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## A study of self- concept in relation to ego-strength of partially sighted and blind students

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### Abstract

The Objective of the study was to measure the relationship between the self-concept and ego strength of blind and partially sighted students. For this purpose, the investigator selected 40 Blind Students and 40 partially sighted students from Lucknow (UP). Two kinds of tools, namely self-concept scale (Ahluwalia) and ego-strength scale (Hasan) were used. The collected data were processed by applying suitable statistical techniques 'r' and 't' test. 'r' used to find out the relationship between self-concept and ego strength and 't' test used to measure the differences between self-concept and ego-strength of blind and partially sighted students. The result of the study reveals that the relationship between self-concept and ego strength was positive and there was significant difference among the Blind Students and partially sighted students in relation to their self-concept and ego-strength.

**Keywords:** self-concept, relation, ego strength, partially sighted students, suitable statistical techniques

### Introduction

Students with special needs may have a feeling of insecurity because of their various psychosocial and physical factors including disability such as blindness, hearing impairment and/or any type of disability. Review of literatures reveal that number of psycho-social factors influence health concept level of school students e.g. behavior, School status, anxiety, population etc. Visually impairment may affect psycho-social dimensions including ego strength and self-concept with reference to students with partially sighted and blind. It would be interesting to find out whether the partially sighted and blind students differ significantly in terms of their ego-strength and self-concept level or not. Such a study will be helpful in better understanding of students with blind and partially sighted. Keeping this fact in mind, the investigator conducts the present study.

### Objectives of the study

#### The main objectives of the study were

1. To study the relation of self-concept with the ego- strength of blind and partially sighted students.
2. To study the difference between self-concept of partially sighted and Blind Students.
3. To study the difference between ego- strength of partially sighted and Blind Students.
4. To study the self-concept and ego-strength of Blind Students.
5. To study the self-concept with ego -strength of partially sighted students.

### Hypothesis

Keeping in view the above objectives the investigator has formulated the following hypothesis for a study

1. There is a positive relationship between self-concept and ego- strength of students with blind and partially sighted students.
2. Blind students have lower self-concept than partially sighted students.
3. Blind Students have lower ego- strength than partially sighted students.
4. There is a significant difference between the self-concept of partially sighted and Blind Students.
5. There is a significant difference between the ego-strength of partially sighted and blind students.

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### Methodology

As per need and nature of the present study the investigator used a survey method.

### Population

The population of the present study Consists of blind and partially sighted students of age group 14 - 18.

### Sampling

In the present study by purposive sampling method of a sample of 40 blind and 40 partially sighted students was elected from Lucknow city.

### Tool Used

The present study, Ahluwalia's children's self-concept scale and Hassan's ego strength tool was used.

### Statistical technique used

For analysis and interpretation of the data, the investigator used Pearson's coefficient of correlation in order to find out the relationship between ego strength and self-concept and to examine the difference between relevant and groups t-test was used.

### Analysis and interpretation

After selection of the temple samples, tools and tools used in the study.

In the light of interpretation of the data the researcher has to take all care and caution in formulation the conclusion and the generalization.

**Table 1:** Relationship between Ego Strength and Concept

Variables	r	Signification at 0.05 level
Ego strength/ Behavior	0.45	Significant
Ego strength/ Intellectual and School Status	0.50	Significant
Ego strength/ Physical appearance and attributes	0.26	Significant
Ego strength/ Anxiety	0.64	Significant
Ego strength/ Popularity	0.14	Not Significant
Ego strength/ Happiness and Satisfaction	0.76	Significant
Ego strength/ Self Concept	0.64	Significant

In this section Pearson's coefficient of correlation method is used to see the relationship between ego strength and self-concept perceived by 40 blind and 40 partially sighted students of 2 special schools and one regular School were calculated.

- It can be observed from table-1 that the obtained value of r for ego strength and behavior is 0.45 which exceeds the critical value area (.204) at 0.05 level of significance. The relationship between behavior and ego strength is significant. The result established the effect of behavior on ego strength and vice versa.
- The obtained value of r for ego is strength and intellectual and school status is 0.50 which exceeds the critical value of rat 0.05 level of significance. Therefore, the relationship between the ego strength and intellectual and social status is significant. So, the result establishes the effect of ego strength on School status and intellectual or vice versa established.
- The obtained value of r for ego strength, physical appearance and attributes is 0.26 which is significant,

so relationship between ego strength, physical appearance and attributes is significant.

- The obtained value of r ego strength and anxiety is 0.64 which is significant. The relationship between anxiety and ego strength established.
- The obtained value of r for ego-strength and popularity is 0.14 which is not significant, so there is no relationship between popularity and ego strength.
- The obtained value of r for ego strength, happiness and satisfaction is 0.76 which is significant. The relationship between ego strength and happiness is significant.
- The obtained value of r for ego strength and total self-concept is 0.64 which is significant. So the result established the relationship between ego strength and vice versa.

