

A Comparative Study of Emotional Stability of Visually Impaired Students Studying at Secondary Level in Inclusive Setup and Special Schools

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Abstract

Visual impairment as an umbrella term includes all levels of vision loss. Researches in the field of visual disability are far from satisfactory in India. Some attempts have been made to study different aspects of the lives of visually disabled children. Such attempts help revealing the facts of their life, characteristics, activities, performances, abilities and disabilities etc. The present investigation purports to find out the efficacy of emotional stability of visually disabled students studying in special schools and inclusive setup. The objective of the study is to compare the emotional stability of visual impaired students at secondary level of inclusive setup and special schools. Descriptive survey method has been adopted for the study. Population of the study consisted visually impaired children studying in special schools and inclusive setup. A sample of 100 students was drawn from various schools, through stratified random sampling technique. Emotional Maturity Scale developed by Singh, Y. and Bhargava, M. was used to collect information about students studying in inclusive setup and special schools. Mean, Standard Deviation and t-Scores were used for data analysis. Results reveal that though there was a significant difference in the emotional stability of children studying in inclusive setup and special schools, however, girls studying in different setups of school did not differ significantly in their emotional stability. The study throws light on the fact that children with visual impairment studying in inclusive setup are more emotionally stable than the children with visual impairment studying in special schools.

Keywords: Emotional Stability, Visual Impairment, Special Education & Inclusive Education.

INTRODUCTION

Emotions exert an incredibly powerful force on human behavior. Life would be a drab without emotions. The term emotion is often defined as a complex state of feeling that results in physical and psychological changes that influence thought and behavior. "An emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response" (Hockenbury & Hockenbury, 2007).

In this age of industrialization, competition, stress and tension, both young and old face difficulties. These difficulties give rise to many psychosomatic problems such as anxiety, tensions, frustration and mental upsets. Emotional stability is not only one of the effective determinants of the personality patterns, but it also helps to control the growth of adolescent development. The concept of stable emotional behaviour at any level is that which reflects the fruits of the normal emotional development. An individual who is able to keep his emotions stable and under control even in extreme situations, might still be emotionally stunned or be childish in his behaviour at times. Emotionally stable individual has the capacity to withstand delay in satisfaction of needs, ability to tolerate a reasonable amount of frustration, belief in long term planning and is capable of delaying or revising his expectations in terms of demands of the situations. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family, and his peers in the school, society and culture. However, stability does not mean merely the capacity for such attitudes and functions, but also the ability to enjoy them fully. A number of characteristics like the capability of responding in gradation, ability to delay responses, especially negative emotions, freedom from unreasonable fears and the ability to commit mistakes without feeling disgraced etc., are found in an emotionally stable individual.

Among all the categories of disabilities, there comes a large group of visually disabled. They seem to be different from sighted population for the simple reason that they perceive the situations in their life in somewhat different fashion. They observe and receive things and situations using senses other than visual sense. All the apparent differences are very natural if one is lacking one of the important senses. Their dealings and adjustment with the whole world are different from the sighted. Visual impairment is vision loss of a person to such a degree as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma or congenital or degenerative conditions that cannot be corrected by conventional means, such as refractive correction or medication. This functional loss of vision is typically defined to manifest with best corrected visual acuity of less than 20/60, or significant central field defect, significant peripheral field defect including homonymous or heteronymous bilateral visual field defect or generalized contraction or constriction of field, or reduced peak contrast sensitivity with either of the above conditions.

Students with visual impairments have unique educational needs which are most effectively met using a

team approach of professionals, parents and students. In order to meet their unique needs, students must have specialized services, books and materials in appropriate media (including Braille), as well as specialized equipment and technology to assure equal access to the core and specialized curricula, and to enable them to most effectively compete with their peers in school and ultimately in society. For this the concept of special education and inclusive setup came into existence.

NEED AND SIGNIFICANCE

The majority of learning in infants and young children occurs through vision. Soon after the birth of an infant who is visually impaired, families may become aware that their child does not respond to them in the same way as an infant who is sighted. In order to ensure a healthy bonding process and emotional growth, the knowledge about the emotional stability is essential for both the child and the family.

