ABSTRACT

The Problem

Personality has had influenced the behaviour of the individual from the time immemorial. It has remained the matter of great concern to psychologists, educationists, statesmen etc. so that the man can be developed, with all the inborn qualities in him and he may become the productive member of the society. Essentially, personality of an individual has to grow and develop in a social milieu coupled with education system as its vital agency. The education system has to economize its efforts for the effective development of the programmes. Personality, in fact, is the sum total of an individual's inner as well as outerself. It really encompasses all aspects of human behaviour, and is to be shaped in accordance with the norms of the society. However, due to the varied nature of personality, various misconceptions have been developed regarding visually challenged individuals. The personality of visually challenged has been viewed somewhat different in comparison to sighted population. But this view has been discarded by the professionals. Numerous research studies have supported the argument, that visually challenged individuals do not possess different personality. Aschroft (1963) remarked, "that negative attitude towards visually handicapped and their own self-regard may produce personality problems in them". Thus, they should not be perceived as the isolates in the society having different personality. However there can be lesser rate of development or signs of maladjustment in them due to the societal negative attitudes or reactions. The review of previous studies reveals that visually disabled Have been
studied in some areas. Zehran (1965) found that the blind children possess the same personality characteristics as that of the sighted one. Mohan, et.al (1968) concluded that significant differences occur between sighted and non-sighted on social adjustment. Sinha (1982) revealed that blind living in one hostel are as good in adjustment as others. Jaysree (1982) advocated that there exists no significant difference between sighted and blind on manneristic behaviour. Sublock (1976) concluded that visually impaired were satisfactorily adjusted in all areas. Minu (1988) concluded that anxiety does not have any effect on the academic attainment of visually impaired. Abidi, et.al (1991) found significant differences among the blind boys on test anxiety. Beaty (1991) found significant differences between the blind and sighted adolescents in global self-concept. Livingston (1968) found that the partially sighted performed like the normal children. Tillman and Osborne (1969) observed that the blind children were superior on repetition of series of number indicating short-term memory and attention. Venderlock (1982) observed that blind does better on arithmatic than general population. Sharma (1984) remarked that intelligence test score pattern of visually handicapped and congenitally blind differed significantly on digit span sub-test. Deckkar, et.al (1990) found that blind and low vision groups differed significantly on tests measuring spatial ability.

The School achievement of the visually challenged has now become a matter of great concern for research scholars. Until recent times a very little attention has been paid in this regard. It is because of little attention and low concern of the educators and investigators in the specific area. The review of
previous researches reveals that a very few studies have been yielded on this particular issue. **Nolan** (1959) found particular difficulties in arithmetic in blind. **Birch, et.al** (1966) studied the school achievement of 93 partially sighted children in VI grade. The conclusions indicated that although the children were of average intelligence but they were found two and half years retarded in academic achievement. **Telford** and **Sawrey** (1977) made a detailed study and found that two groups (blind and sighted) were more or less equal when they were compared grade by grade. The investigators further concluded that comparison by either chronological or mental age indicates considerable educational relation. **Kool** and **Raina** (1979) conducted a study on a sample of 20 blind and 28 sighted as experimental group and 40 blind and 40 sighted as control group. It was found that the performance of blind was poor on tactual short-term memory than the sighted subjects. It was also evident that the blind subjects initially did better than the sighted but their performance was poorer than the sighted with increase in delay recall period.

**Sharma** (1990) attempted to study the visually handicapped and normal seeing children on anxiety and academic status. The results of the investigation revealed that visually handicapped were significantly more anxious than sighted children. They were also more anxious for their examinations than their seeing counterparts. **Ayesha** (1993) attempted to study visually disabled school going children in relation to their frustration and school achievement. The results revealed that significant differences occur between frustration and school achievement. It was concluded that frustration plays
a very prominent role in educational behaviour and performance of visually disabled school going children.

