



EMOTIONAL STABILITY OF LOW VISION STUDENTS IN INCLUSIVE SCHOOLS

A. Praveen Jacob¹ and Prof. M. Manivannan²

¹Research Scholar, Dravidian University, Kuppam, Andhra Pradesh.

²Head, School of Education, Tamil Nadu Open University, Chennai, Tamil Nadu.

ABSTRACT :

Emotional stability is one of the personality traits to be promoted in each child for their overall development. Low vision students, who are differently abled, are facing certain challenges in regular mainstream classrooms. Emotional stability of them promotes better adjustment in their environment. The present study was explored to find out the emotional stability of low vision students in inclusive schools. Survey method was used. The simple random sample consisted of 180 low vision students from VI, VII & VIII classes in Salem District. Emotional Stability Scale for Low Vision Students was constructed and standardized by the investigator. Data was analyzed by t-test. Results found that gender of the low vision students did not influence their emotional stability significantly & medium of instruction and locality of school of low vision students had influenced their emotional stability significantly.



KEYWORDS : Emotional stability, overall development, psychological factor.

INTRODUCTION

Emotional development is a psychological factor to be fostered among children in schools. Emotion is a strong feeling expressed in specific circumstances like happiness, love, hope, joy, faith, empathy, upset, anger, hatred, fear, panic, guilt, mood swing, sad, nervous, anxiety etc. Emotional development includes both negative and positive emotions. Instability in emotions causes adverse effect in one's adjustment in environment which is to be made stable through academic and social activities. Emotional stability is one of the personality traits to be promoted in each child for their overall development. Thorndike and Hagan (1979) stated that emotional stability of a person is characterized by consistency of moods, self-control, happiness, interests, feeling good health, free from guilt and worry or loneliness.

The low vision students studying in inclusive education face certain challenges including emotional upset due to unfulfillment/depletion of their requirements. Due to visual limitation, these children depend on sighted peer group for academic and personal activities. Stereotypic attitude of people towards visual limitation and academic pressure naturally affect the psycho-social and academic factors of students with low vision. Their emotions are to be regulated in schools for better results in their behaviour and academic performance. If they attain emotional stability, it allows the individual to develop an integrated and composed way of distinguishing the problems in life. Emotional stability would also develop required skill and structured perception to develop rational thinking, fair judgment and systematic evaluation.

Emotional stability includes five dimensions such as i) Pessimism vs. Optimism; ii) Anxiety vs. Calm; iii) Aggression vs. Tolerance; iv) Dependence vs. Autonomy; and v) Apathy vs. Empathy. Pessimists rely on the negative aspects of life and are dissatisfied with their deeds and actions. Optimists think positively and act confidently. Anxiety is an unpleasant feeling due to fear of failure. Calm is the mental state of peace to make an individual emotionally stable. Aggression makes expression of anger resulting unpleasantness. Tolerant people manage their negative emotions. Dependence is the state of relying on others to carry out any activity. Autonomy is a freedom to think and act. Apathy is a suppression of feelings like pleasure, joy, interest, motivation and excitement. Empathy is an understanding of feelings of others to help or console them for their betterment. The desirable emotions are to be development among students with low vision for their better adjustment in inclusive schools.

RATIONALE OF THE STUDY

'Education for all' is the proclamation of all the countries in the world. To achieve this goal, the world implements the inclusive schooling to reach the unreached. One among a few categories of unreached population is children with disabilities. Low vision is one of the disability conditions as per the Persons with Disabilities Act (1995). These children are in need of special assistance for the training, materials and environment. The low vision children have been placed mostly in special schools and integrated education programme where the special teachers have taken major role to take care of their academic needs. But in inclusive schools the regular teachers have to meet their special needs also in educate them in regular classroom. In such a condition, several factors like teaching-learning process, psychological factors, assistive devices, learning materials etc., have to be considered. Among all these things, one of the psychological factors is emotional stability which is primarily taken for the present study.

The investigator reviewed the available literature on emotional stability. Kumar and Laur (2018) in their study on emotional stability and mental health adjustment of rural school students brought out the results that there was no significant difference between age of the subjects and their level of emotional stability. Wani, Sankar and Anichem (2017) found out that a significant difference existed between boys and girls of higher secondary school with regard to emotional stability. Girls and science students showed higher level of emotional stability than boys and arts students. Sharma and Pal (2017) in their study focused that there was no significant difference between the secondary school students of Government schools and public schools on their emotional stability. Smita, Mamta and Seema (2017) interpreted through their study that the boys had more emotional stability when compared to girls. Pandey, Deve and Chandra (2017) concluded that there was no significant difference between adolescent boys and girls of English medium in their emotional stability. Significant difference in emotional stability was found between adolescent boys of Hindi and English medium schools. The investigator has not found any study conducted on emotional stability of low vision school students. Hence, the present investigation was felt essential.

