



SELF CONCEPT OF LEARNING DISABLED SECONDARY STUDENTS

Dr. Raj Kumar Nayak

Associate Professor

P.G.Department of Education

Fakir Mohan University, Vyasa Vihar, Balasore

Former Professor, BMCE Choudhary Ranbir Singh University, Zind Haryana

Visiting Expert N.C.T.E. (NRC) Inspection Team,

Life Time Member of AIAER, The Global community, IATE

Editor of "Global Evolution Bi-Annual" (Management & Teacher Education) Research Journal

Editor Of "Pahal Horizon" Bi Annual Journal, ISSN :2456-4842, International Research Journal

Laxmidhar Dey

Ph.D Research Scholar

North Orissa University, Baripada

ABSTRACT :

Study of Self Concept of learning disabled secondary students is the "Title" of the study. To study the Levels and differences in the Self Concept of learning disabled students and normal students are the objectives of the study. The sample of the study consists of 2000 (two thousand) secondary school students. Out of which 1752 are normal students and 248 are Learning disabled students. Check list for identifying learning disabled students, Social Economic Test (.S.E.S. Test), Mental Ability Test were used as Tools of collection of data. Self Concept Scale

- 1) 10.38%, 52.05%, 37.5% normal students and 7.66%, 47.58% and 44.75% learning disabled students possess high average & low self concept ability.
- 2) The normal student's possess high self concept than the learning disabled students.
- 3) Male and Female learning disabled student possess equal self-concept.
4. High Intelligent student possess higher self concept than the low intelligent students.
- 5) High and low social economic status possess same self-concept test.

INTRODUCTION :

Education is the reconstruction of experiences of learner. It helps to develop cognitive, affective, psychomotor qualities of the learner. It attempts to promote reasoning thinking understanding power of judgement, memory, perception, attitude interest and motive of the Learner to become a good affective and creative citizen of nation. It promotes valuable qualities of the learners and make them good noble person in the society. Without education man cannot exist as a human being in the society.

Our government have established number of formal agencies of education for the achievement of qualities of the learners. Number of quality education programme are organized by the institution for achievement of learners government has also implemented number of valuable and quality education programmes to make the learners efficient and effective for the future development of the country.

According to Gandhiji - "Education is man's fundamental rights irrespective of caste, creed, race, colour, sex and socio-economic status.

Our constitution of India has granted equality of educational opportunities to the children with special needs. Our great thinkers and administrators have suggested certain special educational provision for the exceptional children.

At present inclusive education set up are recommended for the disabled children.

To make them normal in the educational process. Some studies reveal that, Learning disabled children Lag behind than the normal students due to psychological and emotional problems which effects their learning and motivation in the class room.

They do not profit much in the inclusive setup due to their deficiencies in reading, writing, speaking and Mathematical ability.

The present study has been under taken by the investigator on the learning disabled students.

The investigator wants to know their levels of Self Concept.

Meaning of Self Concept:

Self-concept is the dynamic system learn believe totality of components attitudes and opinion that each person hold to be true about his personal existence.

It plays measure among the people to reach at the top of the ladder of success in written learning process and other profession.

Self concept means an individual view in physical condition like their body health physical appearance & strength. Social interaction, Emotional reaction, relation with school, Teacher and extra-curricular activities. Moral condition, Intellectual condition like awareness of their intelligent and capacities of problem solving & judgment.

Objectives of the Study :

The present study is based on the following objectives :

7. To study the levels of self-concept of normal & learning disabled students.
8. To study the self-concept of normal & learning disabled students.
9. To study the self-concept of learning disabled students with reference in their Sex, I.Q & Socio-economic status.

1.9.0 HYPOTHESIS :

The following studies are based on this hypothesis.

1. All the normal & learning disabled students do not belong to different levels of self concept.
2. There is no significant difference in the mean self concept test scores of normal & learning disabled students.
 - 2.1 There is no significant difference in the mean self-concept test scores between male & female learning disabled students.
 - 2.2 There is no significant difference in the mean self-concept test scores between high & low intelligent learning disabled students.
 - 2.3 There is no significant difference in the mean self concept test scores of high & low socio-economic status of learning disabled students.

SAMPLE :

My using purposive sampling method, the sample of students, was selected. Out of 856 pupils from 13 Govt. high school and 954 pupils from 17 Aided high school of Balasore district. Sample of 2000 pupils of standard IX were selected for the study.

TOOLS USED FOR THE STUDY

- ❖ Check list for identifying the L.D. students.
- ❖ S.E.S Test
- ❖ Mental Ability Test
- ❖ Self Concept Test

ANALYSIS AND INTERPRETATION :**4.6.0 STUDY OF LEVELS OF SELF-CONCEPT OF NORMAL AND LEARNING DISABLED STUDENTS.**

The fifth objective is 'to study the levels of self-concept of normal and learning disabled Students.