The review of related literature reveals that there is really a dearth of researches in the field of psychological factors in relation to school achievement of blind. Therefore, the investigator in the present investigation has attempted to unfold the effects of self-acceptance, security-insecurity and frustration on the school achievement of blind students after partialling out the intelligence. The study has been taken with this notion that an appropriate research in this area will help in solving, psychological as well as educational problems of the blind students.

**Objectives of the Study**

The investigator carried out the present study with the following objectives:-
- To find out the significance of the difference between mean scores obtained by male and female students on intelligence, self-acceptance, security-insecurity, frustration and academic achievement.
- To know the inter-correlational relationship among intelligence, self-acceptance, security-insecurity, frustration and academic achievement factors of male students.
- To know the inter-relationship among intelligence, self-acceptance, security-insecurity, frustration and achievement of female students.
- To know the relationship among intelligence, self-acceptance, security-insecurity, frustration and achievement variables of the total sample.
To find out the determining effects of self-acceptance, security-insecurity and frustration on the academic achievement of female students, after partialling out intelligence.

To know the determining values of self-acceptance, security-insecurity and frustration for academic achievement of total population (both the sexes) after partialling out the intelligence.

To determine the inter-relationship of low, average and high frustration groups on intelligence, security-insecurity, self-acceptance and achievement variables.

To examine the significance of the difference among the mean scores obtained by low, average and high frustration groups on intelligence, security-insecurity, self-acceptance and achievement variables.

**Hypotheses of the Study**

The investigator on the basis of the objectives of the study hypothesised as under:-

- There will be a significant difference between male and female students on intelligence factor.
- There will be significant difference between male and female students on security-insecurity measure.
- Significant difference will occur between male and female students on self-acceptance variable.
- There exists a significant difference between male and female students on frustration.
- Male and Female students differ significantly on academic achievement.
- No significant inter-relationship will be reflected among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of male students.
- There exists no inter-relationship among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of female students.
- No interrelationship will exist among intelligence, self-acceptance, security-insecurity, frustration and academic achievement of the total sample.
- Self-acceptance, security-insecurity and frustration have a significant effect on the achievement of male students after partialling out intelligence.
- There will be significant impact of self-acceptance, security-insecurity and frustration on the academic achievement of female student after eliminating intelligence factor.
- Self-acceptance, security-insecurity and frustration have a significant effect on the school achievement of both the sexes (combined) after partialling out the intelligence.
- There will be no interrelationship of low, average and high groups of frustration on intelligence, self-acceptance, security-insecurity and achievement.
- There will be significant difference among mean scores of low, average and high frustration groups on the measures of intelligence, security-insecurity, self-acceptance and achievement variables.
Procedure in Outline

The investigator in order to arrive at meaningful generalizations, selected the representative sample of the population under study. Then, the investigator, selected the suitable and appropriate tools for measuring intelligence, self-acceptance, security-insecurity and frustration, keeping in view the age and grade levels of the students. For the achievement variable marks attained by the students were obtained, by the school records. The above mentioned tests were adapted in braille script in order to collect the data meaningfully and purposefully from the population under study. The investigator sought the permission from the chairperson of the department and then approached the respective schools selected for the study. After seeking approval from the concerned heads of the institutions, the researcher approached the subjects and explained them the instructions provided in the manuals. The investigator after establishing rapport with the subjects administered the above mentioned tools. The responses to items of each of the four tools were scored as per the methods recommended by the constructors of the tests. Thus, the obtained scores were transformed into tabular form for the purpose of analysis. Analysis of the data was done with the help of suitable statistical techniques.

Delimitations of the study

- The study is comprised of blind students (male and female) only. However, the comparative study with sighted population could have been conducted.
- The present investigation is confined to the variables of self-acceptance, security-insecurity and frustration and
academic achievement only, whereas a variety of other psychological variables could have been studied.  
- The sample has been selected only from U.P. State because of limited resources and paucity of time, whereas the same study could have been conducted on national level.  
- The investigator has studied only the secondary level students, whereas the study could have been conducted on the students of primary and higher levels of education.  
- The investigator was unable to make comparisons between rural and urban, high-socio economic group and low-socio economic group of students because of paucity of time.  
- The investigator has controlled the effect of only one variable intelligence.  