The investigator has been working in higher secondary school and handling students with low vision. The investigator wanted to identify the issues of emotions of low vision students by taking various variables in order to find out their emotional stability and give recommendations for successful inclusion of low vision students in schools.

OBJECTIVES OF THE STUDY

- To find out the impact of gender, medium of instruction and locality of school on emotional stability of low vision students.
- To recommend the ways of development of emotional stability of low vision students in inclusive education.

HYPOTHESES

1. There is no significant difference between male and female low vision students with regard to emotional stability.
2. There is no significant difference between low vision students of Tamil and English medium with regard to emotional stability.
3. There is no significant difference between rural and urban school students with low vision on their emotional stability.

METHODOLOGY

Since this study attempts to bring out relevant details from students, teachers and parents regarding the Emotional Stability, normative survey method was found appropriate for this study. The investigator used simple random sampling technique to draw a sample of 180 low vision students from classes 6th, 7th and 8th. out of a total population 707 low vision students from the inclusive schools at Salem District of Tamil Nadu State. Emotional Stability Scale for Low Vision Students was prepared and standardized by the investigator. This scale was prepared based on Likert Scale of Summated Ratings having 5 points are - Always, Frequently, Sometimes, Rarely and Never. The statements of the emotional stability scale were included under its five dimensions namely, a) Pessimism vs. Optimism; b) Anxiety vs. Calm; c) Tolerance vs. Aggression; d) Dependence vs. Autonomy; and e) Apathy vs. Empathy. Internal consistency of the items in the tool lies between 0.51 and 0.91. In reliability test of Cronbach's Alpha, the correlation co-efficient score was 0.8742.

DATA ANALYSIS

Table 1: Emotional Stability of Low Vision Students based on Gender

Dimensions of Emotional Stability	Boys (N=90)		Girls (N=90)		df	t-value
	Mean	SD	Mean	SD		
Pessimism	14.37	5.24	13.64	4.58	178	0.98@
Optimism	14.28	5.71	14.40	4.00	178	0.16@
Anxiety	14.11	5.17	13.56	4.59	178	0.76@
Calm	13.88	5.11	14.92	3.30	178	1.62@
Tolerance	12.23	6.05	11.43	5.49	178	0.92@
Aggression	13.02	5.70	11.01	4.99	178	2.50*
Dependence	14.42	4.78	14.06	4.19	178	0.54@
Autonomy	14.29	5.09	15.22	3.72	178	1.40@
Apathy	14.24	5.60	15.82	3.21	178	2.31*
Empathy	13.58	5.35	16.71	2.86	178	4.89*
Emotional Stability	138.42	35.28	140.66	22.47	178	0.50@

Note: *Significant at 0.05 level, @Not Significant.

Table-1 shows that there is no significant difference in pessimism, optimism, anxiety, calm, tolerance, dependence and autonomy score between the boys and girl students. On the other hand, boys and girls differ significantly in the dimensions of aggression, apathy and empathy of emotional stability. Boys scored significantly higher in aggression however, girls have greater apathy and empathy compared to boys. Hence, the hypothesis-1 is accepted.

The mean scores difference of low vision students as per independent variable gender - male and female and the dimensions of emotional stability are graphically represented in Figure 1.