The hypothesis states that all the normal and learning disabled students don't belong to different levels of self-concept .

Keeping this objective in mind, the self- concept standard scores were analyses with the help of percentage. The result are given in the Table- 4.6.0.

TABLE No.-4.6.0

<i>Level of self-concept among normal student</i>				<i>Level of self-concept among learning disabled student</i>		
Levels	Range of Standard score	Normal children (1752)	Percentage(%)	Range of Standard score	Learning disabled (248)	Percentage (%)
High self-concept	53 to77	182	10.38	53To 76	19	7.66
Average self-concept	43 to 52	912	52.05	42 To 50	118	47.58
Low self-concept	18 to 44	657	37.5	10 to 41	111	44.75

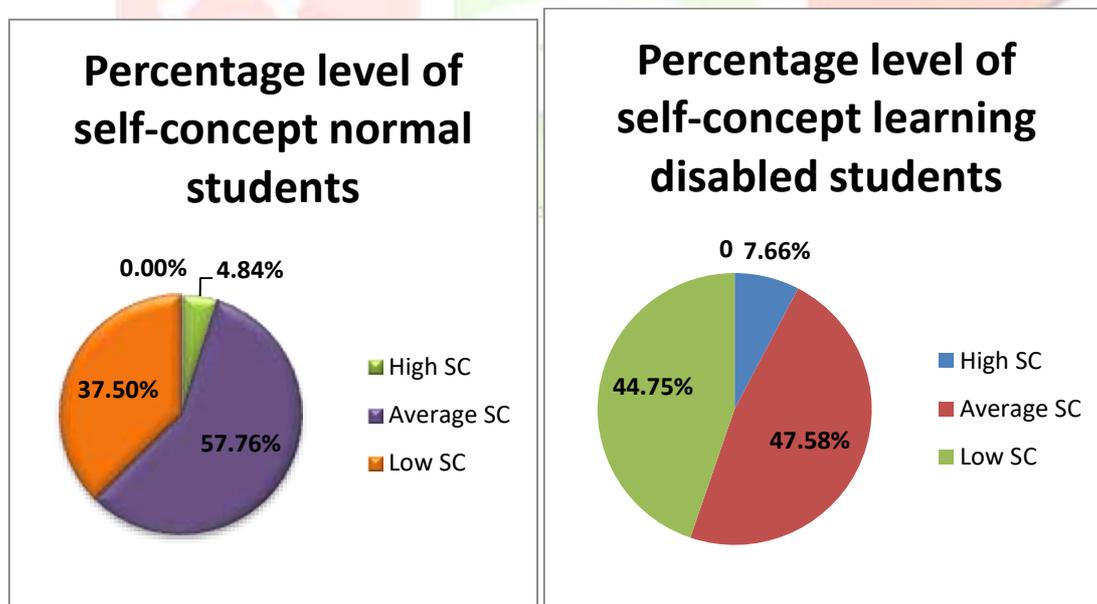
From the table 4.6.0 it is observed that there are 1752 normal student which 182 normal students have secured high self-concept standard scores in between range 53 to77. In other words 10.38% students belong to

high level self-concept .912 normal students have secured average levels self-concept standard scores in between range 43 to 52. In other words 582.05 students belong to average levels concept formation. 657 normal student have secured lower self-concept standard scores in between range 18 to 44. In other words 37.5% students belong to lower levels self- concept .

Again it is found that there are 248 learning disabled students in which 19 learning disabled students have secured high self- concept standard scores in between range 53 to 76. In other words 7.66% students belong to high levels self-concept 118 learning disabled students have secured average self-concept standard scores in between range 42 to 50 .In other words 47.58% learning disabled students belong to average level self- concept . 111 learning disabled student have secured lower self- concept standard scores in between range 10 to 41. In other words 37.5% learning disabled students belong to lower level self concept. So the null hypothesis “All the normal & learning disabled students do not belong to different levels of self-concept” is not rejected. It means 10.38%, 52.05%, 37.5% normal students belong to the average and low level of self-concept, and 7.66%, 47.58 levels of and 44.75% learning disabled students belong to High, Average, and Low levels concept formation respectively.

.FIGURE No.-5.6.0

Pia-diagramme indicates the levels of self concept of normal and learning disabled children.



DISCUSSION :

The result of this objectives indicates that, the normal & learning disabled students belong to different categories of self concept.

Self-concept is the totality of complex, organized dynamics system of beliefs, attitudes and opinion that each person holds to be true about his personal existences.

Self-concept plays a major role among the people to reach the top of the ladder of success in teaching learning process and other professions.

