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A COMPARATIVE STUDY OF FRUSTRATION CREATIVITY AND SCHOOL PERFORMANCE OF CONGENITALLY AND ADVENTITIOUSLY VISUALLY IMPAIRED

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Abstract

Present study is an attempt to study frustration creativity and school performance of congenitally and adventitiously visually impaired. 123 visually impaired (congenitally as well as adventitiously visually impaired from three special schools) was selected for study. Frustration test by N.S. Chauhan and Govind Tiwari was used. Creativity test by Baqer Mehdi, Socio Economic status scale by R.L Bhardwaj and N.S. Chauhan was used. Data was collected through interview technique since no test was available in Braille script. The difference between the mean scores on frustration obtained by both the groups is not significantly different even at 0.05 level. It may be concluded that the two groups under study have equal frustration level. Both the groups under study are not significantly different from each other. It is concluded that both the groups have equal creative potential. The difference between the mean scores obtained by the two groups on school performance is not significant i.e. Both the groups perform equally in their school subjects.

Keywords: Frustration, Congenitally, Adventitiously, Creativity Test, Braille Script.

Introduction

A nation cannot progress and prosper unless all the segments of the society work in a desired way. The unique fragments that are disabled are not less in number. According to census 2011 in India out of 120 crore population about 2.68 crore individuals are disabled, which is 2.21 % of total population. Internationally, an expected 53 million individuals live with visual impairment, out of which 36 million are visually impaired and 217 million have moderate to extreme vision problems. Visual impairment in India is assessed at 62 million, out of these 54 million people have low vision, and 8 million are adventitious visually impaired. Visually impaired were deprived of education in the past and have not been treated as equivalent to the general community.

Visual disability can be isolated in two parts congenitally and adventitious visually impaired. Congenitally visually impaired are those who are blind by birth or become blind up to the age of five years i.e., the child does not remember visual experience and visual information. Adventitious visually impaired have two types of experiences in their life, they remember some visual experience and experience of darkness. Adventitiously visually impaired are those who have become blind after the age of 5 years. This may influence their style of life including the school life they may be more disappointed with the things they face after blindness.

The objective of Government and Hallmark of National Policy on Education 2020 is the instructions for all will stay fragmented and less consideration is paid on the improvement of this part of accomplishment of this commendable and is never expected if the little portion of general public is barred. Hence there is a need to contemplate this population completely and incomprehensive way. It is important to know the distinction in ID the population the current examination does endeavour to consider disappointment imagination and school execution of intrinsic outwardly Impaired in the way of partially out the impact of socio-economic status and intelligence.

The current study in explicit terms looks to consider the frustration creativity and school performance of congenitally and adventitiously visually impaired children. the word difference significance of frustration

School performance- a particular degree of accomplishment on a learning task or a specific degree of capability in educational for elastic task. is directive or scholarly execution is a pre-determined degree of accomplishment for capability in scholastic work as assessment by educator's or by state and nested test or by a blend of both. in exact Where's school performance is capacity to perform well in school.

Congenitally visually impaired- on July Telly visually impaired are the children who have hindrance in their vision and are blind by birth or up to the age of 5 years means the children who have blind up to the age of 5 years this type of students does not recall the visual experiences. De smoke 1978 was of the view that children who lost their vision solar than five to six years of age held visual pictures of professional worth.



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Objectives of the Study

- 1. To compare the congenitally and adventitious Li visually impaired children on frustration creativity and school performance after passing out the effect of socioeconomic status and intelligence.
2. To know whether frustration and creativity of congenitally and advantages Li visually impaired are related with each other after parceling out the effect of social economic status and intelligence
3. To establish the relationship between frustration and school performance of congenitally and adventitious Li visually impaired after eliminating the effect of socioeconomic status and intelligence
4. To find out the relationship between creativity and school performance of congenitally and adventitiously visually impaired after controlling social economic status and intelligence.