Figure 1: Comparison of Mean Scores of Emotional Stability in terms of Gender

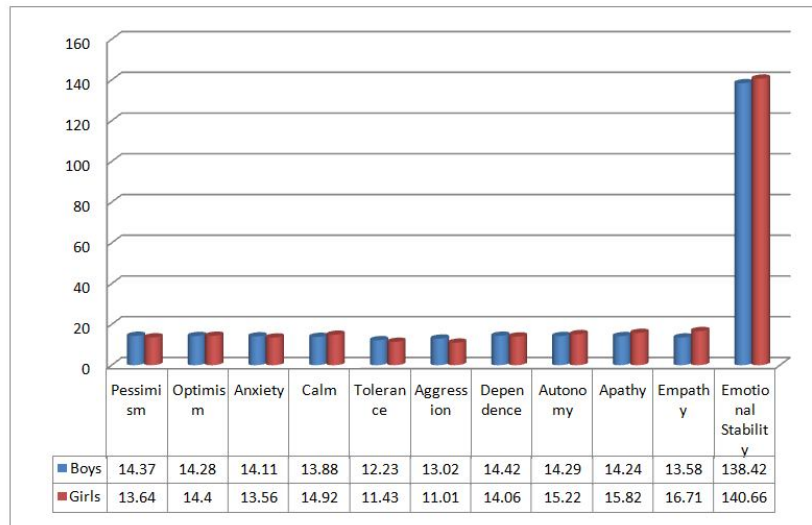


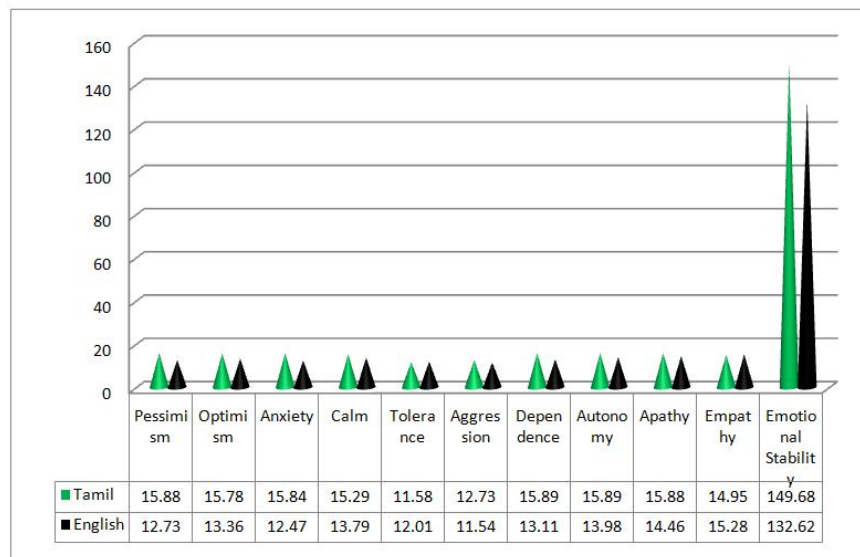
Table 2: Emotional Stability of Low Vision Students based on Medium of Instruction

Dimensions of Emotional Stability	Tamil (N=73)		English (N=107)		df	t-value
	Mean	SD	Mean	SD		
Pessimism	15.88	3.77	12.73	5.21	178	4.42*
Optimism	15.78	4.77	13.36	4.79	178	3.33*
Anxiety	15.84	3.85	12.47	5.05	178	4.81*
Calm	15.29	4.15	13.79	4.35	178	2.30*
Tolerance	11.58	6.73	12.01	5.05	178	0.49@
Aggression	12.73	6.45	11.54	4.56	178	1.44@
Dependence	15.89	3.41	13.11	4.79	178	4.26*
Autonomy	15.89	4.06	13.98	4.59	178	2.86*
Apathy	15.88	4.50	14.46	4.63	178	2.03*
Empathy	14.95	4.46	15.28	4.64	178	0.48@
Emotional Stability	149.68	30.11	132.62	27.13	178	3.96*

Note: *Significant at 0.05 level & @Not Significant.

Table-2 reveals that there is no significant difference in tolerance, aggression and empathy mean scores between the Tamil and English medium students. On the other hand, students differ significantly in the dimensions of pessimism, optimism, anxiety, calm, dependence, autonomy and apathy from combined emotional stability mean score. However, Tamil medium students acquired higher scores in pessimism, optimism, anxiety, calm, dependence, autonomy and apathy when compared to English medium students. Hence, the hypothesis-2 is rejected.

The mean scores difference of low vision students as per independent variable medium of instruction - Tamil and English and the dimensions of emotional stability are graphically represented in Figure 2.

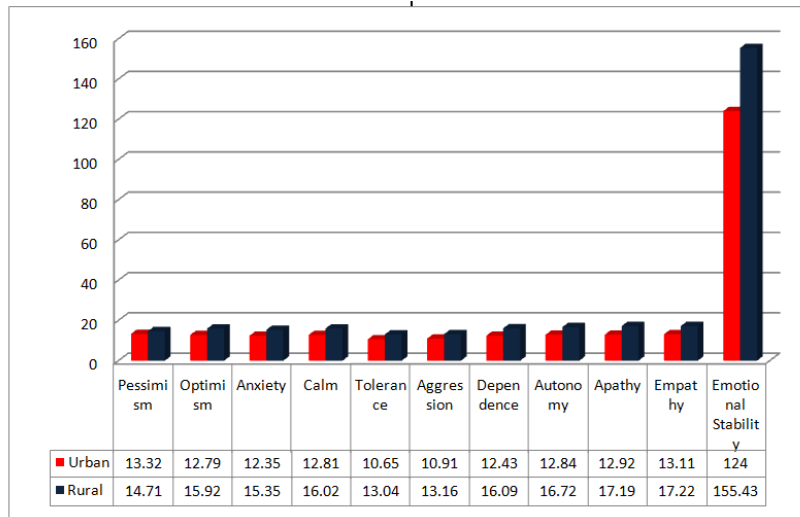
Figure 2: Comparison of Mean Scores of Emotional Stability in terms of Medium of Instruction**Table 3: Emotional Stability of Low Vision Students based on Locality of School**