**Design of the study**

The present investigation seeks to investigate the effects of self-acceptance, security-insecurity and frustration on the school achievement of visually disabled secondary school students. In the present study three independent variables viz-viz self-acceptance, security-insecurity and frustration, one dependent variable, i.e., school achievement and intelligence as control variable were studied.

For measuring the factors under study Self-acceptance Inventory by S.B. Kakkar (1984), Security-insecurity Scale by Beena Shah (1989), Frustation Scale by Dixit and Srivastava (1987) and general intelligence test by S.M. Mohsin (1990) were employed. The obtained marks of students were considered as the scores of school achievement.

Two hundred (200) blind Secondary School students (100 males, 100 females) from various special schools of U.P
comprised of the sample of the study. In order to examine and justify the objectives of the study, t-ratio, intercorrelation, Multiple Regression, Analysis of Variance and Duncan’s Range test were employed.

**Findings and Conclusions**

- No significant difference was found between male and female blind students on intelligence measure as the t-value came out to be 1.75, which is insignificant at 0.5 level. Thus it can be concluded that both male and female blind students possess the same level of intelligence or both the male and female blind students are equal on intelligence measure.

- The investigator found an insignificant difference between male and female blind students on the measure of security. This leads to conclude that male and female blind secondary school students are equal on security measure.

- The male and female blind students were found insignificantly related to each other on self-acceptance as the t-value came out to be 0.97 which is insignificant at 0.05 level. Hence it can be said with firmness that male and female blind students are equal on their self-acceptance.

- Male and female secondary school blind students do not differ significantly on frustration. Hence it can be safely concluded that male and female blind students are possessing the same level of frustration.

- Significant differences occur between the male and female blind students on the achievement variable, as the
calculated value came out to be 2.49, which is significant at 0.01 level. Moreover, the mean value obtained by the male students is higher than the female students i.e. 58.63 and 56.45 respectively.

Hence it can be very safely concluded that blind male students are better in achievement than their female counterparts.

**Findings based on intercorrelations**

- The investigator found significant relationships only among intelligence and security, intelligence and frustration and security and frustration. Therefore, it is concluded that intelligence, security and frustration of male blind students are related to each other.

- Significant relationship has been found among, intelligence–security, intelligence–frustration, security frustration and frustration and achievement. Hence it can be concluded that intelligence, security, frustration and academic achievement are inter-related in the case of female blind students.

- Significant relationship occurred among the `intelligence–security, intelligence–frustration, security–frustration and frustration and achievement on total sample (both the sexes)."
It can be very safely concluded that the factors intelligence, security, frustration and achievement are related to each other.

**Findings based on Multiple Regression Analysis**

- No independent variables under the study came out to be significantly affecting the achievement of male blind students. It is inferred that in case of male blind students self-acceptance, security-insecurity and frustration do not have determining role in their achievement.

- It was found that the factor of frustration affects significantly the school achievement of female blind students. The result leads to conclude that frustration does have the determining effect on the achievement of female blind students.

- As the value of correlation, i.e. \( R^2 \) came out to be 0.08 through regression analysis, so it can be said with firmness that the amount of frustration in the achievement of female blind students is 8%.

- Since the value of beta (\( \beta \)) is significant and positive, so this leads to conclude that higher the frustration among female blind students higher is their achievement. Thus it is concluded that achievement of the female students can be predicted on the basis of the their frustration level.