Hypothesis: It was hypothesized that

- 1. Congenitally visually impaired or less frustrated, more creative, perform better in school, come from higher socioeconomic status and are not intelligent then their counterparts
2. There exists a significant and negative relationship between frustration and creativity of congenitally as well as advantages be visually impaired after partially out the effect of socioeconomic status and intelligence
3. Frustration is negatively related with school performance of both the groups under study when the influence of social economic status and intelligence is partial out
4. There is a significant and positive relationship between creativity and school performance of both the groups after parceling out the effect of social economic status

Procedure in outline

123 students Congenitally and adventitious Li visually impaired study in three schools were studied. Agar Anand Anand Vidyalaya Haridwar National Institute of visually handicapped Dehradun and Ahmed school for blind Aligarh,u/p. version for the the study. frustration test by NH Chauhan and Govind Tiwari was used. creativity test by baqer mehendi, Socio economic status scale by RL Bhardwaj and NS Chauhan was used. for intelligence test test of P N Malhotra was used. the information was gathered through interview technique no questionnaire for instruments were available in Braille Script. A composite mark in various School subjects serve the purpose of school performance of these students and that were converted into t-scores to make them similar in the current examination. The socio-economic status and verbal

Description of frequency distribution- the present investigation in studying Restoration, creativity and school performance of congenitally visually impaired, Socio economic status and intelligence play the role of control variable in this study. the test the frequency distribution of all these variables is being described. Mac Nemar (1962) is of the view that a distribution frequently found in psychological research is of the normal type which is sufficiently described by the mean and standard deviation. ordinarily it is not necessary to compute skewness unless the distribution appears to be skewed or to promote compute kurtosis and the distribution same field or flat. the nature of the research type of variables be studied and also the same files of sample are factors which need to be considered in making a decision as to the necessary for computing measurement of skewness and kurtosis. it is seldom advisable to compute these measures man and is less than 100

t- RATIO TO COMPARE CONGENITALLY AND ADVENTITIOUS LI VISUALLY IMPAIRED STUDENTS ON DIFFERENT FACTORS

1. FRUSTRATION

The following table presents the t ratio for significance of difference between means force and frustration obtained by congenitally and adventitiously visually impaired students.

Table-1

t- VALUE FOR SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF CONGENITALLY AND ADVENTITIOUSLY VISUALLY IMPAIRED ON FRUSTRATION

Table with 6 columns: Group, N, Mean, S. D, t-ration, Significance. Rows: Congenitally Visually Impaired, Adventitiously Visually Impaired.

Above table depicts there the difference between mean scores obtained by the two groups under study on frustration test is not significant as the t value (0.3375) indicates. it shows that the difference is not real and due to chance error. the hypothesis that



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congenitally visually impaired are less frustrated then adventitiously visually-impaired is thus rejected. The review of related literature reveals that some of the researchers have found the plants significantly different from cited on some personality factors. Dash and Mohanty (1981), Khan (1985), Anderson and Fischer (1986). on the other hand, some have found this population equal to their cited counterparts on personality factors. it and Mitra 1988, the finding of present investigation is contradicted by the study of Nisar 1990 who found that adventitious Li visually impaired have more psychological problems than their counterparts. they have more fear and anxiety conflict tension frustration etc. this contradiction may be due to the size and nature of the sample, measuring tools used, Statistical Techniques employed

Table 2

t- VALUE FOR SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF CONGENITALLY AND ADVENTITIOUSLY VISUALLY IMPAIRED ON CREATIVITY

Group	N	Mean	S. D	t-ration	Significance
Congenitally Visually Impaired	45	140.53	35.54	0..3905	Insignificant at 0.05 level
Adventitiously Visually Impaired	42	137.60	35.91		

It will be seen from the above table, the mean scores obtained by congenitally and adventitiously visually impaired are 140.53 and 137.6 respectively. The table shows that advantage of the visually impaired have obtained lower means force then congenitally visually impaired, which makes clear that the nature of blindness is somewhat hampering the creative potential of adventitiously visually impaired, but the ratio indicates that this difference is not significant even at 4.05 level of significance. Therefore, the hypothesis that congenitally visually impaired are more creative than their counterpart is not accepted.