Self concepts means individual's view of his physical conditions like their body, health, physical appearance & strength social interaction. Emotional reaction, relation to school teachers and extra-curricular activities, moral conditions. Intellectual conditions like awareness of their intelligence and capacity of problem solving judgement.

Only 10.38% & 52.05% normal students and only 7.66% & 47.58% learning disabled students possess high & average self concept levels because they possess good physical conditions like their body, health, physical appearance and strength, social, interaction, emotional reaction, relation to school teacher and extra-curricular activities, moral conditions, intellectual condition like awareness of their intelligence and capacity problem solving & judgement qualities.

37.5 % normal students & 44.75% learning disabled students belong to low level of self concept because they possess characteristics like suffering from emotional stability, selfishness narrowness, orthodoxy, maladjustment and they have no good physical & mental conditions and they weak in social interaction not good relation to school teacher, and they have no extracurricular activities, Moral condition and intellectual conditions like awareness of their intelligence and capacity of problem solving & judgment quality is not high.

From the characteristics of normal probability curve, it is observed that few learner come under high self-concept level and maximum learner average & low learner comes under the low self-concept levels. Like wife few learner developed the high level of self-concept and maximum learner comes under average and low self concept level which follows the principle of normal probability curve.

4.6.1 STUDY OF SELF CONCEPT OF NORMAL LEARNING DISABLED STUDENTS.

The second objective is to study the self concept of normal and learning disabled students. The hypothesis states that, there is no significant difference in the Mean Self Concept test scores of normal and learning disabled students.

Keeping this hypothesis in mind ,the datas were analyzed with the help of 't' test. The results are given in the following Table no - 4.6.1

TABLE-4.6.1

't' test on mean Self Concept test scores of Normal and learning disabled students.

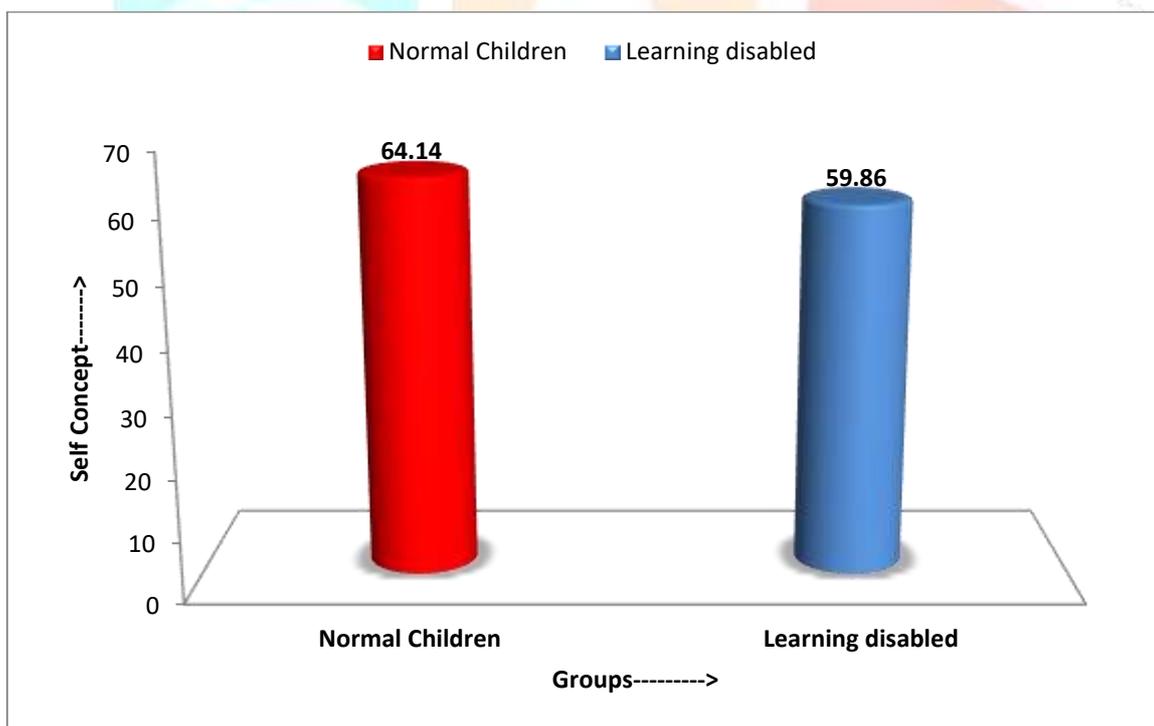
Variable	Group	N	Mean	SD	t-ratio	Level of significance
Self Concept	Normal Children	1752	64.14	12.54	5.48	.01
	Learning Disabled	248/	59.86	11.48		

It is revealed from the Table-4.6.1 that the mean scores of normal and learning disabled students on self concept are 64.14 and 59.86 with SDs 12.54 and 11.48 respectively and 't' ratio comes out from above two groups are 5.48, which is significant at .01 level. That means there is significant difference between normal and learning disabled students on self concept test scores. Further, it is stated that the self concept test scores of normal students is better than the learning disabled students.

