

# Emotional Maturity of Visually Impaired Students

## Abstract

Emotions are the great motivating force of human life. Emotional maturity means having proper emotions at proper time to express in proper form and in proper quality. The aim of the present study is to compare the emotional maturity of visually impaired boys and girls. In the present study, the researcher adopted normative survey method of descriptive research. 200 visually impaired students of district Dehradun and Haridwar were selected using random sampling technique. The sample comprised of 100 visually impaired boys and 100 visually impaired girls. The findings revealed that visually impaired students had average level of emotional maturity. It was also observed that there was a significant difference in all the five dimensions of emotional maturity i.e. emotional instability, emotional regression, faulty social adjustment, lack of independence and flexibility and adaptability between visually impaired boys and girls. Visually impaired boys had higher lack of independence while visually impaired girls had more emotional instability, emotional regression, faulty social adjustment and flexibility and adaptability.

**Keywords:** Emotions, Emotional Maturity and Visually Impaired Boys and Girls.

## Introduction

Emotions are the great motivating force of human life. Emotions affect the aspirations, actions and thoughts of an individual. Emotions are basic stuff out of which all motivation arises. Emotions not only impel the individual to action but also serve as goal of action also. Emotions play a pivotal role in the adjustment of the individuals and management of feelings. The individuals who have emotional balance and are emotionally mature can deal effectively with other people.

Emotional maturity is necessary to start and maintain the relationship. Emotional maturity is a balance between the brain and the emotions, between the inner and outer world of an individual. Emotional maturity involves the integration of various aspects of an individual's personality. In simple words it can be said that emotional maturity is the strength to actualize individual abilities within the frame of social demands. Emotional maturity indicates how well one is able to respond to situations, control emotions and behave in an adult manner when dealing with others.

According to Smitson (1974), "emotional maturity is a process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally". In the words of Dosanjh (1960), "emotional maturity means balanced personality. It means ability to govern disturbing emotion, show steadiness and endurance under pressure and be tolerant and free from neurotic tendency".

According to Singh (1990), "emotional maturity is not only the effective determinant of personality pattern but also helps to control the growth of an adolescent's development."

In the words of Skinner (1962), "emotional maturity indicates that condition when a man experiences his feelings for his well-being and develops the ability to get pleasure out of the materials". According to Lisa (2004) stated, "emotional maturity brings with it a capacity for independence, the willingness to take action as free agent along with the capacity to affiliate, to freely initiate and sustain relationship."

Many researchers have conducted various studies on emotional maturity of the children. Kaur (2013) revealed that there was no significant difference in emotional maturity of secondary school students with respect to gender and type of institution. Aggarwal (2013) showed that there was significant difference in the academic achievement of high school students in relation to low and high levels of emotional maturity. Mallick et al. (2014) revealed that the higher secondary school students were emotionally unstable and there was no difference in emotional maturity of male and

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female students as well as government and private school students. *Subramanian and Veliappan (2013)* indicated that the private students were more emotionally matured than government high school students and high schools girls were emotionally matured than high school boys. *Surjit (2014)* carried out a study on the role of emotional maturity in the academic achievement of high school students showed that there was no significant correlation between emotional maturity and academic achievement of high school students and girls were more emotionally stable than the boys. *Parua (2015)* conducted a study on emotional development of children with visual impairment studying in integrated and special schools and found that the visually impaired students studying in integrated schools were more emotionally matured than the students those were in special schools. *Pant and Joshi (2016)* in their comparative study of emotional stability of visually impaired students studying at secondary level in inclusive setup and special schools indicated that children with visual impairment studying in inclusive setup are more emotionally stable than the children with visual impairment studying in special schools. *Rajeshwari and Raj (2017)* indicated that Management students who were emotionally mature show high level of self-confidence while management students who were emotionally immature show low level of self-confidence.

Emotional maturity is an essential condition for the development of every individual. It contributes to a stronger and more stable personality structure which results in the better communication with others and maximum achievement from the capabilities and abilities. Emotional Maturity is the foundation of a happy and contented life. Without emotional maturity the life of the individual may be a stressful. In the present time children are facing many difficulties in life especially the visually impaired students face more problems in their life. Due to the lack of emotional maturity they may encounter many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. But if they are emotionally matured they can have positive attitude towards their life. It may develop their learning capabilities and abilities which may enable them to lead a normal life. This motivated the investigator to take this study in hand to know the emotional maturity of the visually impaired students of district Haridwar and Dehradun.

#### Objectives of the Study

Following research objectives were stated in the present study:

1. To study the emotional maturity of visually impaired children.
2. To compare the emotional instability of visually impaired boys and girls.
3. To compare the emotional regression of visually impaired boys and girls.
4. To compare the faulty social adjustment of visually impaired boys and girls.

5. To compare the lack of independence of visually impaired boys and girls.
6. To compare the flexibility and adaptability of visually impaired boys and girls.

