CHAPTER-I

INTRODUCTION

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The problem

A perpetual quest of man is to know himself, to understand the world around him and to adjust accordingly. Social system, reasonably provides such environment for man’s inquisitive nature. In fact, the social milieu enables to grow, flower, and unfold man’s inborn capabilities. A group, community or human society to whichever man or woman belongs to, makes a lot of differences in one’s personality and the development of the norms of life. In man’s all round and harmonious development, he is not conceived as a separate entity. His life becomes richer and fuller in the society. For him society is essential desideratum.

Equally important is the progress and development of the society. If every member of the society joins to carry on different tasks of the society, the society will definitely lead towards progress. But unfortunately the important section of the society, i.e., special needs children are neglected, whereas various studies have revealed that these special needs children have proved fruitful in different dimensions of the society. Among special needs children 16.15 million (India 2001) visually disabled comprise a major chunk of the society. Still this hapless segment of the society is not receiving proper
attention and care. So if the proper attention, access to education, participation of visually disabled in different dimensions, implementation of the rules is not held in a proper way, it will lead Indian society towards a miserable, disastrous and alarming situation.

However for practical purposes, it is important to know the universally accepted explanation of blindness. Blind is a term used to refer to those who have either no vision or, have only light perception—the ability to tell light from dark, but not light projection—the ability to identify direction from which light comes. The legal term for blindness is corrected visual acuity of 20/200 or less in the better eye or field of vision 20 degrees or less. In order to avoid the ambiguity, regarding the various meanings attached to the term blindness, particularly in the context of the legal definition, WHO has suggested a preferred nomenclature for visual impairment as follows:-
### Table - 1.1

**Terminology for impairment of visual acuity**

<table>
<thead>
<tr>
<th>WHO Category of vision</th>
<th>Degree of impairment</th>
<th>Visual Acuity</th>
<th>Synonyms and Alternative definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal</td>
<td>None</td>
<td>0.8 or better (5/6, 20/25)</td>
<td>Range of normal vision</td>
</tr>
<tr>
<td>Slight</td>
<td>Less than 0.8 (&lt;5/6 or 20/25)</td>
<td>Near normal vision</td>
<td></td>
</tr>
<tr>
<td>Low vision</td>
<td>Moderate</td>
<td>Less than 0.3 (&lt;6/20 or 20/80)</td>
<td>Moderate low vision</td>
</tr>
<tr>
<td>Blindness</td>
<td>Profound</td>
<td>Less than 0.05 (&lt;3/60 or 10/200)</td>
<td>Profound low vision or moderate blindness, count fingers at less than 3 mts.</td>
</tr>
<tr>
<td>Near total</td>
<td>Less than 0.02 (&lt;1/60 or 3/200)</td>
<td>Severe or near total blindness, count fingers at 1 mt, or less, hand motion at 5 mts. Or less.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>No light perception</td>
<td>Total blindness including absence of eye</td>
<td></td>
</tr>
</tbody>
</table>

Thus, WHO recognizes visual acuity of less than 0.05 or 3/60 or 10/200 as blindness. In most of the countries throughout the world this definition has been adopted as the legal definition. In India, severe low vision, i.e., visual acuity of less than 6/60 or 20/200 has been considered as blindness. Hence in Indian context, blindness has been defined as, total absence of sight coupled with visual impairment of 75% or
more and visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye after correction.

The loss of eye-sight has never been viewed as a trivial matter, either by the individual who suffers from it or by those who are concerned with him. For the great majority of individuals even until relatively modern time it has meant uselessness to the self and the society. For society it has meant a perplexing economic and social problem—a problem that begets many more problems. In the primitive societies, the blindness was considered a perplexing rather surprising phenomenon. These primitive societies viewed the visually disabled as undesirable specimens of the human race, unfit to live. So having totally negative attitudes toward blindness, these persons were either killed or subjected to various ill-treatments.