- Significant effect of frustration has been found on the academic achievement of the total sample, as the value of beta (\( \beta \)) is significant at 0.01 level. It can be concluded that frustration affects positively the achievement of the blind students (both the sexes).
- The value of R-square came out to be 0.02 through the Regression model analysis. The value clearly indicates that there is 2% contribution of the frustration variable in the achievement of the total sample of the blind. It can further be said that frustration up to a certain level leads towards better achievement of the blind students.

- Since the β-value in the regression model has come out significant and positive, so it leads the investigator to conclude, that higher the frustration among the blind students, higher will be their achievement. But this relationship works only up to a certain level.

**Findings based on Analysis of variance and Duncan's Mean Test**

- All the groups differ significantly on security measure. It can be concluded that all the three groups of frustration have different levels of security. The results have been further ascertained by Duncan's Mean Test. It reveals that the real difference exists only between low and high and average and high frustration groups, whereas the low and average frustration groups do not differ at all in the actual sense.

- No significant difference exists among all the groups on self-acceptance. The results get a boosting and impressionable confirmness, while examining them by Duncan's Mean Test. The investigator found that low and high and average and high groups of frustration differ significantly. So this leads to conclude that real and
meaningful differences occur between low-high and average-high groups of frustration on self-acceptance.

All the groups do not differ significantly and meaningfully on the school achievement of blind students. The results get a miraculous or boosting confirmation, while examining them by Duncan's mean test. This test's results reveal that, no doubt that the F-ratio has shown the insignificant value, but in actual sense such insignificance does not occur. The low and high groups of frustration differ significantly on achievement factor at 0.05 level. So the investigator concludes that the low and high groups of frustration possess different levels of academic achievement.

**Educational Implications**

The investigator in the present study computed t-ratios between male and female blind students, while comparing them on intelligence, self-acceptance, security, frustration and school achievement. The trend of the result shows that male and female blind students are equal on intelligence, self-acceptance, security and frustration. It can further be elaborated as that male and female students are same in intelligence, they accept themselves equally as what they are, they have equal type of security levels and possess same amount of frustration. But so far as the school achievement is concerned males have been found superior than females as there exists a significant difference between the two groups. This difference may be due to the reasons that being males they have access to discuss their academic problems with their teachers, friends, counterparts etc. whereas, the female blind
students are confronted with certain kind of social reservations. They feel hesitation in discussing any matter with their male teachers and counterparts. Since the society is male dominated, more attention is paid on the male child, even parents treat their daughters and sons in a different manner. The female child is given lesser chances of exposing themselves in school, neighborhood and society, which ultimately affects their school performance. Hence in the investigator's opinion, the disparities should not be made on the gender basis specially in the case of blind girls.

The need of the hour is that the efforts should be made by the Government as well as the NGO's to establish centres for training parents and other society members regarding the specific problems of blind girl children. They should be made aware of the fact that blind girls also possess the potentials like male counterparts. Moreover, curriculum should be designed in such a manner that the deep rooted element of gender bias, cultural taboos and superficial societal norms must be altogether eradicated. Such kind of efforts in the field of education of female visually challenged will be a step forward for their desirable achievement.

The investigator computed inter-correlations among different variables in the study viz-a-viz; intelligence, self-acceptance, security, frustration and school achievement. These inter-correlations have been computed separately for male, female and the total sample. The results reveal that significant relationships occur between intelligence – security, intelligence – frustration and security – frustration. From the results it can be deduced that male blind students because of their good intelligence feel secured. Secondly, they are intelligent but are
having frustration. It means that they comprehend the things very sharply and are sensitive to the reactions of the society and hence get frustrated. Thirdly, they feel secure but are frustrated also. This frustration may be due to the undesirable treatment of the society. They face problematic situations when they enter real life situations. So being serious about their future and career and having good intelligence levels, they feel that they will not be adjusted in the society, resulting in frustration. So it is implied that proper educational facilities equipped with modern technology, conducive environment imbibing positive attitudes must be provided for the adequate development of the blind. Society must shun the dogmatic approaches to tackle the problems of the blind. The attitude of jingoism must be replaced by the versatile character among the social members.