Thus the null hypothesis ' there is no significant difference between normal and learning disabled students on self concept is rejected.

The mean self concept scores of normal and learning disabled students are presented in Fig – 4.6.1

FIGURE No. -4.6.1



DISCUSSION :

To compare the self-concept of Normal & Learning disabled students. The seventh objectives described that, self-concept Test has been administer over the normal & learning disabled students. The results of seventh objectives states that, self-concept of normal students is more higher than that of learning disabled students.

The self-concepts means the totality of complex, organized dynamics system of beliefs, attitudes and opinion that each person holds to be true about his personal existences.

Self-concept plays a major role among the people to reach the top of the ladder of success in teaching learning process and other professions.

Self concepts means individual's view of his physical conditions like their body, health, physical appearance & strength social interaction. Emotional reaction, relation to school teachers and extra-curricular activities, moral conditions. Intellectual conditions like awareness of their intelligence and capacity of problem solving judgement. The normal students possesses good physical condition, body health and the learning disabled students possess characteristics like suffering from emotional stability, selfishness narrowness, orthodoxy, maladjustment and they have no good physical & mental conditions and they weak in social interaction not good relation to school teacher, and they have no extracurricular activities, Moral condition and intellectual conditions like awareness of their intelligence and capacity of problem solving & judgment quality is not high.

So the normal student possesses high self concept than the learning disabled students.

4.7.0 STUDY THE DIFFERENCE IN THE SELF CONCEPT OF LEARNING DISABLED STUDENTS WITH REFERENCE TO THEIR SEX, SOCIO ECONOMIC STATUS AND I.Q.

The objective contains three sub- objectives. The sub-objectives are given bellow.

4.7.1 THE FIRST SUB-OBJECTIVE OF SEVENTH OBJECTIVE IS TO STUDY THE DIFFERENCE IN THE SELF CONCEPT OF MA;E AND FEMALE LEARNING DISABLED STUDENTS.

The hypothesis states that , there is no significant difference in the Mean Self Concept test scores male and female learning disabled students.

Keeping this hypothesis in mind, the datas were analyzed with the help of 't' test. The results are given in the Table no - 4.7.1

TABLE-4.7.1

't' test on mean self concept test score of Male and female learning disabled students .

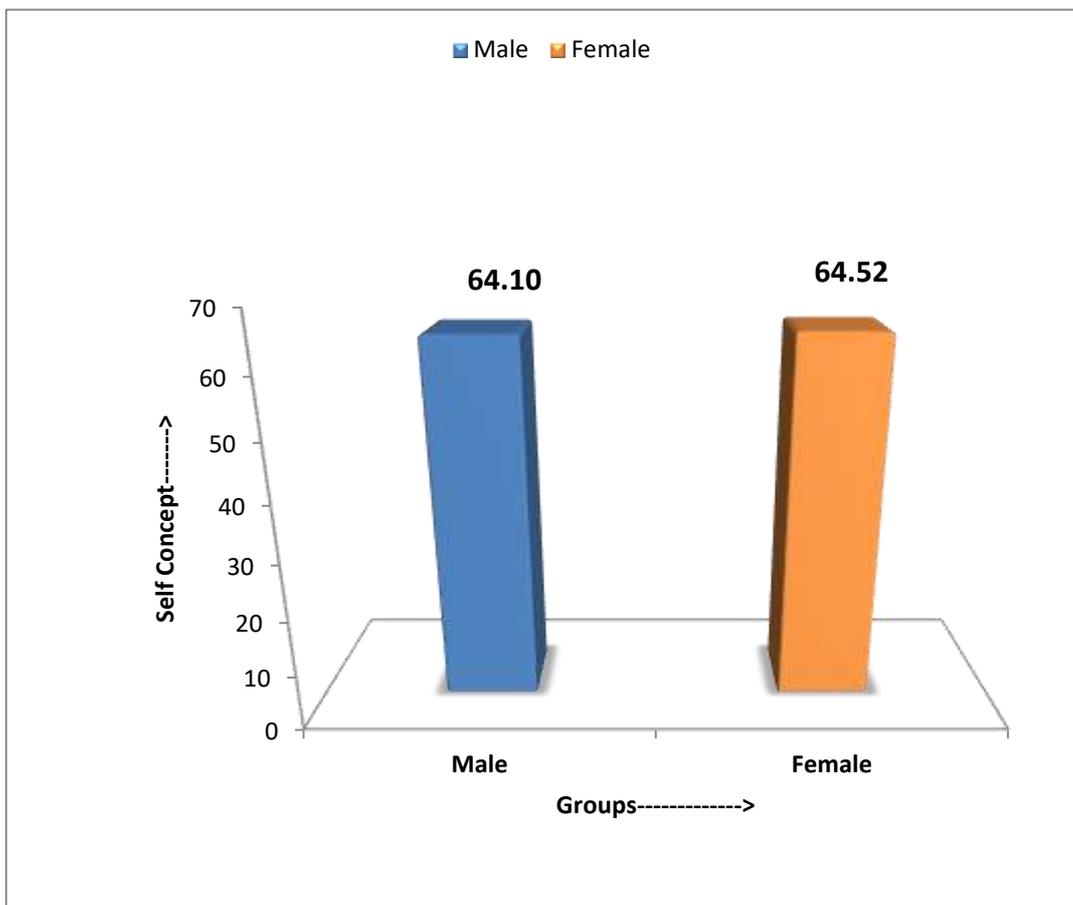
Variable	Group	N	Mean	SD	SED	t-ratio	Level of significance
Self Concept	Male	120	64.10	13.69	1.69	24	Not Significant
	Female	128	64.52	12.9			

