



# INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

## Frustration, Creativity and School Performance of Adventitiously Visually Impaired

Dr. Anjul Sharma  
Principal  
DIET, Karkardooma  
Delhi, India

### Abstract

Present study is an attempt to investigate frustration, creativity and school performance of adventitiously visually impaired. As perusal of researches conducted in the area of Visual impairment reveals that some attempts have been made to understand visually impaired its characteristics and their performance in different fields including academic achievement. But these studies including academic achievement are inconclusive. It may be because the investigators have combined both types of blinds in the sample of their research. However, some attempts have been made to study them according to the type of Visual impairment. But no attempt seems to have been made to compare congenital and adventitious blind on psychological factors frustration and creativity and school performance in subject after eliminating the effect of socioeconomic status and intelligent therefore it was felt to study this population keeping in mind the age of onset of blindness. 123 visually impaired students belonging to three institutions were selected for the sample of study. Frustration test by N.S. Chauhan and Govind Tiwari was used. Creativity test by Bakar Mehndi, Socio-economic status scale by R.L. Bhardwaj and N.S. Chauhan was used for intelligence test P.N. Mehrotra test was used. The data was collected through interview technique since the measuring instruments were not available in Braille script. It was concluded that acquired visual loss is found more in lower socio-economic status. Adventitiously visually impaired differ significantly on the relationship between creativity and performance in school subjects.

Nation can't advance and thrive except if all the fragments of the general public are minded in an ideal way. The unique fragments i.e., debilitated are not unimportant in number. According to enumeration 2011, in India out of 121 crore population, about 2.68 crore individuals are debilitated, which is 2.21 percent of absolute populace. Around the world, an expected 253 million individuals live with visual hindrance, out of which 36 million are visually impaired, and 217 million have moderate to serious vision debilitation. Visual Impairment in India is assessed at 62 million, of these, 54 million people have low vision, and 8 million are visually impaired. Obviously number of blinds is in fact extremely huge and it is cautioning also. It is grounded truth that outwardly debilitated have not been treated as equivalent accomplice of the general public in the far off past. There was an idea that they were the most futile animal on this planet as they pass their life all alone. They were considered as weight on others. It was felt that any incapacity including visual debilitation isn't because of God's will rather it is caused absolutely by an interchange of chance factor with the developmental cycle. This came about into an audit and great reasoning.

Visual impedance can be separated into two sorts, intrinsic visual disability and unusual visual weakness. Inborn visual debilitation is since birth or up to the age of five years when the kid can't recall the seen insight for the entire life. From absolute starting point live in similar kind of climate so steps with respect to the entire climate are unique in relation to adventitiously visually impaired. Adventitiously visually impaired have two sorts of involvement with their life first thing experience and afterward the experience of obscurity. This may influence their style of life including the school life stop on account of this explanation they might be more disappointed, less changed and free personality, etc.

The calculable objective of Government and Hallmark of National Education Policy 2020-schooling for all will stay inadequate and less consideration is paid on the advancement of this part the accomplishment of this laudable point is never expected if the little portion of the general public is avoided. Subsequently there is a need to consider this populace altogether and in comprehensive way. It is important to know the distinction inside the populace the current examination does endeavors to contemplate dissatisfaction, inventiveness and school execution of adventitiously outwardly disabled subsequent to partialialling out the impact of social monetary status and knowledge.

The present investigation in specific terms seeks to study the frustration, creativity and school performance of congenitally and adventurously visually impaired school going children. The dictionary meaning of **frustration** is blocking thwarting of goal directed behaviour or unpleasant state of tension anxieties and heightened sympathetic activity resulting from blockage or thwarting. Thus, a frustrated individual as a feeling of mingled dread and apprehension about the future without any specific cause of fear. moreover he/ she lives in a condition of unrest and restlessness, accompanied by the feeling of muscular strains the individual is not able to reach the goal because of these states of mind. **Creativity** is defined as "Creativity is a process of becoming sensitive to problems, deficiencies gaps in knowledge missing elements and so on, searching for solutions, making guesses for formulating hypothesis and possibly modifying and retesting them and finally communicating the results." Creativity means the ability to produce something new in any field or to solve the problem using new ideas. The creative individual has novelty in ideas, thoughts, concepts and relationships. Guilford (1966) has defined this term as "divergent thinking ability" i.e., the ability which is not convergent or conventional."