In the early urban societies, there was no concept of the potentialities of the blind, however, they were tolerated to exist upon their own fate. The blind individual was viewed not only as being extremely hard hit by life or fate but also unfit to care for himself in the complicated situations. If we look into this matter honestly and democratically or compare such attitudes by the present era's standards, this approach to the problem of
blindness seems most degrading, demoralising and barbarian. With the renaissance, the early maltreatment disappeared from the society and it brought to the fore charity, benevolence and concern for one's fellow-man. This trend of the society led to the emergence of asylums for the blind people. No doubt, these asylums protected the blind persons from the barbaric acts of the society, but these asylums served as the virtual prisons for the ill-fated community. Since the asylums were run by the Christian monasteries and not by government agencies, so the living conditions were meagre at best. Confronted with the miserable conditions inside the asylums and fed up with the prisonery life, majority of the blind individuals started roaming in the streets. The most favourable attitude that emerged during this period, was that the blind person was left to the generosity of the passersby. It would not be out of place to mention here, that such attitude still persists around the world.

The history of the blind community is replete with examples, that some blind individuals coupled with other handicapped ones, depended for their assistance more on their own resources than on the favours of charitable trust. Such attitude or thinking signifies that handicapped individuals did not view themselves as being so pitiable as the non-
handicapped regarded them. Consequently, some blind individuals managed to say good-bye to the asylums and the degraded beggary life. These blind individuals through their own ceaseless efforts and assisted by many social reformers and philanthropists started to receive education and reached to the pinnacle of fame. Even without special education as practiced today, these individuals made solid contributions to the fields of science, mathematics and literature.

The proper or organised form of education, i.e. reading and writing of the blind dates back to the era of Louis Braille. He was the brilliant student and a great musician, who, in 1829 invented a method of writing for the blind, consisting of configuration of raised dots. Its simplicity of production and utility for communication were readily evident to blind students, and it quickly spread to schools in other countries. Each culture modified the basic form of the writing to serve local language and writing conventions. In the early 1990's, written forms of Braille encode languages as diverse as Arabic, Chinese, English, Hindi etc. There are also Braille systems for musical and mathematical notations.

During the 19th century residential schools modeled after the Franc's institution were established in several European
countries and USA. Largely due to the influence of Christian missionaries, residential schools for blind students were also established in China in 1876, Korea in 1894, India in 1887 (Fazelboy, 1989).

However, the USA and various European countries developed variety of programmes for the education of the blind. In today's terminology such programmes may be called as expanded educational programmes for the blind. The programmes like segregated day classes, co-operative day classes, resource room plan, itinerant teacher plan, the educational consultant programme or plan emerged and got wide-spread publicity throughout the world.

Residential schools remain a strong component of educational instructions for blind children. However, Samuel Gridley Howe, first director of Perkins school for blind in Boston, Massachusetts, advocated public day school education for blind children. The movement to provide integrated education for blind continued, and is entering its second century. Several models have been developed to provide educational services which integrate visually impaired children with sighted peers. As early as 1887, a school in Scotland provided children access to public instruction with sighted
classmates (Roberts, 1988), and in 1894, P. Yang womans' special class for blind were established in Korea (Rhee, 1988). A resource room programme in 1900 in Chicago, Illinois, provided blind children with special instruction in Braille and typing but integrated them with sighted class-mates.

However, there is a need for world-wide policy making that acknowledges the abilities of the blind. Societal attitude toward blindness is frequently negative, and in many societies and cultures a blind child is considered an embarrassment or tragedy for the family. These attitudes establish barriers which limit educational opportunities and diminish creativity in addressing the needs of such children. One of the greatest challenges in the education of blind children in the advancement of education is to change public attitudes towards blindness. Since the late 19th century changes in the education of visually impaired have been influenced strongly by changes in public education for all children. Nations world-wide are passing legislations requiring educational services for handicapped individuals. However, successful implementation of these laws and inclusion of visually handicapped individuals into society requires more competently trained teachers, improved knowledge and acceptance by society of the abilities
of those with visual impairments. The success of educational programmes is contingent on early intervention. Many promising advances in medicine can prevent and correct visual impairment and many technological innovations can provide compensatory skills.

