ABSTRACT

The objective of the present endeavour was aimed to study the “Creative Experience and Academic Achievement as determinants of Self-esteem and Emotional Stability of Visually Handicapped Students”. Keeping in view the objective of the study, an empirical investigation was undertaken and thereafter data were tabulated and analysed with the help of Product-moment coefficient of correlation, t-test and Regression analysis for obtaining results.

The thesis comprises of six chapters. Chapter-I emphasises on the present scenario of the visually handicapped students vis-a-vis independent variable i.e. creative experience and academic achievement and dependent variable self-esteem and emotional stability as a part of the introduction of Ph.D. thesis.

In the past, handicapped children were excluded from the purview of nominal experience. They have been treated as defective beings and believed that these children will not profit from regular schools and their facilities. In the early nineteenth century as the idea of democracy, individual freedom and egalitarianism swept in west, and advancement in learning theory and technology contributed to the emergence of optimistic attitude towards handicapped pupils. A handicap is a disadvantage for a given individual, resulting from impairment or disability, that limits or prevents the fulfilment of a role that is considered normal depending on age, sex, social and cultural factors for that individual. Individual whose normal learning and development is impaired by visual conditions and who therefore, need specific conditions and related services in order to develop their abilities can be identified as
visually handicapped. Creativity is a highly complex cognitive ability that involves the generation of new concept or ideas, or new associations between existing concepts or ideas. Scientifically, the products of creative thought are usually considered to have both originality and appropriateness. Academic achievement is the knowledge attained or skills developed in the school subjects, are usually designed by test scores or by marks assigned by teachers or by both. Self-esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. Emotional stability is considered as one of the important aspect of human life. An emotionally stable individual has the capacity to withstand delay in satisfaction of needs, capability to tolerate a reasonable amount of frustration, belief in long term planning and is able of delaying or revising his expectations in terms of demands of the situations.

Chapter II has been devoted to review of literature. A perusal of readily available literature on creativity the researcher reviewed that in certain studies visually handicapped were more creative than the sighted students. In a large number of studies the sighted students were more creative in comparison to visually handicapped students. Whereas, a few studies concluded that there is no significant difference between the handicapped and sighted students on creativity. The reviewed literature shows that creativity influences self-esteem. The studies concluded creativity develops self-esteem. A number of studies assessed the effect of sex on creativity. Amongst them some studies found that gender did not significantly influence creative thinking. While other studies show that boys are much more creative than girls. A few studies found opposite result. Existing literature compare the academic achievement of visually handicapped and sighted students. Several
studies found that visually handicapped students were academically better than sighted students. Visual status has no main effect on academic achievement. Some studies revealed the result that sighted students do academically better than visually handicapped students. A number of studies indicated significant relationship between self-esteem and academic achievement. A few studies depicted that there is no significant correlation between self-esteem and academic achievement.

Many researchers found similar self-concept profile for sighted adolescents and adolescents with visual impairment. Whereas a few studies concluded that visually handicapped students scored high on self-concept than sighted students. Various scholars examined gender differences in global self-esteem and concluded that male scored high on self-esteem than female. Reviewed studies showed that visually handicapped were less emotionally stable than sighted students. Many scholars concluded in their studies that male students are more emotionally stable than female students.

Chapter III incorporated the method and procedure opted for investigation. The study was conducted on 200 students. Of these, 100 were visually handicapped and 100 were sighted students. For measuring academic achievement, the researcher had used the annual examination marks of the students obtained from the office records of the institution. The creative experience of students is measured by ratings of their concerned teachers on a five-point scale. Self-esteem of students is measured through Self-Esteem Inventory, developed by M.S Prasad and G.P. Thakur (1977). Emotional stability of children is measured through Emotional Stability Test for Children, developed by A. Sengupta and A. K. Singh (1985). In the present
study, researcher had used SPSS 15.0 package for undertaking Regression analysis, t-test and Correlation of coefficient.

Chapter IV and V is devoted to result and discussion. The results conclude that creative experience has no influence on self-esteem. Some earlier studies support this finding. They found no significant relationship between creativity and self-esteem. On the other hand several studies found positive relationship between self-esteem and creativity.

Results also showed that academic achievement did not emerge as significant predictor of self-esteem of visually handicapped students. Sighted students' academic achievement predicts their self-esteem. A number of studies supported the findings that academic achievement is a significant predictor of self-esteem. These studies also concluded that there is continuous interaction between self-esteem and academic achievement. Results also conclude that creative experience is not a significant predictor of emotional stability. There have been many researcher found in their study that creative individual are less emotionally stable, more intellectually self-sufficient and more radical. But on the other side some researcher found creativity to be much more associated with emotional stability.

A result also shows that academic achievement has no significant contribution in explaining emotional stability. Some scholars concluded in their studies. Some scholars concluded in their studies that general intelligence, big five personality traits and construct work drive in relation to two measures of collegiate academic performance a single course grade, and self-reported grade point average. Emotional stability was significantly related to course grade but not with grade point average.
Table shows that there is no significant difference between the mean scores of visually handicapped and sighted students on creative experience. Some studies support this finding. Studies conducted on divergent thinking found that blind and sighted did not differ on divergent thinking. Significant difference found between the mean scores of visually handicapped and sighted students on different other studies. These studies conclude that sighted students scored significantly high mean score on academic achievement than visually handicapped students. A few studies compared academic achievement of sighted and visually handicapped students. They found no main effect of visual status on academic achievement.

Result also shows there is no significant difference between the mean scores of visually handicapped and sighted students on self-esteem. Some researcher investigated the self-concept of students with and without visual impairment. They found no significant difference between the self-concept of visually impaired and sighted students. Other studies suggested that young people with visual impairment, including with low vision has a lower self-concept in several dimensions than their peers without impairment. Result also shows no significant differences between the mean scores of visually handicapped and sighted students on emotional stability. Studies found that blind children possess the same personality characteristics as that of the sighted one.

In the light of the research experience it is suggested that further research is required for assessing other factors which influence academic achievement of visually challenged students. Personality of blind and normal children can be studied in more detail by taking a large sample to draw more fruitful generalization.