഹൃദം കാത്തു സൂക്ഷിക്കാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
29.	അധ്യാപകരുടെ പ്രശംസ കിട്ടാൻ ഞാൻ ഇഷ്ടപ്പെടുന്നു.					
30.	എന്നെ കുറിച്ച് മറ്റുള്ളവർക്ക് നല്ല മതിപ്പ് ഉണ്ടെന്ന് ഞാൻ കരുതുന്നു.					
31.	ബുദ്ധിമുട്ടുള്ള പ്രവർത്തികൾ നന്നായി ചെയ്യാൻ കഴിയാതെ വരുമ്പോ ഞാൻ കഴിവില്ലാത്ത ആളാണെന്ന് തോന്നാറുണ്ട്.					
32.	സാമൂഹ്യമൂല്യങ്ങൾ ഉള്ള ഒരു നല്ല വ്യക്തിയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
33.	സ്വന്തം ജീവിതംകൊണ്ട് മറ്റുള്ളവർക്ക് ഒരു മാതൃകയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
34.	ഒരു നല്ല വ്യക്തിത്വമുള്ള ആളായി മാറാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
35.	വെല്ലുവിളികളെ തരണം ചെയ്ത് ലക്ഷ്യത്തിലെത്താൻ മറ്റുള്ളരെ പ്രാപ്തനാക്കുന്ന ഒരു വ്യക്തിയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
36.	സമൂഹത്തിലെ ഉയർന്ന പദവിയുള്ള ജോലി നേടാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					

	പ്രസ്താവനകൾ	പൂർണ്ണമായി യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായി വിയോജിക്കുന്നു
37.	വ്യത്യസ്ത സാഹചര്യങ്ങളിൽ ഉണ്ടാവുന്ന പ്രശ്നങ്ങൾ ക്ഷമയോടെ പരിഹരിക്കാൻ കഴിയുന്ന വ്യക്തിയാകാൻ ആഗ്രഹിക്കുന്നു.					
38.	മറ്റുള്ളവരെ ആശ്രയിക്കാതെയുള്ള ജീവിതം നയിക്കാൻ ആഗ്രഹിക്കുന്നു					
39.	ആത്മവിശ്വാസമുള്ള ഒരു വ്യക്തിതയായി തീരാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
40.	മറ്റുള്ളവരോട് നന്നായി ആശയവിനിയമം നടത്താൻ കഴിയുന്ന ഒരു വ്യക്തിയാകാൻ ആഗ്രഹിക്കുന്നു.					
41.	വ്യക്തിപരമായ പ്രശ്നങ്ങളെ വിജയകരമായി നേരിടുവാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
42.	സേവന മനോഭാവം ഉള്ള ഒരു സജീവ സാമൂഹ്യ പ്രവർത്തകയാകാൻ ആഗ്രഹിക്കുന്നു					
43.	എല്ലാ ഭാഷകളിലും പ്രാവീണ്യമുള്ള ഒരു വ്യക്തിയാകാൻ ആഗ്രഹിക്കുന്നു.					
44.	എല്ലാവരും ഇഷ്ടപ്പെടുന്ന ഒരു വ്യക്തിയായിരിക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു					
45.	ഏതൊരു പ്രവൃത്തിയിലും പൂർണ്ണതയിലെത്താൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					
46.	ഏറ്റെടുത്ത കാര്യങ്ങൾ കൃത്യസമയത്ത് ചെയ്തു തീർക്കാൻ ഞാൻ ആഗ്രഹിക്കുന്നു.					

## Appendix IV

### SELF CONCEPT SCALE

#### FAROOK TRAINING COLLEGE-2019(FINAL)

**Minu Alphonsa Thomas**  
M. Ed Student

**Dr. P. Rekha**  
Assistant Professor

#### PERSONAL DATA

Name:.....

Male/Female.....

#### Instructions

Read the following statements and decide how much they are right to you. Then mark your responses on the right columns.

Sl. No.	Statements	Completely agree	Agree	No comments	Dis agree	Completely Disagree
1	I believe I have an attractive body					
2	I envy the beauty of others					
3	When I look in the mirror, my flaws is the first thing I notice first					
4	I usually worry about my physical appearance					
5	I always ask for opinion about my good physical appearance to others					
6	I give more importance to internal beauty than physical beauty					
7	I always try to improve my looks					
8	I have always felt bad about my physical disability.					
9	I always try to hide my physique from others					

Sl. No.	Statements	Completely agree	Agree	No comments	Dis agree	Completely Disagree
10	I don't participate in many activities by fearing that others might discover my physical imperfections.					
11	I am enthusiastic in participating in social activities.					
12	I don't hesitate to admit my mistake					
13	I always ask for the rights					
14	I believe that I have many talents					
15	I feel inferiority complex on facing others					
16	I am confident that I can do all the things I am supposed to do on my own.					
17	I feel sad when others criticize me.					
18	I am happy when others compliment me					
19	I am not shy to express my ideas before others					
20	I feel that my friends are avoiding me					
21	I have a disturbed feeling that I am unlucky					
22	I am not comfortable at addressing large crowds					
23	I don't hesitate to open in the class.					
24	I am comfortable at seeking help from others for doing things that cannot be done by me alone					
25	I actively participate in our school activities.					
26	I like to spend time with other students					
27	I would like to share my problems and difficulties with my teachers.					
28	I like to keep a friendly relationship with everyone.					
29	I love being appreciated by my teachers					



Sl. No.	Statements	Completely agree	Agree	No comments	Dis agree	Completely Disagree
30	I think that I am liked by others					
31	I feel like I am a untalented one when I find it difficult to do some complex tasks.					
32	I wish to become a good person with social values					
33	I would like to live my life as a model for others.					
34	I wish for becoming person with good personality					
35	I would like to become a person who can motivate others to overcome the challenges in their life and to reach their goals.					
36	I would like to join for courses that will get me good job in the future					
37	I would like to become a person who can deal with problems that arises on difficult occasions with patience					
38	I wish for an independent life					
39	I wish to become a person with confidence					
40	I would like to become someone who can effectively communicate with others					
41	I wish to deal with my personal problems successfully					
42	I like to become a social worker.					
43	I wish to become someone who is proficient in all languages					
44	I would like to become someone who is liked by all.					
45	I would like to do everything with perfection					
46	I wish to complete all the responsibilities assigned to me on time					