INDIAN SCENARIO OF EDUCATION FOR SPECIAL NEED CHILDREN

In the present era, democracy has attained its full maturity and it advocates that all individuals are equal and have equal claims to their rights. Equality of educational opportunity is intimately related to the economic development of the individual as well as the country. Simple theoretical concepts or expansion of educational opportunities cannot bring about proper economic progress, unless there is equitable distribution throughout the society. Inequality of the educational opportunity is the major hindrance in the economic advancement. But essentially, equality of educational opportunity is a pre-requisite for accelerating the pace of national development. The Article 26(1) of the Declaration of Human Rights embodies that every individual of the world has the right to education.
So it was in this regard, that right to education has been enshrined in ‘Article 41’ as a directive principle in the constitution of India. The same article enshrines right to public assistance in the case of disablement. Education and welfare of the disabled has been granted constitutional status in India. “In India, education of the disabled was not accepted as a legitimate component of general education and continued to be treated as a mere welfare activity. It had to wait for four decades after independence to be recognized as a component of general education and to be included in the disadvantaged groups needing special attention under educational opportunities” (Jangira, 1989).

According to Kothari commission (P.123), the primary task of education for a handicapped child is to prepare him for adjustment to a socio-cultural environment designed to meet needs of the normal. It is essential, therefore, that the education of handicapped children should be an inseparable part of the general education system. The differences lie in the methods employed to teach the child and the means the child uses to acquire information. These differences in methodology do not influence the content or the goals of education. This form of education, is therefore, conveniently called as “special
education”. As the commission has observed, determination of the size of the handicapped population has eluded educators, planners and social workers, not only in this country but also in many advanced countries.

National Policy of Education (NPE) 1986, for the first time considered education for all as one of the cherished goals, of national development. Universalisation of primary education is a step towards realization of this goal. The policy recognizes that non-enrolment and drop-out of special need children is one of the major difficulties in the realization of this goal. One of the special groups, which has received inadequate attention so far, is that of visually disabled children. Outlining the steps for ensuring equal educational opportunities for the handicapped, the national policy on education (NPE) 1986, states that the objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. It envisages, that “wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others”. The NPE (1986) stresses that as education of handicapped in special schools is very costly, it will be ensured that only those
children, whose needs cannot be met in common schools be enrolled in specials schools. Once they acquire communication skills and study skills, they will be integrated in common schools.

The Nurul Ismail Committee on legislation for the Handicapped (1988) has included education in the 'Draft legislation'. It mentions that state shall endeavour to provide free and universal elementary education to physically and mentally handicapped children. The state shall also provide assistance to them for education and training at the secondary and higher levels. The draft legislation also lays emphasis on integrated education. It proposes that policy of the Govt. should be to promote integration through "integrated education programmes". The draft legislation even proposes that, if required, government may set up residential schools for those who are no longer supported by common schools. The draft legislation thus emphasizes integrated education and proposes that special education also be continued. The central scheme for integrated education for the disabled children (1989, revised) purports to provide educational opportunities for disabled children in common schools. A large number of state Govt's. have already adopted this scheme. They have
established administrative cells for monitoring this scheme. The Acharya Ramamurthy committee suggested support for families having children with disability to improve educability, and redefinition of the role of special schools which would serve as resource centres for integration in addition to educating children whose special needs cannot be met in general schools. The revised policy formulations and the NPE programme of action (1992) did move forward by recommending that all schemes of education should be made responsive to children with physical and intellectual impairments (MHRD, 1992).

