



PREDICTORS OF ACADEMIC ACHIEVEMENT: EMOTIONAL STABILITY AMONG LOW VISION STUDENTS IN INCLUSIVE SCHOOLING

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ABSTRACT :

The present study aims at finding the influence of emotional stability on academic achievement of low vision students studying in inclusive schools. Emotional stability is one the psychological traits involved in personality studies. Due to visual limitation, low vision students are many times emotionally disturbed. This emotional disturbance affects academic achievement. The positive emotions are to be developed among low vision students in inclusive schools in order to make them adaptable to the sighted environment. For the present study, Simple Random Sampling technique was used to draw a sample of 180 low vision students from classes VI, VII & VIII in the inclusive schools at Salem district. Normative Survey method was used. Emotional Stability Scale for Low Vision Students was prepared and standardized. For academic achievement, quarterly, half yearly and annual marks of each student were collected and made average out of 500 marks. The results of the study revealed that negative emotions of low vision students did not significantly predict their academic achievement. Positive emotions of low vision students did significantly predict their academic achievement. The study recommended to should include activities for emotional development of the students in the school curriculum.

KEYWORDS : Emotional Stability, Academic Achievement, Inclusive Schools.

INTRODUCTION

Emotional stability remains a vital subject in personality studies. Emotionally stable person looks into the problems of life in a balanced manner. Emotional instability is the opposite of emotional stability. The expressions of emotions of human being are happiness, joy, delightfulness, pleasure, anger, anxiety, nervousness, tension and stressfulness. These emotions are coming out from a person in different situations. However, a person who handles the emotions without adverse effect or negative manner is called emotionally stable or emotionally balanced person. Emotional stability of a person develops a decision-making capacity and structured perception which helps for positive thinking and academic improvement.

Low vision students have problems in eyes that restrict them to see and grasp the things. These students are emotionally disturbed because of limitation in eyesight. When they mingle with non-disabled, the adjustment problem would arise in the beginning until both of them understand each other. The academic tasks also make the low vision students stressful because they demand more eyesight. The provision of low vision services are expected by the low vision students to cope with mainstream education.

Academic achievements of low vision students are compared with non-disabled students in inclusive schools. The low vision students are intellectually capable, socially amicable, and physically fit expect limitation in eyesight. The emotional aspects of low vision students are to be taken care of or otherwise it would affect the academic achievement along with social adjustment. The theoretical perspectives of emotional stability of students categorically advocate that emotional stability enhances the academic performance. The limited studies are done on emotional stability of visually impaired students. Hence, the present investigation is precious and need of the hour when the nation strongly supports for inclusive education at all levels of education.

NEED AND SIGNIFICANCE OF THE STUDY

The researchers have an experience in handling low vision persons and they come across various issues pertaining to the education of low vision students. After thorough analyses of researches on low vision students, it was found that 'emotional stability and academic achievement of low vision students in schools' was not investigated and perceived that this topic was vital to study. The researchers opined that the outcome of the research would certainly help for promoting systematic education of low vision students through systematic approach of emotional stability.

Kotingo et al. (2014); Kovarski et al. (2015) found out that there were significant links between the presence of visual impairments and poor academic achievement. Gunasekar and Pugalanthi (2015) interpreted that no significant difference was found between male and female students with regard to their academic achievement. Gupta and Kumar (2015) concluded that high, medium and low academic involvement of parents had no impact on the emotional stability of students. Kalita (2016) reported that high level of emotional stability led to high level of academic achievement, whereas low emotional stability led to low level of academic achievement. Bhamani et al. (2018) projected that academic achievement was predicted independently by both low negative and high positive emotional functioning. Therefore, some of the important studies reviewed showed that visual impairment affects academic achievement and emotional functioning predicts their academic achievement.

The research gap was found to select the variables for the investigation. As there was no such similar study found while tracing the literature and research studies, this study was felt unique. Similarly, the outcome of the study would help to promote positive emotions and academic achievement of low vision students in inclusive schooling.

OBJECTIVES

- To analyse the prediction of academic achievement by positive and negative emotions of emotional stability.
- To recommend the ways of development of emotional stability and academic achievement of low vision students in inclusive education.

HYPOTHESES

1. H_{01} : Negative emotions of low vision students did not significantly predict their academic achievement.
2. H_{02} : Positive emotions of low vision students did not significantly predict their academic achievement.