It is revealed from the Table-4.7.1 that the mean scores of male and female learning disabled students on self concept are 64.10 and 64.52 with SD's 13.69 and 12.9 respectively. The t-ratio come out from above two groups is 24, which is not significant at any level

It indicates that mean score of male and female students on self concept test do not differ significantly from each other. So the null hypothesis, there is no significant difference in the Mean Self Concept test scores of secondary school students is not rejected. It means the Self Concept test score male and female are similar

FIGURE No- 4.7.1

't' test on mean self concept test scores of Male and female learning disabled students



DISCUSSION :

Study of self concept of male & female learning disabled students is the first sub-objective of seventh objective.

The result indicates there is no significant difference in the self –concept of male & female learning disabled students.

Self-concept is the totality of complex, organized dynamics system of beliefs, attitudes and opinion that each person holds to be true about his personal existences.

Self-concept plays a major role among the people to reach the top of the ladder of success in teaching learning process and other professions.

Self concepts means individual's view of his physical conditions like their body, health, physical appearance & strength social interaction. Emotional reaction, relation to school teachers and extra-curricular activities, moral conditions. Intellectual conditions like awareness of their intelligence and capacity of problem solving judgement.

they possess characteristics like suffering from emotional stability, selfishness narrowness, orthodoxy, maladjustment and they have no good physical & mental conditions and they weak in social interaction not good relation to school teacher, and they have no extracurricular activities, Moral condition and intellectual conditions like awareness of their intelligence and capacity of problem solving & judgment quality is not high.

The above results implies that, both the learning disabled makes female students possess same self concept formation abilities. Both have same understanding on the self-concept.

4.7.2 - THE SECOND SUB-OBJECTIVE OF SEVENTH OBJECTIVE IS TO STUDY THE DIFFERENCE IN THE SELF CONCEPT HIGH AND LOW INTELLIGENCE LEARNING DISABLED STUDENTS.

The hypothesis states that, there is no significant difference Mean Self Concept test scores of High and Low intelligence learning disabled students.

Keeping this hypothesis in mind, the datas are analyzed with the help of 't' test. The results are given in the Table no - 4.7.2

TABLE-4.7.2

't' test on mean Self Concept test scores of High and Low Intelligent learning disabled students.

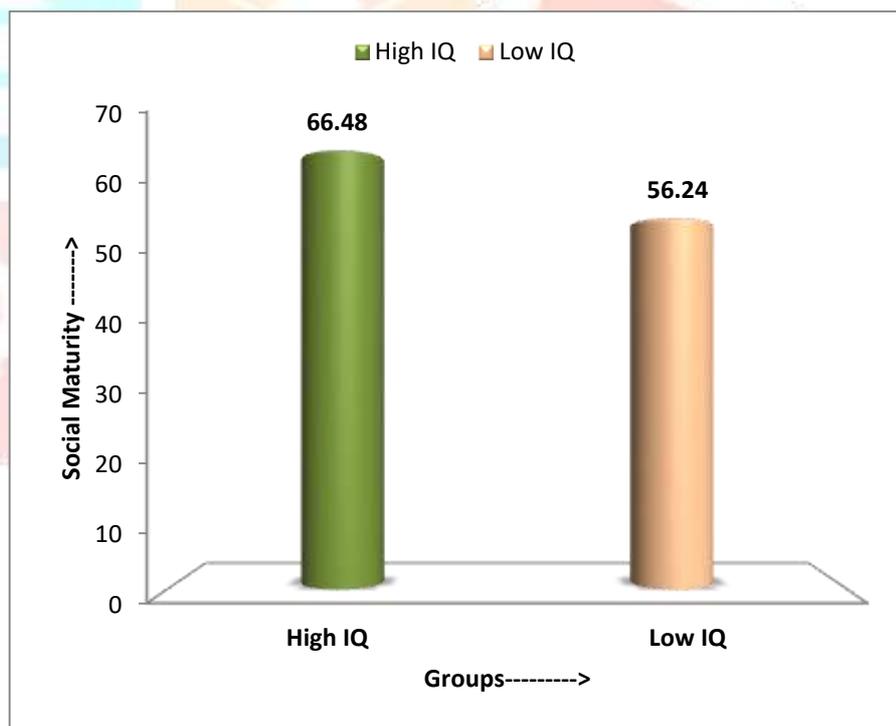
Variable	Group	N	Mean	SD	SED	t-ratio	Level of significance
Self Concept	High IQ	56	66.48	12.70	2.60	3.93	.01
	Low IQ	34	56.24	11.52			