Importance of the study also reflected in the need to compare the emotional stability of visual impaired students of special schools and inclusive setup. Understanding the emotional stability of visual impaired students with respect to their school environment is useful in drawing the guidelines for special educational programs and practices based on empirical evidences. It is assumed that such a study will also be helpful in designing programs to improve emotional stability of visually impaired children and solving their problem. This present study is therefore aimed to achieve following 3 objectives:

OBJECTIVES

- To compare the emotional stability of visually impaired students at secondary level in the inclusive setup and the special schools.
- To compare the emotional stability of male visually impaired students at secondary level in the inclusive setup and the special schools.
- To compare the emotional stability of female visually impaired students at secondary level in the inclusive setup and the special schools.

HYPOTHESES

Ho1 There is no significant difference between visually impaired students studying in inclusive and special schools with respect to their emotional stability.

Ho2 There is no significant difference in the emotional stability of inclusive schools and special school male visually impaired students.

Ho3 There is no significant difference between female students studying in inclusive schools and female students studying in special school with respect to their emotional stability.

DELIMITATION

The study covers a vast area of Emotional stability including visual impaired children studying in special schools and inclusive setup. However to reach out to all the subjects requires a lot of time, resource and labor to achieve the objectives of the study. The study has been delimited as under:

- The study has been confined to secondary level.
- The area of present study limits to Delhi (India) only.
- Only Emotional stability has been studied in the present study.
- The study is confined to visually impaired students only.

METHODOLOGY OF STUDY:

RESEARCH DESIGN

The study involved survey research.

POPULATION

The population of the present study is visual impaired children studying in special schools, and inclusive setup at secondary level in Delhi (India).

SAMPLE AND SAMPLING TECHNIQUE

100 students have been selected from various inclusive and special schools, through stratified random sampling technique.

TOOL USED IN THE STUDY

The tool entitled “Emotional Maturity Scale” constructed by Singh,Y. and Bhargava,M. has been used for the purpose of the study. The tool consisted 10 statements under section Part- A which were related to emotional stability of children. All the statements were negatively worded to which the student was expected to respond

according to five given alternatives of the scale viz. very much, much, undecided, probably and never. Meaning by that the student score higher on the scale it reflected lower emotional stability and vice-versa. An example of the statement in the tool is given below:

- Do you stop in the middle of any work before reaching the goal? Scores: 5 4 3 2 1.

STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

Mean, Standard Deviation and t-Score were used for the data analysis.

ANALYSIS AND INTERPRETATION OF THE DATA

H01 There is no significant difference between visually impaired students studying in inclusive and special schools with respect to their emotional stability.

To compare the emotional stability of students studying in special schools and students studying in inclusive setup, the mean score, SD and t values are computed, which are presented in the table 1.

As explained earlier within the “tools” all the statements in the emotional maturity scale were negatively worded, meaning by that the higher the mean value of the students reflect the lower emotional stability and vice-versa

Table 1
Showing emotional stability of total students in special schools and inclusive setup.

School students	No. of Students	Mean	SD	t- value	Level of Significance
Students Studying in Special School	50	27.0	4.93	7.19*	0.01 level
Students Studying in Inclusive setup	50	19.0	6.05		

*significant at 0.01 level

It is evident from table 1 that mean emotional stability score of special school students is (M-27.0) and Inclusive setup students is (M-19.0).The computed t value is 7.19. The obtained t value is higher than the table value (2.58) at 0.01 level of significance.

Hence hypothesis No. 1 stating that "There is no significant difference between visually impaired students studying in inclusive and special schools with respect to their emotional stability " stands rejected. It means that the students studying in inclusive setup are more emotionally stable than the students studying in special schools.

In other words students studying in special school and students studying in inclusive setup are having differences in their emotional stability.

H02 There is no significant difference in the emotional stability of inclusive schools and special school male visually impaired students.

To compare the emotional stability of male students studying in special schools and inclusive schools, the mean score, SD and t values were computed, which are presented in table 2.

It is evident from table 2 that mean emotional stability scores of male students studying in special schools is (m-25.66) and value for the male students studying in inclusive school is (m-16.0). As explained earlier in **H01** all the statements in the emotional maturity scale were negatively worded, meaning by that the higher the mean value of the students reflects the lower emotional stability and vice-versa. The obtained t- value is higher than the table value (2.58) at 0.01 level of significance.

Table 2
Showing emotional stability of male students studying in special schools and inclusive setup

School students	No. of students	Mean	SD	t value	Level of Significance
Students Studying in Special School(Male)	30	25.66	5.15	9.4	0.01 level
Students Studying in Inclusive School(Male)	35	16.0	2.91		

It shows that as given in table-2, the male students studying in Inclusive Setup are more emotionally stable as compared to their counterparts.

