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SELF CONCEPT AND ACADEMIC ACHIEVEMENT OF VISUALLY IMPAIRED STUDENTS

Wingling Paula Fari & Amaladoss Xavier

ABSTRACT

The objective of the study was to find the self concept and academic achievement of visually impaired higher secondary school students. The survey method was adopted by the researcher. Simple random sampling technique was employed. Questionnaire was used to collect data from 100, visually impaired higher secondary school students of Tirunelveli and Kanyakumari districts in Tamil Nadu. Statistics used in this study were Arithmetic Mean, Standard Deviation, 't'-test and Pearson's Product Moment Correlation. The findings revealed that there was no significant relationship between self concept and academic achievement of visually impaired higher secondary school students.

INTRODUCTION

Many of the successes and failures that people experience in many areas of life are closely related to the way they have learned. Because of previous experiences and present perceptions, individuals may perceive themselves in ways different from the ways others see them. Individuals perceive different aspects of themselves at different times with varying degrees of clarity.

No one is born with a self-concept. It gradually emerges in the early steps of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others. Because self-concept does not appear to be instinctive, but is a social product developed through experience. It possesses relatively boundless potential for development and actualization.

Warren (1994) highlights the major roles that body image and language play in the case of visually impaired children. Clock-Clampert (1981) underlines the importance of a blind child's self-concept: "The most fundamental aspect of the blind child is his self-concept. The manner in which the child learns to view himself has a tremendous impact on his future ambitions, accomplishments and personal happiness".

SIGNIFICANCE OF THE STUDY

The aim of education is the unification of knowledge existing in different branches of

learning subjects. A student receives sum total of experiences by learning different subjects. Content knowledge gives a proper conception of time, space and society, teaches tolerance, cultivates a forward attitude, and imparts mental training and help in resolving social and individual problems.

At the school level the performance of the child is determined by its academic achievement. Many factors affect the achievement of a student. To improve the performance, these factors must be identified and wiped out. One among the factors is self-concept.

Self-concept refers to the personal beliefs about their abilities or skills. The investigator happened to come across some visually impaired persons and found they have low self-confidence. The investigator felt that the reason behind this might be the personal belief about their abilities and skills. So, the investigator decided to study about the self-concept of the visually impaired students that influence their academic progress.

STATEMENT OF THE PROBLEM

The researcher has a desire in knowing about the self-concept of the visually impaired higher secondary students because the researcher has experienced in meeting visually impaired students who had achieved high in life and also who have not. So the researcher is very curious to know whether the self-concept influences the academic achievement of visually impaired students or not.

OBJECTIVES

1. To find out the level of self-concept of visually impaired higher secondary school students.
2. To find out the level of academic achievement of visually impaired higher secondary school students.
3. To find out the significant relationship between self-concept and academic achievement of visually impaired higher secondary school students.

METHOD USED FOR THE STUDY

The investigator used the survey method to collect data. The population of the present study is the visually impaired higher secondary school students of Tirunelveli and Kanyakumari districts in Tamil Nadu. The investigator selected 100 visually impaired higher secondary school students in Tirunelveli and Kanyakumari districts using simple random sampling technique.

STATISTICAL TECHNIQUES

The investigator used percentage analysis, t test and Pearson Moment Correlation for the analysis of data.

ANALYSIS OF DATA

Objective 1

Level of self-concept of visually impaired higher secondary school students

Low		Moderate		High	
N	%	N	%	N	%
14	14	78	78	8	8

It is inferred from the above table, 14%, 78% and 8% of visually impaired higher secondary school students have low, moderate and high level of self-concept respectively.

Objective 2:

Level of academic achievement of visually impaired higher secondary school students

Low		Moderate		High	
N	%	N	%	N	%
6	6.0	72	72.0	22	22.0

It is inferred from the above table, 6.0%, 72% and 22% of visually impaired higher secondary school students have low, moderate and high level of Academic Achievement respectively.

Hypothesis 1

There is no significant difference between male and female visually impaired higher secondary school students in self-concept.

Gender	N	Mean	SD	Calculated 'T' Value	'P' Value	Remark
Male	61	170.85	13.733	0.372	0.711	Ns
Female	39	171.97	15.300			

It is inferred from the above table that there is no significant difference between male and female visually impaired higher secondary school students in self-concept.

Hypothesis 2

There is no significant difference between partial and complete vision of visually impaired higher secondary school students in their Self-Concept.

Status of Vision	N	Mean	SD	Calculated 't' value	'P' value	Remark
Partial	50	170.48	14.413	0.565	0.574	NS
Complete	50	172.10	14.283			

It is inferred from the above table that there is no significant difference between visually impaired higher secondary school students being partial and complete in their Self-Concept.

Hypothesis 3

There is no significant difference between male and female visually impaired higher secondary school students in their Academic Achievement.

Gender	N	Mean	SD	Calculated 't' value	'P' value	Remark
Male	61	380.95	227.372	0.389	0.698	NS
Female	39	400.51	255.931			

It is inferred from the above table, there is no significant difference between male and female visually impaired higher secondary school students in their Academic Achievement.

Hypothesis 4

There is no significant difference between partial and complete vision of visually impaired higher secondary school students in their Academic Achievement.

Status of Vision	N	Mean	SD	Calculated 't' value	'P' value	Remark
Partial	50	382.98	219.024	0.234	0.815	NS
Complete	50	394.18	257.391			

It is inferred from the above table, there is no significant difference between partial

and complete vision of visually impaired higher secondary school students in their Academic Achievement.

Hypothesis 5

There is no significant relationship between Self-Concept and Academic Achievement of visually impaired higher secondary school students with respect to gender and state of vision.

Variable	Subgroup	N	Calculated 'Y' Value	P value	Remarks
Gender	Male	61	0.076	0.558	NS
	Female	39	0.003	0.986	NS
Status of Vision	Partial	50	-0.15	0.918	NS
	Complete	50	0.095	0.511	NS

It is inferred from the above table, there is no significant relationship between Self-Concept and Academic Achievement of visually impaired higher secondary school students with respect to gender and state of vision.

FINDINGS AND INTERPRETATIONS

1. Most of the visually impaired students have moderate level of self-concept. This may be due to the fact that they may not be aware of their abilities or skills.
2. The level of academic achievement of visually impaired students is moderate. This may be due to the fact that they have moderate level of self-concept.
3. There is no significant difference in self-concept of visually impaired higher secondary school students in terms of gender and state of vision. This may be due to the fact self-concept is independent of gender and state of vision and they do not affect self-concept.
4. It is also found that there is no significant difference in academic achievement visually impaired higher secondary school students in terms of gender and state of vision. This may be due to the fact that every student is expected to achieve in their academics.
5. There is no significant relationship between self concept and academic achievement of visually impaired higher secondary school students. This may be due to the fact that self-concept does not influence academic achievement.

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