RESEARCH METHOD

Since this study attempts to bring out relevant details from students with regard to their Emotional Stability and academic achievement details, Normative Survey method was found appropriate for this study.

SAMPLE AND SAMPLING TECHNIQUE

For the present study '**Simple Random Sampling**' technique was used to draw a sample of 180 low vision students from classes VI, VII & VIII in the inclusive schools at Salem district, Tamilnadu State,

India. The sample was taken from a total population 707 low vision students who were studying in inclusive schools at Salem District.

INSTRUMENTATION

Emotional Stability Scale for Low Vision Students was prepared and standardized. This scale was prepared based on Likert Scale of Summated Ratings having five points such as 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. For academic achievement, quarterly, half yearly and annual marks of each student were collected and made average out of 500 marks.

ANALYSIS OF VARIABLES APPLYING REGRESSION

Data collected were analysed statistically by using regression technique too. A simple linear regression was calculated to predict academic achievement based on negative and positive emotions of emotional stability.

TABLE 1: Results of Regression Analysis of Negative Emotions on Academic Achievement

I. V	D. V	B	SE B	β	t	Model Summary
Pessimism	Academic Achievement	0.785	0.996	0.070	0.789	R= 0.18 R ² = 0.33 Adjusted R ² = 0.06 F= 1.20 P>0.05
Anxiety		1.597	1.135	0.141	1.407	
Aggression		-0.533	0.856	-0.052	-0.623	
Dependence		-2.247	1.262	-0.182	-1.780	
Apathy		0.968	1.181	0.081	0.820	

Table-1 shows that the investigator attempted to know whether there is any significant prediction of negative emotions of emotional stability on academic achievement of low vision school students. A simple linear regression was calculated to predict academic achievement based on negative emotions of emotional stability which are pessimism, anxiety, aggression, dependence and apathy. No significant equation was found ($F (df1=5, df2=174) = 1.20, p < 0.05$), with an R^2 of 0.33. The results show that negative emotions of emotional stability did not significantly predict academic achievement of low vision school students. Hence, the Null Hypothesis H_{01} : "Negative emotions of low vision students did not significantly predict their academic achievement" is accepted.

TABLE 2: Results of Regression Analysis of Positive Emotional Stability on Academic Achievement

I. V	D. V	B	SE B	β	t	Model Summary
Optimism	Academic Achievement	1.812	0.934	0.161	1.940	R= 0.27 R ² = 0.74 Adjusted R ² = 0.48 F= 2.79 P>0.05
Calm		1.394	1.219	0.109	1.144	
Tolerance		2.292	0.807	0.240	2.840	
Autonomy		0.090	1.231	0.007	0.073	
Empathy		1.390	1.224	0.115	1.135	

Table-2 depicts that the investigator attempted to know whether there is any significant prediction of positive emotions of emotional stability on academic achievement of low vision school students. A simple linear regression was calculated to predict academic achievement based on positive emotions of emotional stability which are optimism, calm, tolerance, autonomy and empathy. A significant equation was found ($F (df_1=5, df_2=174) = 2.79, p < 0.05$), with an R^2 of 0.48. The results show that positive emotions of emotional stability significantly predict academic achievement of low vision school students. Hence, the Null Hypothesis H_{02} : "Positive emotions of low vision students did not significantly predict their academic achievement" is rejected.

RECOMMENDATIONS

The following recommendations are brought out based on the results of the study.

1. The curriculum of the schools should include activities for emotional development of the students.
2. Psychologists shall be appointed in schools to provide guidance and counseling.
3. Yoga, meditation and spiritual development classes should be conducted in schools to enhance emotional stability.
4. Humor club, study group, field trip and social service activities are to be regularly motivated to develop social integration through which positive emotions would come out.
5. Appliances, assistive devices, equipment, large print materials, low vision efficiency training and classroom adaptation should be provided to low vision students in schools in order to get accommodation and adjustment in the mainstream education.

CONCLUSION

Emotional stability makes the low vision students to have adaptation and adjustability in the inclusive setting. As the results of the study establish, positive emotions are to be strengthened among low vision students in order to promote their academic achievement. The recommendations of the study strongly advocated that various planned activities to promote emotional stability are essential for low vision students for their total integration in the inclusive setting.

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