The computed t value, i.e. (9.4) is higher than the table value (2.58) at 0.01 level of significance. It proves that there is a significant difference between the male students studying in Inclusive Setup and Special schools. Therefore hypothesis 2 stands rejected.

H03 There is no significant difference between female students studying in inclusive schools and female students studying in special school with respect to their emotional stability.

To compare the emotional stability of female students studying in special schools and inclusive schools the mean score, SD and t- value are computed, which are presented in the table 3.

Table 3
Showing emotional stability of female students studying in special schools and inclusive setup

School students	No. of students	Mean	SD	t value	Level of Significance
Students Studying in Special School(Female)	20	28.6	3.13	1.73	0.01 level
Students Studying in Inclusive School(Female)	15	26.13	5.24		

It is evident from table 3 that mean emotional stability score of female students studying in special schools is (m-28.6) and female students studying in inclusive schools is (m-26.13). As explained earlier in **Ho2** all the statements in the emotional maturity scale were negatively worded, meaning by that the higher the mean value of the students reflects the lower emotional stability and vice-versa. The computed t- value is 1.73. The obtained t- value is lower than the table value (2.58) at 0.01 level of significance.

It is stated in hypothesis No. 3 that "There is no significant difference between female students studying in inclusive schools and female students studying in special school with respect to their emotional stability." is rejected. It means that the female students studying in special schools and female students studying in inclusive schools had more or less same emotional stability.

In other words female students studying in special schools and female inclusive school students do not differ in their emotional stability.

Result

On the basis of analysis of data, the following finding may be drawn:-

1. Significant difference was found between the students studying in inclusive setup and students studying in special schools with respect to their emotional stability. It means that the students studying in inclusive setup are found more emotionally stable than the students studying in special schools.
2. Significant difference was found between the male students studying in inclusive schools and male students studying in special schools with respect to their emotional stability. Mean values reflected that the male students studying in inclusive schools were found more emotionally stable than male students studying in special schools.
3. In the area of emotional stability significant difference was not found between female students studying in inclusive schools and female students studying in special schools. Female students studying in inclusive schools and female students studying in special schools were found not to differ in relation to their emotional stability.

Discussion

Emotional stability is an important factor in the visually impaired students studying in special schools and inclusive setup. Students studying in Inclusive setup are more emotionally stable than the students studying in special schools. This could be because of the fact that the students in the Inclusive setup are studying with normal students and they are moving in the better social cohesive groups. Most of the students studying in the special schools live in the hostels as such they continue to live in their own world, away from their families. Though the students in special schools are having all the facilities and external support system still due to their exclusiveness, they are deprived of their adequate emotional support. These findings are in line with the study of Rani (2011) which is emotional intelligence of visually impaired adolescents in relation to their level of aspiration and educational achievement, and found that visually disabled students studying in integrated school setting are emotionally more intelligent than their counterparts in segregated setting.

Conclusion

This is a research work on a comparative analysis of emotional stability of visually impaired students studying in special schools and inclusive setup. The research throws light on the fact that children with visual impairment studying in inclusive setup are more emotionally stable than children with visual impairment studying in special schools. As visually impaired are one of the diverse sections and as they are the most vulnerable part of the society due to the attitudinal barriers and due to their scattered population which do not allow them to come in the mainstream, it becomes necessary to find out how stable they are emotionally and what should be done by our school system and stakeholders to bring them into the main stream.

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Diagram 1- Showing emotional stability of total students in special schools and inclusive setup.

