CHAPTER V

DISCUSSION

As mentioned in the earlier Chapters, comparisons were made on intelligence, creativity and fourteen personality factors between the pairs of groups, namely (1) total special and total integrated students, (2) special school boys and integrated school boys, (3) special school girls and integrated school girls, (4) special school boys and special school girls, (5) integrated school boys and integrated school girls among the blind subjects.

Results on Intelligence:

As for intelligence the comparisons revealed no significant difference between the levels of intelligence of the blind subjects studying in special school environment and those studying in integrated environment. This very result is quite interesting and also useful in the sense that the total population exhibited a sort of homogeneity on the measure of intelligence as such it is very helpful in identifying more sharply the differences of other variables both in cognitive and non-cognitive domain.
Thus the first hypothesis of the present study, "there shall not be very significant differences between the blind students studying in the special school environment and the blind students studying in the integrated school environment on the measure of intelligence", stands confirmed.

The comparisons between the special school boys and integrated school boys on intelligence also did not yield any significant difference and only a difference of moderate significance was found when special school girls were compared with integrated school girls on intelligence. The integrated school girls showed an edge over their counterparts, the girls in special schools.

In the case of boys also, the boys in integrated schools scored slightly higher than the boys in the special schools, though the difference was insignificant. This little superiority of the integrated schools is quite understandable in the sense that they provide more challenging opportunities for the growth of mental abilities as both the sexes are vying with each other in all their school activities.

As such the second hypothesis, "comparisons between the boys in special and integrated schools as well as the girls in special and integrated school environment will not reveal significant differences on intelligence", of the present work stands partly accepted and partly rejected.
When sex-wise comparisons were made with the same environment, in the case of special schools, boys and girls did not show any significant difference on intelligence, but in the case of integrated schools, the girls were moderately superior to boys. It is not very much surprising now-days when the girls are found to be more involved and better informed in general. (Blair et.al, 1975, p.139). Our own experiences in the schools also bear a conforming note in this regard.

Thus the third hypothesis of the present work regarding the sex differences on intelligence, "There may be some differences on intelligence between the male and female subjects in both the school environments, special and integrated", once again stands partly rejected and partly accepted.

Results on Creativity :-

The results on creativity are quite provocative for the research workers. When the total special school subjects were compared with the integrated school subjects, it was found that the blind in the integrated school were far more creative than their counterparts in the segregated special school environment. A further analysis of the results involving the comparisons between special school boys and integrated school boys as well as special school girls and integrated school girls on the measure of creativity revealed a tendency of the superiority of integrated school in providing more favourable environment for the creative potential of the children in
comparison to the special schools. In this regard the integrated school boys exhibited sharper and more positive difference than the integrated school girls when compared to their counterparts in their special school environment.

The superiority of the integrated school environment for creativity is quite understandable as the integrated schools are more challenging and therefore more stimulating and more stirring for the minds of the pupils to exhibit their creative potential than the special school environment is where every one/sailing in the same boat.

The above results pointing to the superiority of the integrated school environment in boosting up the abilities of children are also supported by the findings of Singh, 1984; Jurrmaa, 1984; Sungin, 1989; on different variables.

Thus the fourth hypothesis, "on the measure of creativity it is expected that the blind students in the integrated school environment will be more creative than their counterparts in the special school environment," and also the fifth one, "the boy, and girls in the integrated school environment will exhibit a higher level of creativity than their counterparts in the special school environment stands confirmed.

The next two comparisons between boys and girls of the same school environment (i.e. special school boys Vs special school girls and integrated school boys Vs integrated school girls) did not show any significant difference.
The reason seems quite understandable, since the comparisons were made between the boys and girls no doubt, but they came from the same school environment as the earlier results have proved a similarity of levels of creativity, i.e., low for boys and girls, both coming from special school environment and high for both the sexes studying in the integrated school environment, it seems quite natural that when comparisons are made between the boys and girls within the same environments, special or integrated. The differences are quite understandably not going to be of any considerable significance.

As such the sixth hypothesis, "the inter-sex comparisons within the same school environment will also show the superiority of girls over the boys on the measure of creativity", stands rejected.

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**Results on Personality**

In respect of personality characteristics, the results of comparisons between the stipulated pairs of groups were found to be even more interesting and logically appreciable. There is found to be a very sharp difference between the special school children when compared with the integrated school children on the measure of excitability. The blind children in the special segregated school were found to be far more excitable than those studying in the integrated schools and it is not very much surprising as shown by the results on creativity where they stand at a very low level which is itself enough
to make one aggressive, arrogant, irritable and excitable. There is also a saying of a similar tone, "ignorance goes with arrogance". Just opposite is true for the integrated school groups who are high on creativity and less excitable in their personality.

The difference on 'H' factor, i.e., shy Vs adventurous, between the two groups, special and integrated are quite in consonance with the above results. Here again the subjects in special, segregated school environment so far found to be low on creative and high on excitability seem to be quite naturally more dashing and adventurous while those in the integrated school environment exhibit quite reasonably a reserved characteristic and a sort of shyness and humility which is the mark of high scorers in our daily experience. This very group was found to be more creative and less demonstrative and less excitable in the previous results.

The high level of creativity demands along with reservedness a degree of positive mental tension or a healthy degree of anxiety. It is therefore, not very surprising that the integrated school children who are high on creativity but low on excitability are a bit tense also and not so carefree and relaxed as their counterparts in the unchallenging special and segregated environment, as the results on Q4, relaxed Vs tense of the present study have demonstrated.
Thus the seventh hypothesis of the present research worker, "It is expected that on personality characteristics there shall be some differences between the blind studying in the special school environment and those studying in integrated school environment, "stands confirmed.

