

Emotional Stability of Visually Disabled in Relation to their Study Habits

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The present investigation purports to find out the efficacy of emotional stability on the study habits of visually disabled students. The results reveal that children with high emotional stability have better study habits than their counterparts with low emotional stability. These results are quite alarming as the quality of study habits determines the level of educational performance of the children. It is suggested that parents' training centres and guidance and counseling centres need to be established where parents, siblings, teachers and other members of the society can be taught the techniques of dealing with visually disabled children. It is very important to make these children learn about management of their emotions.

Emotions's role in each and every individual's life is as important as life itself. Life would be a drab without emotions. The term emotions refer to a feeling and its distinctive thoughts, psychological and biological states and range of propensities to act (Goleman, 1995). Stability in emotions means firmly established or fixed, not easily upset or disturbed, well balanced and capable to remain in same status. On the other hand emotional instability is a tendency to display rapid and unpredictable changes in emotionality. It differs from emotional immaturity which is a tendency to display emotional reactions inappropriate to one's age.

Among all the categories of disabilities, there comes a large group of visually disabled. They seem to be different from sighted population only for the reason that they perceive the situations in their life in somewhat a 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.

Researchers in our country in the field of visual disability are far from satisfactory some attempts have been made to study different aspects of life of the visually disabled children. Such attempts help revealing the facts of their life, characteristics, activities, performances, abilities, disabilities, etc. Zehran (1965) found that blind children possess the same personality characteristics as that of the sighted one. Tillman and Osborne (1969) observed that the blind children were superior on repetition of series of number indicating short term memory and attention. Kool and Raina (1979) concluded that the performance of blind was poor on tactical short term memory than the sighted subjects. It was also evident that the blind subjects initially did better than sighted but their performance was poorer than the sighted with increase in delay recall period.

Venderlock (1982) observed that blind does better on arithmetic than general population. Lal (1992) found that blind boys and girls and sighted boys and girls differed significantly on all aspects of vocational interest records, personality inventory and anxiety. But the blind and sighted did not

differ significantly on their mutual perception. Sharma (1998) indicated that visually impaired were more frustrated when compared with their sighted counterparts. Secondly, visually disabled were found to be inferior so far as their study involvement was concerned. Kaplan's (2000) study revealed that blind individuals build evaluations of themselves from indirect vague comparisons. Galati et. al., (2003) found that the emotional facial expressions of congenitally blind and sighted children were similar. However, the frequency of certain facial movements was higher in the blind than the sighted children and social influences were evident only in the expressions of the sighted children who often masked their negative emotions. Eddy and Mellalieu (2003) concluded that visual impairment does not restrict the ability to use mental imagery and that psychological interventions can be expanded to include the use of all the athletes' sensory modalities.

A perusal of the previous researches reveals that though some attempts have been made to study the visually disabled population but no attempt seems to have been made to study their emotional stability and study habits which play vital roles in their personal as well as academic life. Such a study is more important from the rehabilitation point of view of this population. Hence, the investigator has made an attempt to study the emotional stability of visually disabled in relation to their study habits.

Hypotheses

The following hypotheses were formulated:

1. Visually disabled students with high and low emotional stability differ significantly on their study habits.
2. Male visually disabled students having high and low emotional stability differ significantly on study habits.
3. There exists a significant difference among the method female students between high and low emotional stability on their study habits.

Method

Sample

The sample of the present investigation consisted of sixty visually disabled students belonging to the age range of 10-18 years studying in special schools of Delhi. Out of the sixty students, 21 were male and 31 were female.

Tools

Emotional Stability Test for Children (ESTC) by Sengupta and Singh (1985) and Hindi adaptation of Brown and Holtzman's survey of study habits and attitudes served the purpose of measuring the variables under study.

Results

Table 1: Significance of difference between the mean scores of two groups on study habits (n=30).

Groups	Mean	SD	t-ratio
High Emotional Stability	95.13	9.86	12.68
Low Emotional Stability	73.57	8.61	

The table depicts that children (both the sexes) with high and low emotional stability have obtained the mean scores on study habits as 95.13 and 73.57 respectively. The standard deviations for both the groups are 9.86 and 8.61 respectively. The value of t ratio has been calculated as 12.68 which is significant at 0.01 level of confidence. Thus hypothesis number one is accepted. This finding can not be compared with other studies as the review of the researches reveals that though attempts have been made to study different aspects of this population but no such research has been conducted so far in which emotional stability of visually disabled has been studied in relation to their study habits.

After studying the study habits of the total sample, the investigator divided the whole sample on the basis of gender to know the position of study habits of male and female having high and low emotional stability separately.

Table 2: Significance of difference between the mean scores of two groups (Males) on study habits (n=15).

Groups	Mean	SD	t-ratio
High Emotional Stability	93.93	10.09	8.42
Low Emotional Stability	73.07	8.37	

It is clear from the above table that male students with high and low emotional stability have different level of study habits ($t=8.42$, $p < 0.01$). that means that less emotionally stable group could not cultivate the same level of study habits as the emotionally stable group.

Table 3: Significance of difference between the mean scores of two groups (Females) on study habits (n=15).

Groups	Mean	SD	t-ratio
High Emotional Stability	96.33	9.48	9.46
Low Emotional Stability	74.00	8.79	

The table indicates that the mean scores of female students having high and low emotional stability on their study habits are 96.33 and 74.00 respectively. The difference between these two means is significant at 0.01 level of confidence as the value of t-ratio is 9.46. so, the third hypothesis is accepted.

Discussion

It is clear from the results of the present investigation that emotional stability plays a very prominent role in cultivating the study habits in the children with visual disability. The results are quite alarming as the quality of study habits determines the level of educational performance of the child. Education is the backbone of the progress of any nation. These children right from the beginning are not treated in a desirable manner by seeing the society. The investigator suggests that society including parents and educators have to be very careful about nurturing the emotions of these children as emotion is the most delicate trait of one's personality. Students need to be treated psychologically at home and school as well. These children need to be brought up in a very democratic and generous environment.

Moreover, guidance and counseling centres need to be established where parents, siblings and other members of the society including teachers may be explained the techniques of dealing with

these children. There is a dire need that N.G.O.'s , voluntary agencies and other social organizations should come forward and join their hands for making ceaseless efforts for the desirable psychological including emotional development of children with visual disability.

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