### **Academic Performance**

A specific level of success on a learning task or a certain level of proficiency in scholastic for academic work. Educational or academic performance is a specified level of attainment or proficiency in academic work as evaluated by teachers or by standardized test or by a combination of both. in precise manner academic performance is ability to perform well in academic education.

### **Adventitiously Visually-Impaired**

Adventitiously visually impaired are those who become blind in later years of life after the age of 5 years i.e., they remember some visual experience and information. This blindness may be due to child abuse, like disease, brain damage.

### **Objectives of the study**

- 1.To know whether frustration and creativity of adventitiously visually impaired are related with each other after partialing out the effect of social economic status and intelligence.
- 2.To establish the relationship between frustration and school performance of adventitiously visually impaired after eliminating the effect of social economic status and intelligence.
- 3.To find out the relationship between creativity and school performance of adventitiously visually impaired after controlling social economic status and intelligence.

### **Hypothesis**

It was hypothesized that

- 1.There exists a significant and negative relationship between frustration and creativity of adventitiously visually impaired after partialing out the effect of social economic status and intelligence.
2. Frustration is negatively related with school performance under study when the influence of social economic status and intelligence is partial out.
- 3.There is a significant and positive relationship between creativity and school performance of the adventitiously visually impaired after partialing of the effect of social economic status.

### **Procedure in outline**

123 visually impaired students belonging to three institutions, one in Ajranand Anndh Vidhyalaya,Hardwar,NIVH blind school, Dehradun and Ahmadia School for Blind,Aligarh (U.P),India was selected for the sample of study. Frustration test by N.S Chauhan and Govind Tiwari was used. Creativity test by Bakar mehndi, Socio-economic status scale by RL Bhardwaj and NS Chauhan was used for intelligence test P.N. Mehrotra test was used.The data was collected through interview technique since the measuring instruments were not available in Braille script. A composite marks in different School subject serve the purpose of school performance list of these marks for converted in t- score to make them comparable in the present study. The socio-economic status and verbal intelligence have been employed as control variables what is the subject under study was asked about the age of onset of blindness to know the nature of their blindness after answering all the measuring tools scoring was done for analysing the t-test product moment coefficient of correlation and partial correlation were employed.

**Description of Frequency Distributions:**

The present investigation aims to studying frustration creativity and school performance of congenitally visually impaired socioeconomic status and intelligence play the role of control variables in this study. The description of the frequency distributions of all these variables is being given in the present chapter. 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 means and standard deviation. Ordinarily it is not necessary to compute skewness unless the distribution appears to be skewed or to compute kurtosis unless the distributions same peaked for flat. He for the says that the nature of the research, type of variables being studied and also the size 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 when N is less than 100.

Table 1

**BASIC STATISTICS OF THE FRUSTRATION SCORES OBTAINED BY THE ADVENTITIOUSLY VISUALLY IMPAIRED**

Group	N	Range	Means	Median	Mode	S.D.	Skewness	Kurtosis
Adventitiously Visually Impaired	42	94	113.97	112.50	110.00	23.83	0.3300	-0.163

The table shows that means 113.97 and median 112.50 of frustration scores obtained by the Adventitiously visually impaired are very close to each other. The distribution is very slightly skewed 0.330 and is having slight kurtosis -0.163

Table 2

**BASIC STATISTICS OF THE CREATIVITY SCORES OBTAINED BY THE ADVENTITIOUSLY VISUALLY IMPAIRED**

Group	N	Range	Means	Median	Mode	S.D.	Skewness	Kurtosis
Adventitiously Visually Impaired	42	178	137.60	137.27	75.28	35.91	0.306	0.423

This table indicates that mean and median scores on creativity obtained by adventitiously visually impaired are very close to each other. The distribution is slightly positively skewed as the value of skewness is slightly greater than the normal value of zero. Similarly the value of kurtosis i.e., 0.423 is also very slightly greater than its normal value of .263. Thus the distribution is almost normal.

Table 3

**BASIC STATISTICS OF THE ACADEMIC SCORES OBTAINED BY THE ADVENTITIOUSLY VISUALLY IMPAIRED**

Group	N	Range	Means	Median	Mode	S.D.	Skewness	Kurtosis
Adventitiously Visually Impaired	42	155	307.30	303.14	221.84	35.65	-0.140	-0.429

The mean 307.30 and median 303.14 scores on academic performance in the case of adventitiously visually impaired are almost equal. The values of skewness -0.140 and kurtosis -0.429.