The gap between policy and implementation causes worry (Pandey, 1995). The DPEP raises optimism about the implementation in the participating states (Jangira, 1995). The evaluation of PIED (the project integrated education for disabled) using the composite area approach carried the policy regarding the education of children with disability forward (Mani, 1993, 1994). The multi-site Action Research Project (MARP) on twenty three sites has provided experience in evolving inclusive schooling to meet special needs with focus on learning and achievement by all children (Jangira and Ahuja, 1991, 1992, 1994). Its inclusion in DPEP and consideration of the Salmanca statement and Framework of Action on special
needs education should inform further policy review and formulation.

The education policy is at the stage of integration at the federal level. The response in the states, however, is uneven. Some states have yet to share investment in education of children with special needs besides mere utilization of the funds available under the centrally sponsored scheme of integrated education for disabled children (IEDC). The education department is yet to assume full responsibility, including education in special schools. The state programmes of action to implement the NPE have yet to reflect this concern. The central and state governments should capitalize on the PIED and MARP experience to realize the goal of education for all. However the coverage of blind under these schemes is negligible. The Govt. of India has enacted an act in 1995, for providing the equal opportunities, protection of rights and full participation of disabled in every sphere of life.

However, whatsoever, the strategies, policies and acts have been framed so far, lack of proper implementation can be observed easily. Even the law-enforcing agencies have proved to be futile and useless in this regard. Such a gruesome situation has only emerged due to the negative attitudes or concepts of
the seeing population toward blind. Another, important or most contributing factor in the undesirable treatment to blind, is, that there is lack of awareness of the psychological needs of blind. As a matter of fact, the personality or psychological problems of the blind have never been studied or understood in an effective way. There is a dearth of researches so far as the personality or behavioural or psychological problems of the blind are concerned. Social, educational and political efforts are carried out for the upliftment of its native members. But unfortunately, all such efforts have proved to be a Herculean task for the blind. Researches related with the education of visually disabled is still at its infancy stage. Review of related literature suggests that a very few studies have been conducted in some areas of blind and their education. Psychological problems in relation to achievement of the blind students have not been studied in an exhaustive manner.

The above discussion leads to conclude, that, efforts should be made to change the negative attitude of the sighted for blindness. Secondly effective implementation of programmes or policies should be introduced. The social reformers, philanthropists and NGO’s should come forward and help this hapless section of the society. Above all, the psychological
needs of the blind children should be studied in a detailed manner in relation to their achievement through various research programmes. If such kind of efforts are made, there is every possibility that we can cope up with the problems of blind and their education. If fragmented or disintegrated means will be adopted to tackle the education of the blind, it can be said with firmness that we are leading towards catastrophe or a disastrous end.

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. Cowen (1958) while studying adjustment found no significant difference in
adjustment among blind and sighted adolescents. Sublock (1976) concluded that visually impaired were satisfactorily adjusted in all areas. Sharma (1977) observed that sensory handicapped are emotionally maladjusted. Aggarwal and Kour (1985) observed that correlates of anxiety and adjustment differed while examining visually and hearing impaired. 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. Smits and Mommers (1976) found significant differences between blind and sighted subjects on intelligence measure. Vanderkold (1977) concluded that age and level of education of visually handicapped subjects are related to verbal intelligence test scores. 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 & 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. **Abbas (1987)** conducted a study on the academic achievement of visually handicapped and non-handicapped. The investigator deduced that:-

(i) That visually handicapped are behind in academic achievement when compared with their sighted counterparts. The difference has been found significant even after controlling the effect of general anxiety.

(ii) When both the groups belong to low-level of general anxiety, visually handicapped are not retarded in academic achievements.

**Nisar (1990)** found congenitally blind superior in academic performance when compared with adventitiously blind. Academic achievement of both the groups was not found affected by psychological problems as will as by extroversion. **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.

**Statement of Problem**

The present study aims at finding out effect of self-acceptance, security-insecurity and frustration on the school achievement of visually disabled secondary school students.
DEFINITIONS OF THE IMPORTANT TERMS

1. Intelligence

Needless to mention here that one of the single factor that affects school achievement is intelligence. However, psychologists do not agree upon one single definition. Several definitions have been put-forth to explain the different facets of intelligence.