So far as the female students are concerned, significant relationship have been found between intelligence – security, intelligence – frustration, security – frustration and frustration – achievement. The results indicate that the female students are possessing higher intelligence levels and feel themselves secured. They are intelligent but frustrated also. This frustration may be due to the reasons that these students because of their good comprehensive levels, react to the negative reactions of the society resulting in them frustration. They feel themselves secure but are frustrated also. It may be due to the reasons that they do not get right kind of recognition in the society because of the male dominated trends in the society. Moreover, they are possessing frustration but better achievement also. This may be due to the facts that they are very serious and anxious about their studies and future and
hence resulting in them frustration. Furthermore, they are very conscious about their career and adjustment because they feel themselves in a very deteriorated conditions.

Hence the investigator implied that assiduous efforts should be made by the sighted society to eradicate the negativism for the female blind. The right type of cultural traditions should be encouraged, reservations imposed on them should be replaced by the democratic environment and the various academic activities must be given realistic shape in the educational system. The government and other voluntary agencies are suggested to come forward in this regard. The collaborative efforts will provide avenues to grow the female in a positive manner.

In the total sample also the investigator found the significant relationship between intelligence–security, intelligence–frustration, security – frustration and frustration – achievement. The results signify that the blind students (both the sexes) are intelligent and feel secured. They are intelligent but have frustration. The frustration in them may be due to the negative attitudes of the society towards them, derecognition of the potentials of the students, unavailability of the various facilities and inaccessibility of the jobs to them. No doubt, that they do not have feelings of insecurity but they have been found frustrated. The reason behind this may be that when they think about the real life situations, they hardly see a bright future. The findings of the study also reveal that frustration is positively and significantly related to school achievement. This leads the investigator to say that frustration indirectly or unconsciously encourages these children to concentrate more
on their studies which results in their better school achievement.

Needless to say that frustration is fruitful only up to a certain level. Beyond that level, it may have the negative effect on their school achievement. Since these students are very much aware and serious about their life and future so they work more hard in their studies so that they can adjust themselves in the society. The investigator is of the view that policy planners, professionals of the field and curriculum designers need to pay due attention to the special educational needs of this population. Apart from this, parents, educators and other society members should be made aware of the fact that they have to check the frustration level of these children. For this, frequent psychological assessments are inevitable, which will lead these children to achieve accordingly and good positions in the society. More important is the need of implementation of policies and legislations. The government of India has enacted the Disability Act in 1995. But this act is not being implemented in a desirable fashion. The investigator implies that tormenting, indifferent attitudes, non-acceptance and derecognition of their potentials and abilities by the society must be discouraged.

The main thrust of the investigator in the present investigation was in locating the independent variables viz-a-viz, self-acceptance, security, and frustration, that affect the school achievement of the blind students. In the present study the investigator employed Multiple Regression Analysis, for finding out the determining values of independent variables after partialling out intelligence. The results of the study showed that the lone variable that determines the achievement
of the students is, frustration, whereas the rest of the factors do not have any impact on their school achievement. The $\beta$ (beta) value through Multiple Regression Analysis came out to be significant at 0.01 level of confidence. The $\beta$-value was positive also, which signifies that frustration has contributed to a large extent in determining the school achievement of the blind students.

However, in the case of male blind students, no independent variable under study came out to have significant value in determining their achievement. But in the case of female blind students and total sample (both the sexes), frustration came out to be the lone factor in determining their school achievement. From the results, it can be deduced that higher the frustration, higher will be their achievement, but the frustration is fruitful only up to a certain level. Beyond that level the frustration may have the negative effects on the achievement of the blind students. Since blind are more sensitive, anxious, conscious and serious about their future life and understand the real value of education, they devote more time to their studies and that too with full concentration. They are aware of the fact that they are living in the competitive era of scientific and technological advancements. So in order to face multifaceted challenges in their life they take frustration in a positive manner which encourages them to work assiduously in the field of education.

