Chapter VII

Summary and Conclusions

Visual impairment handicaps the individual in various ways. It shapes personality of the blind. It delimits his adjustment and adversly affects the academic achievement. But systematic studies in the area of personality structure, organismic differences in the personality structure and inter-relationships between personality constructs and achievement and achievement related behaviours are very rare. Studies abroad are of limited value since linguistic variations and cultural expectations as well as perception of the blind is strikingly different in India. Review of literature has attempted to give a coverage to the Indian studies that are available in the literature.

The problem of the present investigation, therefore was to investigate, analyse the personality structure of blind children reading in residential schools for the blind and study the relationships between personality factors and educational achievement.

The specific objectives were as follows :

i) Investigate personality characteristics and the structure among totally blind children at three different educational levels, corresponding fairly to three different developmental periods.

ii)   Make a comparative analysis of mental ability and
      achievement measures of blind children varying in
      educational level.

iii) Demonstrate the relationship of any, between
      personality, mental ability, and achievement.

      More specifically the objectives were to :

(a)   measure intelligence, n-achievement, self-concept,
      achievement responsibility, extraversion, neuroticism,
      dependency pronness among totally blind children
      reading in K.G. through grade X,

(b)   measure their educational achievement in the area of
      language, mathematics, total achievement, S.U.P.W.,
      music, and supplement the findings in terms of
      teacher rating,

(c)   make a comparative analysis of each of the variables
      mention in 'a' and 'b' above,

(d)   make an analysis of the structure of personality
      including intelligence as a trait of personality
      among three different groups of totally blind children,

(e)   demonstrate the relationship between each of the
      major trait in personality with each of the
      educational achievement measure for the three
      different educational levels of blind children.

The design of the study was an exploratory one but it was of prime necessity since the country is going to introduce integrated education for the visually impaired children in addition to special schools with the emergence of the National Policy on Education - Document, 1986.

The sample consisted of 246 students reading in all the schools for the Blind in Orissa. They varied from Class K.G. to X. Each child was tested individually on each of the tests.

The following tests were used to collect data on different measures :

(i)   Vithoba Paknikar performance Intelligence Test for the Blind.

(ii)   The way I see myself scale

(iii) Achievement Orientation

(iv)   Extraversion-Introversion Scale

(v)   Pre-adolescence Dependency Scale

(vi)   Intellectual Achievement Responsibility Scale.

(vii) Teacher Rating Scale.

School achievement were obtained from school records.

Results were analysed using the descriptive statistics and analysis of variance in respect of the variables

measured and intergroup differences. Inter-correlation between all variables and factor analysis of personality structure for the three groups separately were done (Class K.G. to V, VI to VIII, IX to X). Co-efficient of correlations were also calculated for each of personality variables with academic achievement and related measures.

The findings of the study are as follows :

Blind children who are enrolled in schools are not highly intelligent. They possess less than average IQ except those who are at secondary level. There is significant difference in the intelligence level among lower primary, upper primary, and secondary level blind children.

Children at the lower educational level are more achievement oriented in success situation of life than others. N-ach decreases with increase in educational level. On the average all groups have higher than average N-ach when they meet success situations in life. They did not differ in N-ach for failure situations as a function of educational level. The total N-ach score indicate less than average value (Median point in the scale). Hence, blind children in general are less achievement oriented. The scores further decrease with increase in educational ladder. Lower primary and secondary class blind children differed significantly in this test.

The blind children showed positive self-concept. Educational level and age did not influence the development of self-concept significantly.

With regard to Intellectual Achievement responsibility, blind children are quite internal with regard to attribution process in such situation. No significant educational level difference was observed in this case. In failure situations however, the blind children believe slightly in luck, chance, fate etc. without any intergroup difference or variation. The I.A.R. total score indicates internality in blind children no matter in what level of education they are reading. Blind children they are self-reliant and they attribute causalty to themselves.

Blind children are less extroverted and are more neurotic, self-centred and are of withdrawal type. No intergroup difference was observed in extraversion score but in the magnitude of the Neuroticism score there is significant differences among the three educational levels of blind children.

Although dependency behaviour is on the average, yet this score decreases as there is increase in educational level among blind children (lower primary-secondary) but the reverse is true when there is a specific situation where dependency behaviour is analysed.

In language achievement, the lower educational level group had average score, the upper primary group had a little less than the earlier and secondary group of blind children. The secondary level children had the highest score as is quite natural. The first level of students have less demand and last group of students is selective. The difference thus, is significant.

The trend of results in Mathematics is same as that of language, and total achievement. However, the intergroup differences were not significant in the total achievement scores.

Achievement in S.U.P.W. increased significantly with increase in education of the blind children. Music achievement has similar trend but with no significant intergroup differences. The teacher ratings also showed significant variations among the three groups of blind children.

Results are fairly consistent in the personality and achievement areas with regard to developmental educational level differences and theoretical literature with concerned areas with minor exception on dependency behaviour.

As regards the structure of personality it is fairly clear that there are five predominant factors that are seen in the personality structure as measured by tests, although more clear picture is in need with larger sample when it

would be available in the school system. These factor
structure are : For lower elementary level self-esteem,
self-confidence, n-ach, Extraversion-Neuroticism, Adaptive
behaviour. For the upper primary group the factors are :
self-esteem, self-confidence, n-ach, social cognitive
processing and dependency.

For the secondary level blind students, the personality
structure revealed the cluster of self-confidence, self-
esteem, cognitive control, extraversion-neuroticism, social
and cognitive processing. Although heterogeneity is seen
yet there is a sort of realistic structuring. But the N is
too low for any solid generalisation. The individual tests
are quite appropriate for measuring personality in blind
children but for the PADS measure which needs further
modification.

The relationship of personality traits with
achievement and related measures were examined. The results
are fairly inconclusive. No significant relationship between
IQ and achievement exist in the case of blind children.
Intelligence explains very little of the achievement
variations in the blind. N-ach (+) is not related to any
achievement measure whereas N-ach (-) is related to S.U.P.W.
and Teacher rating as that of Total N-ach scores. It does
not account for achievement variations in the blind. In case

of lower educational level, self-concept is related to achievement, musical ability but not in higher level, IAR is positively and significantly related to achievement variations in scholastic and non-scholastic measures in blind children. However, the absence of an integrated pattern of relationship is conspicuously absent. Extraversion-neuroticism have insignificant and confusing relationship with achievement. So did dependency measures and achievement.

The results were interpreted in terms of the heterogeneity of blind children and the theoretical constructs of the variables measured in the study. It is suggested that with a large sample the study may be validated. Educational implications and educational research projections have been made on the basis of observed findings.