When the comparisons were made between the special school boys and the integrated school boys on different personality factors a clear-cut tendency was found in relation to factor D, i.e., excitable Vs undemonstrative as well as in factor Q4 relaxed Vs tense, "tendency in the sense that what was witnessed in the earlier comparisons between the total special school children and integrated school children was also found between the boys of the two environment respectively. Quite in consonance with the previous results on the factor 'D' the special school boys were found to be more excitable than the integrated school boys as such the explanation presented for the previous result on 'D' factor stands quite true over here also.

On factor 'Q4' the special school boys were found to be even more significantly carefree than the integrated school boys who exhibited a healthy level of anxiety and tenseness as was found in the case of previous comparisons between the total special school subjects and the integrated school blind subjects. The result needs no further repetition of the logic, however, since the difference is sharper in the case of boys it may be added that in the unchallenging segregated school
situation boys felt still more unconcerned and free from care than their counterparts who exhibited a high degree of carefulness and healthy anxiety.

Some new personality differences also appeared when the special school blind boys were compared with the integrated school blind boys. The special school boys were found to be tough minded (I) and socially group dependent (Q2) while the integrated school blind boys were inclined to tender mindedness (I) and self sufficiency (Q2). The differences were of a moderate level no doubt, but very much in tune with results on 'D' and 'Q4' factors discussed above. It seems quite natural that those who develop a carefree tendency and lack in the sense of responsibility have to depend on others. Therefore, it is not very startling if such people exhibit group dependence while their counterparts in integrated schools who were found to be more serious and careful and tense to healthy extent showed a reasonable level of readiness, alertness and self-sufficiency to shoulder their responsibility.

The results on factor 'I' showed that the special school boys are a bit tough minded while the integrated school boys are inclined to tender mindedness. The results appear to be quite natural in the sense that the relaxed, sociably group dependent are generally more tough minded as evidenced by the psychology of "gang behaviour" in the period of adolescence. Excitability and aggressiveness are quite common characteristics
of the gangs in this period (Conger, 1977). The irresponsible boys as it is also a common experience quite frequently exhibit these characteristics as found in the present study.

The reverse is true for the careful and self sufficient boys of the integrated school who quite undemonstratively shoulder their responsibilities and dislike distractions. For them it is not very queer and surprising that they are a bit more tender minded.

When comparisons were made between the groups of female subjects studying in the special segregated school environment and the blind girls in the integrated school environment two new factors emerge as their areas of difference in personality. The blind girls in the special schools were found to be emotionally stable (C) and adventurous (H) while the blind girls studying in the integrated school environment were found to be affected by feelings (C) and a bit more shy (H).

The earlier results have already evidenced that those studying in special and segregated school environment are rather unconcerned and careless as their school environment is not much provocative and challenging. Hence it is not very much unexpected that the girls also in the special school environment are more stable emotionally and more adventurous rather than more concerned about their target tasks. As a corollary of this result the reverse seems to be quite true
for the blind girls studying in the integrated school environment were more sensitive self-centred and shy enough to remain within their stipulated fields rather than be dashing daring and adventurous.

As such the eighth hypothesis of the present worker, "there may be a few differences of personality characteristics between the boys of the two school environments as well as the girls of the two school environment, i.e., special and integrated," stands confirmed.

When the sex differences were explored on personality dimensions between boys and girls of special school environment six areas were found to be of high significance namely factors 'B', 'I', 'J', 'O', 'Q₂' and 'Q₄' and two of moderate significance namely 'A' and 'C'.

Thus the special school blind boys emerged as less intelligent, tough-minded, zestful, self-assured, socially group dependent and relaxed. They were also inclined towards warm heartedness and emotional stability. The special school blind girls on the other hand were high in intelligence, tender minded possessing circumspect individualism and exhibiting apprehensiveness, self sufficiency and ergic tension. They were also moderately reserved and affected by feelings.

These sex differences are quite understandable in the light of differential characteristics found with the
adolescent boys and girls (Harlock, 1974; Conger, 1977) as well as our day-to-day observations in teaching and learning experiences. The girls are generally more involved in their studies and possess a better awareness of their school subjects which is the result of their aptitude and intelligence also in comparison to the boys.

As discussed earlier, boys are generally more tough-minded, adventurous, enthusiastic while the girls being tender by nature are more tender-minded and more concerned about themselves, with a lot of shyness and apprehensions in comparison to the male counterparts. It is also quite reasonable that the girls being superior in their aptitudes feel more self-sufficient and more concerned about their own-self and their performance than the male counterparts who feel more carefree more self-assured and more associated with their gangs and groups of friends. In the light of these differences the warm-heartedness and emotional stability moderately going with the boys and the reservedness and greater sensitiveness going with the girls are quite understandable (Neog, 1990).

When the integrated school blind boys were compared with the blind girls of the integrated school once again emotional stability (C), zestfulness (J) and self-assuredness (O) were found to be the male characteristics, and affected by feelings (C), circumspect individualism (J), and apprehensiveness (O) appeared as the female characteristics. The recurrence of
the male and female characteristics further validates the
differential personality characteristics of the blind boys
and girls. Quite explainable on the lines discussed above in
the case of special school boys and special school girls.

In the light of the above findings and their discussion
the nineth hypothesis of the present worker, "There shall be
no significant differences in personality characteristics
between the boys and girls if compared in the same school
environment," stands rejected.

Thus the present study being a humble exploratory
attempt to identify the cognitive and non-cognitive personality
characteristics of the blind children in special and integrated
school environment, may be taken to be threshold work, inviting
the interested workers for further explorations and opening
new vistas and avenues of research.

The next Chapter presents a summary of results
and a few necessary suggestions.