The investigator intends to suggest that first of all the parents of the blind wards have to be very careful about the psychology of the child. The ill-fated child should brought up in a very democratic and generous way. Needless to say that
parents either show excessive pity or rejection to these children. This may lead them to higher level of frustration which will be injurious for them, from the point of view of personality development and educational achievement as well. Efforts should made by the state as well as the central government to establish the Parents Training Centres at district level which may help them, how to bring up their blind child.

Moreover, special educators are suggested to redesign the curriculum keeping in view the scientific and technological advancements in the society. The conventional jobs like candle making, cane work etc. should be replaced by the education of modern computers and information technology. This will help to check the level of frustration of blind students as they will also have the knowledge of the latest developments and trends in the society. The participation of the blind students in higher education has also come to a standstill, because of non-availability of the facilities required for these children. Hence the necessary facilities are needed to be provided to them, so that they may go for higher education also. The investigator opines that alongwith the overhauling of the educational system, there is a dire need that NGO's, voluntary agencies and other social organizations should come forward and join their hands for making ceaseless efforts for the proper development of the blind population. In fact, the whole responsibility devolves on the society because it is the society that determines various roles and absorbs the individuals in their respective fields.

The investigator on further analysis, computed ANOVA as well as Duncan’s Mean Test to compare all the variables under study making three groups based on frustration variables (Gr1 –
low frustration, \( Gr_2 \) - average frustration, \( Gr_3 \) - high frustration). The results based on Duncan’s Test leads the investigator to conclude that intelligence and security have direct proportionality with frustration. These results are corroborated by the results presented in Table No’s.- 4.6, 4.7 and 4.8. Therefore, it is suggested that efforts should be made by the parents and other society members to minimise the frustration as far as possible, so that we can harness the intelligence of these children to the maximum level. Moreover, this minimization will also be helpful to make them feel more secured, which will help them to lead a decent and prestigious life. Further, the investigator suggests that family is the most important agency so far as the personality development of the child is concerned. There is a need to establish Guidance and Counselling Centres, where parents and other family members may be explained the techniques of dealing with these children. Apart from this school authorities are suggested to arrange frequent meetings with parents, where parents can interact with the authorities about the personal problems of the child. This may help a lot in reducing frustration and raising their self-acceptance level.

When the school achievement of all the three groups based on frustration was compared by Duncan’s test it was found that low and high groups differ significantly on school achievement. This signifies that frustration and school achievement are asymptotic in nature (i.e; higher the frustration, higher will be their achievement). This finding is confirmed by the results presented in the Table No. 4.10. Needless to say that frustration up to a certain level plays a prominent role in the mental health of the child but beyond
that level it may create personality disorders in them, which ultimately affect the school performance in a negative manner. Therefore, parents, special educators and school authorities have to be very careful and sincere about the treatment given to these children at home, school or public places.

The investigator opines that visually challenged need to be treated psychologically by their parents, siblings and other society members. School authorities and special educators should try to provide conducive, healthy and most suitable environment in the school. Besides, much emphasis should be laid on redesigning of the curriculum which should be need based and to make the children aware of the scientific and technological advancement taking place in the society. This will help them to do at par in all spheres of life including education. Government and NGO's and other voluntary agencies are responsible to come forward to establish training, guidance and counselling centres for the people concerned with these children. Above all the law enforcing agencies should emphasize on the implementation of Disability Act 1995, in which equal opportunities, protection of rights and full participation of disabled have been guaranteed.

In the conclusive lines the investigator is of the view that visually challenged cannot be rehabilitated unless the research in the field of special education is conducted. In fact a very little attention has been paid to research in this most important rather thrust area.

Since the problem under study is very comprehensive and complicated in nature but due to certain well-known reasons the investigator could touch only a fringe of the problem.