**Analysis Interpretation and Discussion of the Results:**

The review also reveals the socioeconomic status and intelligence play a vital role in the life of visually impaired. therefore the effect of two variables has been partialled out statistical in the present study. For analysing the data t-ratio to find out the significance of difference between mean scores obtained by adventitiously visually impaired on different factors and to know the significance of difference among the value of partial correlation coefficient of correlation and partial correlation has been employed. The analysis of the data has been presented.

**PRODUCT MOMENT COEFFICIENT OF CORRELATION TO FIND OUT THE RELATIONSHIP BETWEEN DIFFERENT FACTORS OF ADVENTITIOUSLY VISUALLY IMPAIRED**

It was necessary to calculate coefficient of correlation among all the factors before calculating partial correlation. The values of product moment coefficient of correlation are discussed. It may be concluded from the above table that all the values between frustration and creativity and frustration and intelligence of adventitiously visually impaired. These values of correlation are very low but negative indicating that frustration is helpful in hampering creative potential of Adventitiously visually impaired. Similarly, the negative correlation between frustration and intelligence is the indication that low intelligent children are more frustrated in their life.

Table-4

**PRODUCT MOMENT COEFFICIENT OF CORRELATION BETWEEN FRUSTRATION AND OTHER FACTORS**

S.No	Factors	Value
1	Frustration and Creativity	0.449
2	Frustration and School Performance	0.0175
3	Frustration and Socio-Economic Status	-0.1451
4	Frustration and intelligence	-0.0144

Table -5

**CORRELATION BETWEEN CREATIVITY AND SCHOOL PERFORMANCE, SES AND INTELLIGENCE**

S.No	Factors	Value
1	Creativity and School Performance	0.5190
2	Creativity and Socio-Economic Status	0.1147
3	Creativity and Intelligence	0.6124

The above tables 4,5 depicts that all the correlation values are positive but insignificant showing that creativity and school performance, social-economic status are positively related with each other. The relationship between creativity and intelligence of adventitiously visually impaired have been found 0.6124, significant at 0.01 level. This indicates that highly intelligent children of this group have more creative potential.

Table- 6

## CORRELATION BETWEEN SCHOOL PERFORMANCE, SOCIO ECONOMIC STATUS AND INTELLIGENCE

S.No	Factors	Value
1	School Performance and Socio-Economic Status	0.0173
2	School Performance and Intelligence	0.0985

Correlation between school performance, socio-economic status and intelligence. The table reveals that the relationship between school performance and social economic status and intelligence values have been found though positive but very low in the case of adventitiously visually impaired showing that these children's achievement is not affected by their socio-economic status and level of intellectual ability.

Table -7

## CORRELATION BETWEEN SOCIO-ECONOMIC STATUS AND INTELLIGENCE

S.No	Factors	Value
1	Socio Economic Status and Intelligence	0.4311*

\*Significant at .01 level

Table depicts that correlation value between social-economic status and intelligence of adventitiously visually impaired has been found 0.4311 significant at 0.01 level of intellectual ability significantly.

Table-8

## PARTIAL CORRELATION VALUES AMONG DIFFERENT FACTORS AFTER PARTIALING OUT SOCIO- ECONOMIC STATUS SCORES

S.No	Factors	Value
1	Frustration and Creativity	0.163
2	Frustration and School Performance	0.020
3	Frustration and Intelligence	0.540
4	Creativity and School Performance	0.490
5	Creativity and Intelligence	0.627*
6	School Performance and Intelligence	0.101

\*Significant at .01 level

Table depicts that all the partial correlation values among the factors mentioned above for adventitiously visually impaired are positive except that of the relationship between frustration and intelligence of adventitiously visually impaired the value of - 0.138 is insignificant and indicates that low intelligent adventitiously visually impaired are not significantly higher on frustration when the influence of social economic status on this relationship is eliminated.

Table-9

## PARTIAL CORRELATION VALUES AMONG DIRRERENT FACTORS AFTER PARTIALING OUT INTELLIGENCE

S.No	Factors	Value
1	Frustration and Creativity	0.194
2	Frustration and School Performance	0.190
3	Frustration and Socio-Economic Status	-0.153
4	Creativity and School Performance	-0.0106
5	Creativity and Socio-Economic Status	0.209
6	School Performance and Socio-Economic Status	0.028



Frustration and school performance and school performance and socio economic status ( SES ) are quite low positive and insignificant. Similarly, creatively is also negatively correlated with school performance of SES of these children after removing the influence of intelligence. These values of relationship are quite low and insignificant even at .05 level of significance.