### Difference between blind and partially sighted students

In order to find out the mean difference between blind and partially sighted students with regard to their ego strength and self-concept- t value was calculated.

**Table 2:** Difference between blind and partially sighted students

Variables	Mean		S.D.		t value	Level of significance at 0.05 level
	Blind student	partially sighted students	Blind student	Partially sighted students		
self-concept ego strength	45.5	47.47	3.34	5.15	2.08	significant
	19.3	20.93	3.62	2.54	2.28	significant
behavior intellectual and school status	11	12.13	1.92	2.38	2.29	significant
	10.3	12.3	2.72	2.46	3.50	significant
physical appearance and attributes	8.1	8.7	2.06	1.7	1.42	not significant
anxiety	6.43	7.52	1.29	1.83	3.11	significant
Popularity	5.3	6.05	1.09	1.57	3.5	significant
happiness and satisfaction	3.2	4.5	1	1.63	4.08	significant

The observed value for total self-concept is 2.08 which is significant. Hence, there is a significant difference between the total self-concept of blind and sighted students. Self-concept of partially sighted students is better than blind students.

The above table-2 shows that the observed value for ego strength is 2.28 which is Significant and there is significant difference between ego strength of blind and partially sighted students. It is further seen from the table that mean ego strength of a partially student i.e., 20.93 is more than

that blind i.e., 19.3. Therefore, the research hypothesis i.e., ego strength of partially students is better than that of blind students is accepted.

The observed t value for behavior is 2.29 which is significant. Hence, there is a significant difference between behavior blind and partially sighted students. Behavior of partially sighted students is better than behavior of Blind Students.

The observed t value of intellectual and school status is 3.50 which is significant. Hence there is a significant difference between intellectual and school status of blind and partially sighted students. The intellectual and school status of partially sighted students is better than blind students.

The observed t value for physical appearance and attributed is 1.42 which is not significant. Hence, there is no significant difference between physical appearance and attributes of blind and partially sighted students. Physical appearance and attributes of partially sighted students is better than Blind Students.

The observed t value for anxiety is 3.11 which is significant. Hence, there is a significant difference between anxiety of blind and partially sighted students. Anxiety among blind students found more than partially sighted students.

The observed t value for popularity is 3.5 which is significant. Hence, there is a significant difference between popularity and school status of blind and partially sighted students. The popularity of partially sighted students is more than blind students.

The observed t value for happiness and satisfaction is 4.08 which is significant. Hence, there is a significant difference between happiness and satisfaction of blind and partially sighted students. Happiness and satisfaction amount partially sighted students found more than blind students.

### Finding and conclusion

From the analysis and interpretation of data the investigator reached at the following finding and conclusion

1. There was a positive relationship between ego strength and self-concept of blind and partially sighted students.
  - a. There was a positive relationship between ego strength and behavior of blind and partially sighted students.
  - b. There was a positive relationship between ego strength and intellectual and school status of blind and partially sighted students.
  - c. There was a positive relationship between ego strength and anxiety of blind and partially sighted students.
  - d. There was a positive relationship between ego strength and physical appearance and attributes of blind and partially sighted students.
  - e. There was a positive relationship between ego strength and happiness and satisfaction of blind and partially sighted students.
  - f. There was a positive relationship between ego strength and self-concept of blind and partially sighted students.
2. There was significant difference is found between total self-concept of blind and partially sighted students. Partially sighted students found better than visually impaired students in terms of self-concept.
  - a. There was a significant difference between behavior of blind and partially sighted students.

Partially sighted students found better than Blind Students in terms of behavior.

- b. There was a significant action difference between intellectual and school status of blind and partially sighted students. Partially sighted is 2 then found better than Blind Students in terms of intellectual and school status.
  - c. There was a difference between physical appearance and at its roots of blind and partially sighted students.
  - d. There was a significant action difference between anxiety among blind and partially sighted people. Partially sighted students found better than Blind Students in terms of anxiety.
  - e. Signification difference between popularity of blind and partially sighted students. Partially sighted students found better than Blind Students in terms of popularity.
  - f. There was a significant difference between happiness and satisfaction among blind and partially sighted students. Partially sighted students found better than Blind Students in terms of happiness and satisfaction.
3. The ego strength of partially sighted students is better than that of blind students.

### Conclusion

Following conclusion are drawn from the finding of the study

- There is a positive relationship between ego strength and adjustment.
- There is a significant difference between self-concept among blind and partially sighted students.
- Partially sighted students have higher self-concept than Blind Students.
- The equal strength of partially sighted students is better than Blind Students. It means blindness affects ego strength.

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