It is revealed from the Table - 4.7.2 that the mean scores of high and low intelligent learning disabled students on self concept test scores are 66.48 and 56.24 with SD's 12.70 and 11.52 respectively and t-ratio comes out from above two groups is 3.93, which is significant at .01 level . That means there is significant difference in the mean self concept between high and low intelligence learning disabled students. Further, it is stated that the mean self concept test scores of high intelligence learning disabled students is better than low intelligence learning disabled students.

Thus the null hypothesis-4.7.2 'that there is no significant difference the mean self concept test scores between high and low intelligence learning disabled students is rejected.

The mean self concept test scores between high and low intelligence learning disabled students presented in Fig – 4.7.2

FIGURE No. -4.7.2



DISCUSSION :

The results of the second sub-objectives of seventh objectives states that, the self-concept of high intelligent students is more than that of the low intelligent students.

The reason is that, intelligent is a global capacity of the student, to think rationally, to do effectively & purposefully in a situation and high intelligent students performs more than the low intelligent students. It is the capacity to understand and grasp idea and apply to different situation. The high intelligent student achieve more than the low intelligent student due to their high thinking & reasoning.

But low intelligent learning disabled students are suffering from low emotional & social maturity means sufferings from emotional instability, selfishness, narrowness orthodoxy, maladjustment.

The high intelligent students have high self-concept than the low intelligent student due to their high thinking, problem solving capacity and judgment capacity. The development of self concept depends upon the higher intelligent of learners. So the high intelligent learning disabled students develop more self-concept than the low intelligent learning disabled students.

4.7.3. THE THIRD SUB-OBJECTIVE OF SEVENTH OBJECTIVE IS TO STUDY THE DIFFERENCE IN THE SELF-CONCEPT OF HIGH AND LOW SOCIO-ECONOMICAL STATUS LEARNING DISABLED STUDENTS

The hypothesis states that , there is no significant difference in the Mean self concept test scores of high and low Socio-Economical Status learning Disabled Students.

Keeping this hypothesis in mind ,the datas were analyzed with the help of ‘t’ test. The results are given in the Table no- 4.7.3