Table-10

PARTIAL CORRELATION AMONG DIFFERENT FACTORS OF ADVENTITIOUSLY VISUALLY IMPAIRED PARTIALING OUT SOCIO- ECONOMIC STATUS AND INTELLIGENCE

S.No	Factors	Partial Correlation Value	Level of Significance
1	Frustration and Creativity	0.166	Insignificant
2	Frustration and School Performance	0.017	Insignificant
3	Creativity and School Performance	0.551	Significant at .01 level

The value of partial correlation between frustration and creativity, frustration and school performance and school performance and creativity and school performance are 0.166,0.017 and 0.551 respectively.

PARTIAL CORRELATION AMONG DIFFERENT FACTORS OF ADVENTITIOUSLY VISUALLY IMPAIRED PARTIALING OUT SOCIO-ECONOMIC STATUS AND INTELLIGENCE AND THEIR T-VALUES

1. Partial correlation between frustration and creativity Adventitiously 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 value is also not significant so it may be concluded that the relationship between these two factors are 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.
3. So far as the partial relationship between creativity and school performance of adventitiously visually impaired is concerned,creativity helps in school performance.The t-ratio between these two relationship is significant.

**IMPLICATIONS FOR EDUCATION:**

Extreme objective of schooling is to create free reasoning and working gainful investment in cultural exercises and solid mentality towards self in all sections of the general public. This is likewise executed on populace of outwardly disabled. Aside from different objectives of instruction of outwardly debilitated the main objective is to rehabilitative them in all circles of life. For accomplishing this objective they ought to be granted the most appropriate schooling rundown of wanted changes in their instructive framework are conceivable just on the off chance that they are concentrated mentally just as instructively. This assignment can be satisfied by directing investigates in this field. In the current examination an endeavor has been made a similar way.

Fractional connection among's disappointment and innovativeness and dissatisfaction and school execution under investigation are however sure yet irrelevant when the impact of financial status and knowledge has been partialled out. Normally their t-esteem are likewise not significant. Similarly the halfway connection among imagination and school execution of intrinsically outwardly disabled is positive however inconsequential. The huge incomplete relationship shows that innovative potential assists this with gathering performing better in school subjects along these lines it is proposed that the inventive capability of this gathering ought to be created and supported well the guardians just as teacher's might be guided to give all offices to the kid accommodating in dissimilar reasoning capacities. By Nature these youngsters are interested to realize like Independent and free reasoning have instincts, unique in reasoning and have hazard taking character subsequently mental opportunity and adaptable educational plan for the necessities of these kids training network just as guardians are answerable for cultivating this potential since obviously on the off chance that this possibility is supported in an ideal way just, at that point they may perform appropriately in their school subjects. So the fundamental accentuation of instructive specialists ought to be to create trust in them, give occasions to free articulation and sorting out exceptional projects which encourage dissimilar reasoning. Additionally, accentuation ought to likewise be laid on conceptualizing which leaves the youngster to create unique thoughts with respect to any issue. these are

the techniques through which we can give most reasonable instruction to this populace and increase the expectations of the equivalent as well.

#### References:

- Abbas,R: Academic Achievement of Visually Impaired and Non-Impaired in Relation to their Anxiety:A comparative Study,M.Ed Dissertation,A.M.U.,1987
- Abdi,U & Zaidi,D.N.: General Anxiety and Test Anxiety of Visually Handicaped Children in Relation to their Grades.Disabilities and Impairment,Vol.IV (i),1990,63-66
- Agarwal,R. and Kaur,J:Anixity and Adjustment levels among the visually and hearing impaired and their relationship to locus of control, cognitive, social and biographical variables.Journal of Psychology,Vol.119(3),1985( May),265-269.
- Anderson D.W.:Lock Haven U.Coll.of Education.Journl of Visually Impaired an Blindness.Vol.78 (5) May,1984,206-210
- Ane,B.P and Kroeger,S.A “ Career Development of College Students with disabilities.An interseptional approach to defining the issue” J.College student Development.1997,( July-Aug.)38:4,344-355
- Chauhan,N.S.and Tiwari,G.:Frustration Test: Manual,Agra Psychological Research Cell,Tiwari Khoti,Belanganj,gra,1989
- mospi.nic.in
- nasenjournals.onlinelibrary.wiley.com
- ncu.libguides.com
- [www.edudel.nic.in](http://www.edudel.nic.in)
- [www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)
- [www.jfmpc.com](http://www.jfmpc.com)