Dimensions of Emotional Stability	Urban (N=91)		Rural (N=89)		df	t-value
	Mean	SD	Mean	SD		
Pessimism	13.32	4.846	14.71	4.934	178	1.90@
Optimism	12.79	4.701	15.92	4.654	178	4.48*
Anxiety	12.35	5.152	15.35	4.101	178	4.31*
Calm	12.81	4.805	16.02	3.023	178	5.35*
Tolerance	10.65	5.132	13.04	6.175	178	2.83*
Aggression	10.91	4.401	13.16	6.129	178	2.82*
Dependence	12.43	4.764	16.09	3.309	178	5.97*
Autonomy	12.84	4.610	16.72	3.357	178	6.44*
Apathy	12.92	5.231	17.19	2.495	178	6.96*
Empathy	13.11	5.336	17.22	2.125	178	6.76*
Emotional Stability	124.00	25.001	155.43	25.061	178	8.42*

Note: *Significant at 0.05 level & Not Significant.

Table-3 depicts that there is no significant difference in pessimism mean score between the urban and rural school students. But, students differ significantly in the dimensions of optimism, anxiety, calm, dependence, autonomy, tolerance, aggression, empathy and apathy of emotional stability. However, rural school students acquired higher score in pessimism, optimism, anxiety, calm, tolerance, aggression, dependence, autonomy, apathy and empathy compared to the urban students. Hence, the hypothesis-3 is rejected.

The mean scores difference of emotional stability of low vision students between locality of school - urban and rural are graphically represented in Figure 3.

Figure 3: Comparison of Mean Scores of Emotional Stability in terms of Locality of School

RECOMMENDATIONS

The present study has huge educational implications. The following recommendations were brought out based on the outcome of the study.

- A manual of developing emotional stability should be given to school teachers and parents to train the students on emotional stability.
- An instructional manual on Low Vision Students in Regular Classroom should be published in order to make the students of low vision to get education on par with the non-disabled students.
- Psychologists having training on disability management should be appointed in educational districts.
- Psychological counselling and guidance programmes should be conducted in schools by engaging counselling psychologists in order to develop the positive emotions of students.
- Necessary skills to overcome the causes of low vision should be developed for children from the younger age so as to develop and maintain stability in emotions.

CONCLUSION

Emotional stability is one of the personality traits which should be developed among students with low vision. Negative emotions expressed by the students are to be converted into positive emotions through systematic intervention programmes. The results of the study revealed that though there was no significant difference existed between boys and girls in their emotional stability, boys scored significantly higher in aggression. Significant difference existed between low vision students of Tamil medium and English medium in their emotional stability. The same way, there was significant difference between rural and urban school students with low vision on their emotional stability. The recommendations of the study should be implemented in order to develop positive emotions among low vision students in inclusive schools.

REFERENCES

1. Kumar, M., & Laur, L. (2018). Emotional stability and adjustment perspective of mental health among rural school students in Bathinda District. *International Journal of Movement Education and Social Science*, 7(2).
2. Pandey, S., Deve, S., & Chandra, A.K. (2017). Emotional Stability: A study on adolescent students of Bhilai, India. *Research Journal of Management Sciences*, 6(9), 17-20.

3. Sharma, S., & Pal, S. (2017). A comparative study on emotional stability and socio-economic status of secondary students studying in Government and Public school. *International Education & Research Journal*, 3(6).
4. Smita, C., Mamta, K., & Seema, D. (2017). Study on emotional stability among children in Sultanpur city. *International Journal of Home Science*, 3(2), 284-288.
5. Thorndike, R. L. & Hagen, E.P. (1979). *Measurement and evaluation in psychology and education*. (4th ed.). New York: Wiley.
6. Wani, M.A., Sankar, R., & Anicham, J. (2017). Assessment of cyber bullying and emotional stability among higher secondary students. *Biomedical Journal of Scientific & Technical Research*, 1(1), 178-183.