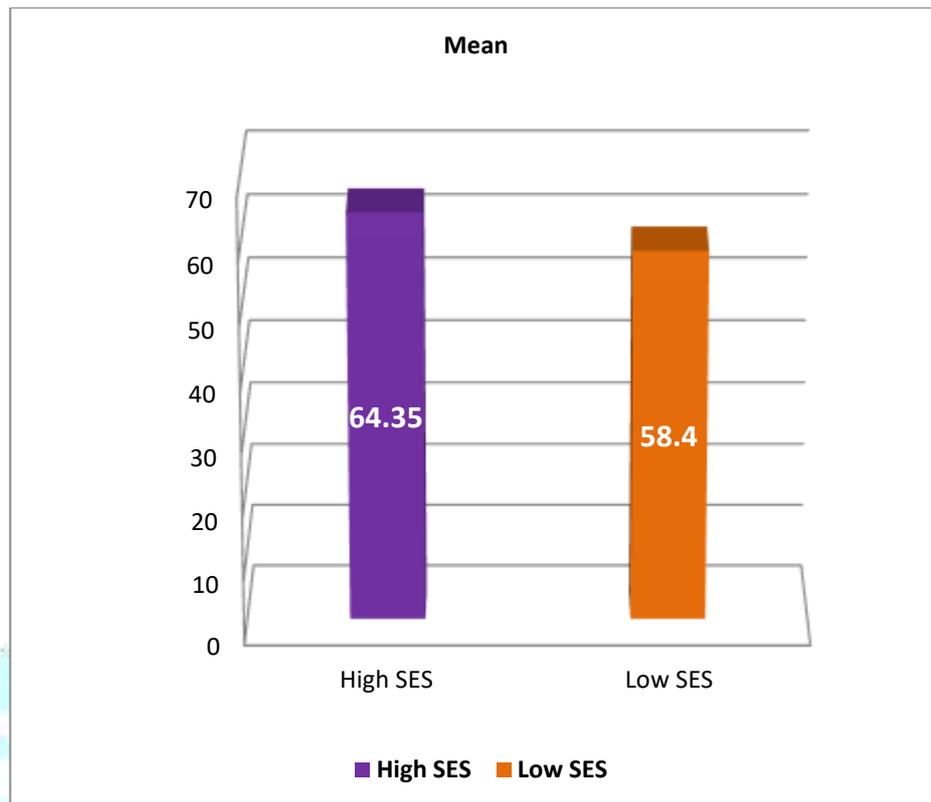
TABLE-4.7.3

‘t’ test on mean Self Concept test score of high and low socio-economic status learning disabled students .

Variable	Group	N	Mean	SD	SEd	t-ratio	Level of significance
Self Concept	High SES	63	64.35	13.18	2.17	2.74	.01
	Low SES	78	58.40	12.41			

It is revealed from the Table-4.7.3 that the mean scores of high and low socio-economic status of learning disabled students on self concept are 64.35 and 58.40 with SD's 13.18 and 12.41 respectively. The t-ratio comes out from above two groups is 2.74, which is significant at 01 level. That means there is a significant difference between high and low social economic status on self concept test scores. Further, it is stated that self concept mean test scores of high socio-economic status is better than the low socio-economic status learning disabled students, so the null hypothesis there is no significant difference between high and low socio-economic status learning disabled students on self concept is rejected.

The mean scores of high and low socio-economic status of learning disabled students on self concept is presented in fig – 4.7.3

FIGURE No- 4.7.3**DISCUSSION :**

The third sub-objective of seventh objectives to study the difference in the self-concept of high and low social economics status learning disabled students.

The result states that, self-concepts of high socio-economic status & low socio-economical status learning disabled students do not differ significantly. The cause may be that, both the high socio-economical status and low socio-economical status learning disabled students develop equal self-concept in learning's.

Self-concept is the totality of complex, organized dynamics system of beliefs, attitudes and opinion that each person holds to be true about his personal existences.

Self-concept plays a major role among the people to reach the top of the ladder of success in teaching learning process and other professions.

Self concepts means individual's view of his physical conditions like their body, health, physical appearance & strength social interaction. Emotional reaction, relation to school teachers and extra-curricular activities, moral conditions. Intellectual conditions like awareness of their intelligence and capacity of problem solving judgement.

So both these high socio-economic status and low socio-economic status learning disabled students possess same ability on self-concept.

So there is no difference in self-concept of high & low learning disabled students.

SUGGESTION :

1. The study was conducted on IXth standard students. Similar studies may be carried out in other classes as well.
2. The study was confined to Balasore district, Odisha. Similar study may be conducted in other district and states.
3. The study may be extended to other sub-samples based on local and socio-economic status.
4. The influence of management private school on learning disability of children can be explored.
5. The present study was focused on Learning Disabled Students. It may be extended to other categories of exceptional children such as intellectually, emotionally, physically & socially exceptional.
6. Role of the parents in the remediation of learning disability can be studied.
7. The same study may be conducted on a large sample in the future.

5.9.0 RECOMMENDATIONS:

The study recommends:

1. As the study found that learning disabled students have certain short coming in their concept formation. Social maturity and self concept, which hamper their achievement in learning, these could remedied through proper and timely intervention.
2. Curriculum planners and teachers should give due importance to learning disability and appropriate instructional strategies must be developed and practiced to enhance the concept formation, social maturity and self concept of learning disabled students.
3. Identification of learning disability at an early stage is inevitable since remediation may more effective during early years.
4. The authorities should enact specific laws to include the identification of learning disability of student and special services to learning disabled students as a compulsory and routine affair in the school programme.

5. The authorities should ensure that, there must be at least one fulltime teacher in every school who is a specially trained professional with experience in using remedial method in the areas of reading, writing, speaking and mathematics.
6. Appropriate steps are to be taken to improve the self concept, concept formation and social maturity of learning disabled students.
7. Novel strategies are to be planned and implement for learning disabled students to create favourable attitude towards school, teacher's curricular and co-curricular activities.
8. To uplift the ability of concept formation, self concept, social maturity of learning disabled teaching learning methods are to be practiced.
9. The factors leading to the difference between high and low intelligent learning disabled students in concept formation, social maturity and self concept, efficiency is to be analyzed.

EDUCATIONAL IMPLICATION :

Study of maximum problems can be solved by following person :

1. Teacher :

Teacher plays a very important role for facilitating the learning cognitive development. Behaviour, comprehension, concentration and interaction and language have different study behavior which contributory the factor for development of proper guidance and study habit.