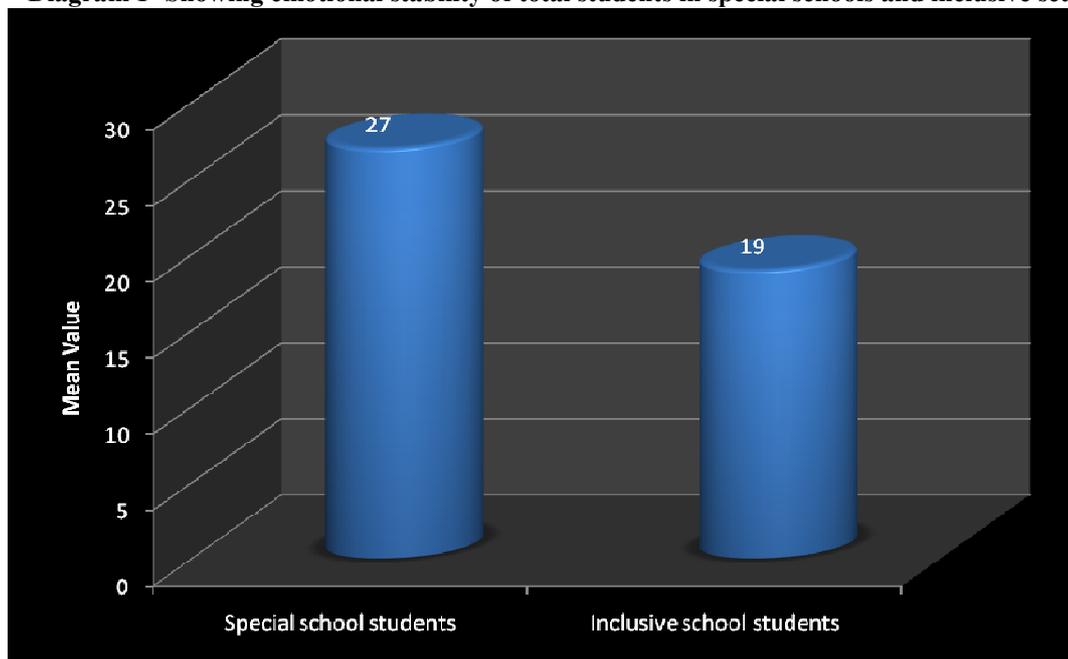


Diagram 2- Showing emotional stability of male students studying in special schools and inclusive setup

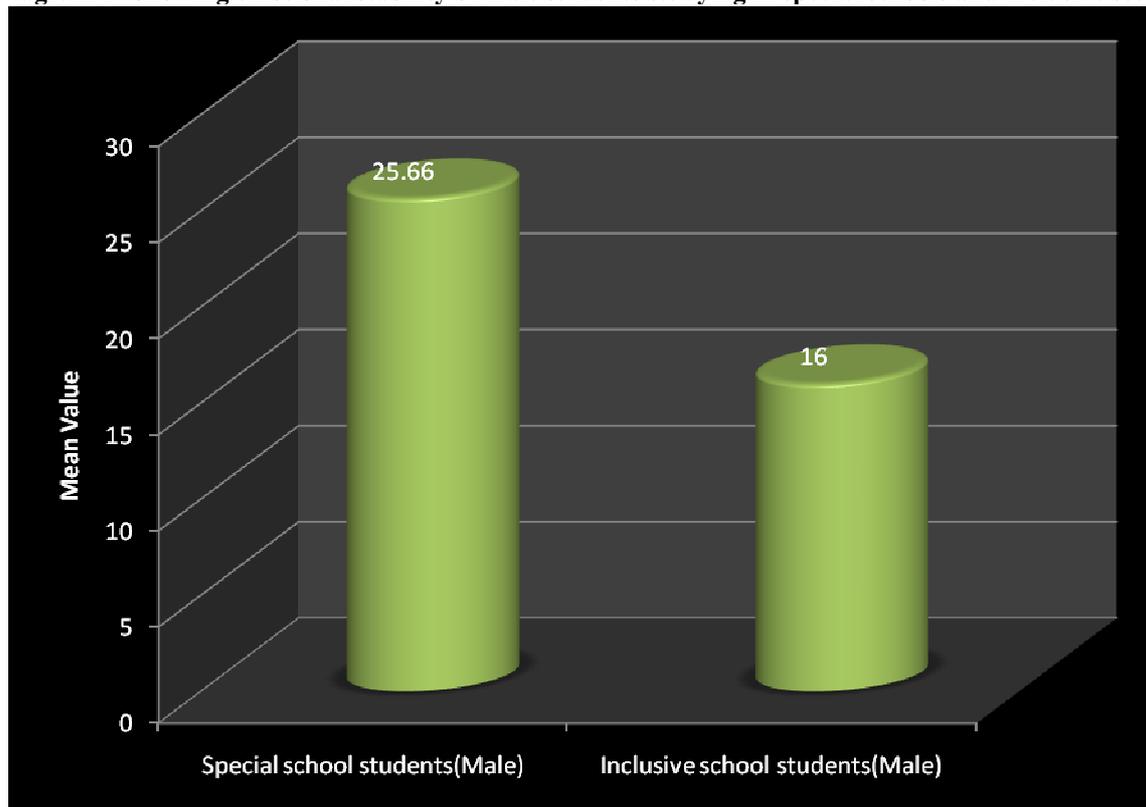


Diagram 3- Showing emotional stability of female students studying in special schools and inclusive setup