Table 3

t- VALUE FOR SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF CONGENITALLY AND ADVENTITIOUSLY VISUALLY IMPAIRED ON SCHOOL PERFORMANCE

Group	N	Mean	S. D	t-ration	Significance
Congenitally Visually Impaired	45	310.39	35.39	0.40069	Insignificant at 0.05 level
Adventitiously Visually Impaired	42	307.30	35.65		

It is clear from the table that congenitally visually impaired students are not significantly better in school performance than adventitious leave is really a true mean is course on school achievement is higher. but the t ratio .40069Indicates that this difference is simply by chance. it is not because of their type of Visual impairment. that's the hypothesis that adventitious Lee visually-impaired perform low in comparison to congenitally visually impaired is not accepted. but Singh 1984 found blind academic achievement is higher than cited when they were placed in integrated School setting. However, Telford and Sawrey (1977) found no difference between blind and sighted when they were compared grade by grade. The findings of the present investigation are contradicted by the study of Vanderkock (1982) who concluded that adventitious play blind does better in Arithmetic and similarly then congenitally blind. The results of the present study are also contradicted by the study of Nisar 1990. She concluded that congenitally blind as superior in academic performance when compared with adventitiously blind. The reason of contradiction between the present investigation of this study may be the difference in size of the sample nature of measuring instrument used in statistical technique etc.

Table 4

t- VALUE FOR SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF CONGENITALLY AND ADVENTITIOUSLY VISUALLY IMPAIRED ON SOCIO-ECONOMIC STATUS

Group	N	Mean	S. D	t-ration	Significance
Congenitally Visually Impaired	45	54.35	10.00	2.248	Significant at 0.05 level
Adventitiously Visually Impaired	42	50.07	7.43		

table depicts that visually impaired from higher socio-economic status. when compared with their counterpart that is adventitious Li visually impaired the t value has been found significant at point 0.05 level of significance. this helps in accepting the hypothesis that congenitally visually impaired come from comparatively higher socio-economic status than their counterparts. this also indicates that the difference between the main is force obtained by the two groups under study is real. they are not different due to chance factor on socio economic status. no other factor plays any role between this difference except the difference of the type of blindness. it indicated that acquired visual loss is more in low socioeconomic status. it may be because of the negligence on the part of



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the parents to the eye disease of their children or lack of proper treatment after accidents and so on. the review of previous research is revealed that very few attempts seem to have been made to study the socio-economic status of blind. Advani 1965, Siddique 1989, and Sarita and Shaheen (1990) you have been made so far to compare the social economic status of blind keeping in mind the type of blindness that is congenitally and adventitious Li blind.

Table 5

t- VALUE FOR SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES OF CONGENITALLY AND ADVENTITIOUSLY VISUALLY IMPAIRED ON INTELLIGENCE

Group	N	Mean	S. D	t-ration	Significance
Congenitally Visually Impaired	45	24.64	5.99	0.244	Insignificant at 0.05 level
Adventitiously Visually Impaired	42	23.42	6.40		

The above table shows that congenitally and adventitious Li visually impaired are not significantly different from each other. It is clear from the value of T 0.24 which is significant at point 0 5 level. This statistic makes clear that both the groups are not really different from each other. this slide difference between Maine is force may be mainly due to the chance error. the hypothesis that both groups are equal on Intelligence is accepted. it is clear from the review of related literature that many attempts have been made to study the intelligence of blind. Kirk and Gallagher (1979) found that Blinds are slightly retarded on Intelligence. the findings of the present investigation are contradicted by the study of Singh and Sharma 1984 who studied only one aspect of Intelligence i.e., digit span, while in the present investigation many aspects of Intelligence have been included. apart from this measuring two Statistical Techniques used may also create this difference.