2. Parents :

Personality of the child depends upon the development and personality of parents. The socio economic status of Maximum parents both rural and urban area is very low-which quite unable to provide adequate support to their children for effective learning experience. The parent should be very much careful. Fulfil with their development despite of socio-economic condition for the study habit of better scholastic achievement of learning disable problem at home parent & children both interact with their children in the respect of learning difficulties.

3. Curriculum designer :

While designing the curriculum , the curriculum designer should take almost care for the development of study habit of the learner by abolishing the learning disability.

The various techniques of teaching learning elements such as attention interest and should be reflected while designing the curriculum. It should be need based and flexible keeping the interest of the learner.

Text Book Writer :

The learning aspect for the text book written should be given more emphasize. The learner of socio economic status principle enable to comprehend the learning concept, terms fact and learning principle.

Teaching learning process should be insure the cognical school climate for the learner. It helps into reduce psychological fear and also facilitable to interact with learner and headmaster to overcome the learning difficulty.

CONCLUSION :

The present study aims to find out the difference between formal & learning disability students in the field of social maturity.

Based on the finding of the study of the conclusion which are drawn concept formation, social maturity & self concept of boys & girls are similar respect.

Existence of positive relationship between concept formation, social maturity & self concept of the student. Govt. of India takes initiated steps to asses free & compulsory education for all citizen.

Many of our students are not able to enjoy this opportunities. Such scenario govt. should take clear & transperment policy to help the student of learning disable student and teacher. Which make them obliged to make sure that, this policy are well planned and implemented.

REFERENCES :

- 1) Aamodt, M. G. (1999). *Applied Industrial/Organisational Psychology* (3 ed).Belmont: Wadsworth Publishing Company.
- 2) Abraham, A. (1994). Job satisfaction and teacher effectiveness: A study on college teachers. *Indian Journal of Psychometry and Education*, 25(1&2), 61-64.
- 3) Abraham, R. (2004). Emotional competence as antecedent to performance: A contingency framework. *Genetic, Social, and General Psychology Monographs*, 130(2), 117-143.
- 4) Adams, E. (1999). Vocational teacher stress and internal characteristics. *Journal of Vocational and Technical Education*, 16(1). Retrieved April 12, 2013 from <http://scholar.lib.vt.edu/eiournals/JVTE/v16n1/adams.html>
- 5) Adams, H. B. (2007). *The education of Henry Adams*. New York: Cosimo Inc.
- 6) Adams, J. S. (1965). Inequity in social exchange. In Berkowitz (Ed.j. *Advances in experimental social psychology*. New York: Academic Press.
- 7) Adhikari, G. S. (1986). A comparative study of emotional maturity. *Perspectives in Psychological Researches*, 9(2), 65-66.
- 8) Agarwal, S. (1988). A study of adjustment problems and their related factors of more effective and less effective teachers with reference to primary level female teachers. In M. B. Buch (Ed.), *Fifth Survey of Educational Research*, 2, 1434-1435.
- 9) Agnihotri, R. (1987). Manual for Agnihotri's Self Confidence Inventory, National Psychological Corporation, Agra.
- 10) Agrawal, R. (2003). *Social intelligence and teacher effectiveness* (Ph.D thesis). Bundelkhand University, India.
- 11) Ahmad, M. (2008). *Comprehensive dictionary of education* (p.51). New Delhi: Atlantic Publishers.

- 12) Akhlaq, M., Amjad, M., Mehmood, K., Hassan, S., & Malik. (2010). An evaluation of the effects of stress on the job performance of secondary school teachers. *Journal of Law and Psychology*, 1(1), 43-54.
- 13) Allport, G. W. (1961). *Pattern and growth in personality*. New York: Holt, Rinehart & Winston.
- 14) Al-Qarout, S. S. S. (2006). Hardiness behaviour and its relationship with job satisfaction among the headmasters of government schools in the northern



- a. districts of West Bank. Abstract. Retrieved April 7, 2013 from
 - b. [http://scholar.najah.edu/content/hardiness-behaviour-and-its-relationship-](http://scholar.najah.edu/content/hardiness-behaviour-and-its-relationship-job-satisfaction-among-headmasters-government)
 - c. [job-satisfaction-among-headmasters-government](http://scholar.najah.edu/content/hardiness-behaviour-and-its-relationship-job-satisfaction-among-headmasters-government)
- 15) Amandeep & Gurpreet (2005). A study of teacher effectiveness in relation to teaching competency. *Recent Researches in Education and Psychology*, 77(6), 137-140.
- 16) Amatea, E. S., & Fong, M. L. (1991). The impact of role stressors and personal resources on the stress experience of professional women. *Psychology of Women Quarterly*, 75(3), 419-430.
- 17) Anand, S. P. (1998). A study of motivation for teacher effectiveness at primary level.