Alfered Binet (1916) said that intelligence is a general intellectual capacity which consists of an individual’s abilities to make sound judgement, to judge well, to comprehend well, to reason well and to be self-critical.

Wechsler (1944) defined intelligence as the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

Guilford (1967) defined intelligence on the basis of structural consideration of discrete factors. He proposed a three dimensional model of intellect called the structure of intellect model or SI model. The model has tried to simplify the picture of intellectual traits relationship by organizing the traits along three dimensions viz., contents, operations and products. Each of these aspects were analysed and separated into sub-
categories: five for operations, six for products and five for contents making a cube of 5x6x4 = 120 cells.

2. Frustration

Freud (1933) reported that aggression is an expression of frustration. According to him, frustration occurs whenever pleasure seeking or pain-avoiding behaviour is blocked. Feeling of fear to failure, thus germinates frustration. The frustration-aggression hypothesis asserts that the occurrence of aggression always presupposes the existence of frustration, and countrywise, the existence of frustration always leads to some forms of aggression, (Filer, 1952).

According to Stranger (1961) Frustration is a state of emotional stress characterized by confusion, annoyance and anger. Interruption to goal seeking behaviour causes frustration. Rosenzweig (1941) defined frustration as, it occurs whenever the organism meets a more or less insurmountable obstacle or obstruction in its route to the satisfaction of any vital need.

An attempt to make a gross classification of conscious reaction to frustration has been made by Rosenzweig (1944). According to his classification responses to frustration can be designated as:-
(a) **Extrapunitive:** In this type of conscious reaction to frustration the individual directs his reactions towards outward situations and other persons. He expresses his anger towards other people and blames them for his misfortunes. Elements of the external world are the targets for his aggression and projection is frequently exercised without any objective situation.

(b) **Intropunitive:-** This type of reaction is involved when the individual experiences humiliation and guilt. He holds himself as responsible. It is directed towards oneself. The person may conceive of himself as inferior and unworthy and feels helpless or depressed.

(c) **Impunitive:** It is involved when the person experiences embarrassment and shame. This emphasis is not on blame of either the person involved or some other person or event. The situation is dismissed as being of little consequence.

These reactions to frustration indicates the adjustment levels and personality of a person who uses one variety of reaction to the exclusion of others. Rosenzweig has cautioned against the classification of persons according to this system because a person may have one way in one circumstance and
another way in different situation, inspite of the fact that he may have some over-all predisposition to respond in one of the three ways.

3. Security-insecurity

Security - the condition of being in safety or free from threat of danger to life or in which power or conquest is attained without struggle. Insecurity means the feeling of anxiety, inferiority, rejection, isolation, jealousy, irritability, inconsistency and tendency to accept the worst general pessimism or sorrow.

4. Self-acceptance

Self-acceptance means a sense of personal worth and satisfaction with self. The self-acceptance has been categorised as follows:-

(i) seeing oneself as one really is, accepting and understanding one's interests, needs and abilities.

(ii) seeing oneself as being accepted by others, being one of and conforming to the group.
5. Academic Achievement

It has been defined as, the knowledge attained or skills developed in the school subjects, usually designated by test scores or by the marks assigned by the teachers or by both.

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-correlation 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 effects of self-acceptance, security-insecurity and frustration on the academic achievement of male students after nullifying the effect of intelligence.

To find out the determining effects of self-acceptance, security-insecurity and frustration on the academic achievement of female students, after partiailling out intelligence.

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

**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.

**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. The whole procedure in outline is given in the chart as under:-
Representative sample of 200 blind students studying in various special schools of U.P. were selected.

Appropriate tool to measure intelligence was employed

Appropriate tool to measure self-acceptance was employed

Appropriate tool to measure security-insecurity was employed

Appropriate tool to measure frustration was employed

Marks attained by the students were recorded from the school records

Administered the tools on the students

Responses provided by 200 subjects were scored and tabulated

Appropriate statistical techniques were employed to analyse the data