Table 6

t- RATIO AMONG DIFFERENT VALUES OF PARTIAL CORRELATION OF CONGENITALLY AND ADVENTITIOUSLY VISUALLY IMPAIRED

S.No	Factors	t-ratio between partial correlation values	Level of Significance
1	Frustration and Creativity	0.1754	Insignificant at 0.01 level
2	Frustration and School Performance	0.9864	
3	Creativity and School Performance	2.6486	

the review also reveals that social economics status and intelligence play a vital role in the life of visually impaired. Therefore, the effect of two variables has been partial out statistical e in the present study. for analysis of the data t ratio to find out the significance of difference between mean scores obtained by congenitally.

Bye congenitally and adventitious Li visually impaired on different factors and to know the significance of difference among the value of partial correlation coefficient Has been employed. the Analysis of data has been presented.

Product moment coefficient of correlation to find out the relationship between different factors of on generally visually impaired. it was necessary to calculate coefficient of correlation among all the factors before calculating partial correlation. the value of product moment coefficient of correlation is discussed. it may be concluded from the above table that all the values between frustration and creativity, and frustration and intelligence of congenitally impaired. these values of correlation are very low but negative indicating that frustration is helpful in hampering creative potential of congenitally visually impaired. Similarly, negative correlation but frustration and intelligence are the indication that low intelligent children are more frustrated in their life.

PARTIAL CORRELATION AMONG DIFFERENT FACTORS OF CONGENITALLY VISUALLY IMPAIRED PARTIALLING OUT SOCIO-ECONOMIC STATUS AND INTELLIGENCE AND THEIR t- VALUES.

1. Partial correlation between frustration and creativity of fun genitally visually impaired is 0.127 which is insignificant. means both these factors are not related with each other, apart from this the t value for the difference between the two correlation values is also not significant so it may be concluded that the relationship between these two factors is not different from each other.
2. Similarly, the frustration is not significantly related with school performance means frustration does not hamper the achievement in school subjects. the t value for the difference between these two relationships is also insignificant.



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3. So far as the partial relationship between creativity and school performance of on genitally visually impaired is concerned there is no contribution of creativity in school achievement.

IMPLICATIONS FOR EDUCATION

ultimate goal of education is to develop independent thinking and functioning productive participation in societal activities and healthy attitude towards self in all segments of the society. this is also implemented on Population of visually impaired. Apart from the other goals of education of visually impaired the most important goal is to rehabilitate them in all spheres of life. for achieving this goal, they should be imported the most suitable education list of desired changes in their educational system are possible only if they are studied psychologically as well as educationally. this task can be fulfilled by conducting researches in this field. in the present investigation and attempt has been made in the same direction.

Partial correlation between frustration and creativity and frustration and school performance understudy are the positive but is significant when the effect of social economic status and intelligence has been for shelled out. naturally their t-value or also not significant. similarly, the partial relationship between creativity and school performance of congenitally visually impaired is positive but in significant. the significant partial relationship shows that creative potential helps in group performing better in school subjects therefore it is suggested that the creative potential of this group should be developed and nurtured well in parents as well as educator's may be guided to provide all facilities to the child helpful in divergent thinking abilities. By nature, these children are curious to know like Independent and free thinking, have in tuitions, original in thinking and have risk taking behaviour there for psychological freedom and flexible curriculum for the needs of these children teaching community as well as parents are responsible for fostering this potential because it is clear that if this potentially e is nurtured in a desired manner only then they may perform accordingly in their school subjects. so, the main and faces of educational 30 should be to develop confidence in them, provide opportunities to free expression and organising special programs which facilitate divergent thinking. Moreover, Emphasis should also be laid on brainstorming which leaves the child to produce original ideas regarding any problem. these are the methods through which we can provide more suitable education to this population and raise the standards of the same too.

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