#### Hypotheses

The following null hypotheses have been formulated to achieve the objectives of the study:

1. There is no significant difference in the emotional instability of visually impaired boys and girls.
2. There is no significant difference in the emotional regression of visually impaired boys and girls.
3. There is no significant difference in the faulty social adjustment of visually impaired boys and girls.
4. There is no significant difference in the lack of independence of visually impaired boys and girls.
5. There is no significant difference in the flexibility and adaptability of visually impaired boys and girls.

#### Methodology

##### Research Design

In the present study, comparative research design has been adopted as the visually impaired boys and girls were compared on their emotional maturity.

##### Method

The researcher has employed "Normative Survey Method" type of 'Descriptive Research' which attempts to describe and interpret practices, processes, trends, effects, attitudes and beliefs etc.

##### Sample and Sampling Technique

To select the representative sample of the visually impaired children, the investigator employed random sampling technique in the present study. In this study, the researcher selected 200 visually impaired children from class IX to class XII of district Haridwar and Dehradun randomly. The sample framework has been shown in the table below:

**Sample Framework**

District	Gender	Selected Sample	Total
Haridwar	Boys	50	100
	Girls	50	
Dehradun	Boys	50	100
	Girls	50	
<b>Total</b>		<b>200</b>	<b>200</b>

##### Tools Used

Emotional Maturity Scale developed by Dr. Roma Pal has been used in this study. Emotional Maturity Scale consists of 40 items. This scale measures the five dimensions of emotional maturity: (a) Emotional Unstability, (b) Emotional Regression, (c) Faulty Social Adjustment, (d) Lack of Independency, (e) Flexibility and Adaptability.

##### Statistical Techniques

To analyze the collected data Mean, S.D. and 't'-test were employed.

##### Results and Discussion

In this part, the findings of the research are given:

**Table - 1**  
**Mean and S.D. of the Emotional Maturity of Visually Impaired Children**

Emotional Maturity	Boys			Girls		
	N	Mean	S.D.	N	Mean	S.D.
Emotional Unstability	100	47.32	9.20	100	52.67	10.08
Emotional Regression	100	46.76	9.32	100	53.26	9.63
Faulty Social Adjustment	100	47.36	10.20	100	52.66	9.04
Lack of Independence	100	52.29	8.97	100	47.73	10.45
Flexibility and Adaptability	100	47.17	8.05	100	52.82	10.94

The table no. 1 shows the mean and S.D. of the emotional maturity of visually impaired students. The mean score of emotional instability, emotional regression, faulty social adjustment, lack of independence and flexibility and adaptability of visually impaired boys is 47.32, 46.76, 47.36, 52.29 and 47.17 respectively. These mean scores indicate that visually impaired boys have average level of emotional maturity in terms of its five dimensions i.e. emotional instability, emotional regression, faulty social adjustment, lack of independence and flexibility and adaptability. These boys have least level of emotional regression while they have highest level of lack of independence.

The mean score of emotional instability, emotional regression, faulty social adjustment, lack of independence and flexibility and adaptability of visually impaired girls is 52.67, 53.26, 52.66, 47.73 and 52.82 respectively. These mean scores also show that visually impaired girls have average level of emotional maturity in terms of its five dimensions i.e. emotional instability, emotional regression, faulty social adjustment, lack of independence and flexibility and adaptability. These girls have least level of lack of independence while they have highest level of emotional regression.

**Table - 2**  
**Comparison of the Emotional Unstability of Visually Impaired Boys and Girls**

Variable	Gender	N	Mean	S.D.	df	t-value	Result
Emotional Unstability	Boys	100	47.32	9.20	198	3.891**	Significant
	Girls	100	52.67	10.08			

\*\* = Significant at 0.01 level.

The table no. 2 presents the comparison of the emotional instability of visually impaired boys and girls. The obtained t-value for emotional instability is 3.891, which has been found significant at 0.01 level of significance at df 198. It shows that there is a highly significant difference in the emotional instability of visually impaired boys and girls. The mean values

show that visually impaired girls have higher emotional instability as compared visually impaired boys.

It may be concluded that the t-value is found significant. Thus, the null-hypothesis that "There is no significant difference in the emotional instability of visually impaired boys and girls" is rejected.

**Table - 3**  
**Comparison of the Emotional Regression of Visually Impaired Boys and Girls**

Variable	Gender	N	Mean	S.D.	df	t-value	Result
Emotional Regression	Boys	100	46.76	9.32	198	4.827**	Significant
	Girls	100	53.26	9.63			

\*\* = Significant at 0.01 level.

The table no. 3 shows the comparison of the emotional regression of visually impaired boys and girls. The obtained t-value for emotional regression is 4.827, which has been found significant at 0.01 level of significance at df 198. It means that there is a highly significant difference in the emotional regression of visually impaired boys and girls. The

mean values indicate that visually impaired girls have higher emotional regression in comparison to visually impaired boys.

It may be concluded that the t-value is found significant. Thus, the null-hypothesis that "There is no significant difference in the emotional regression of visually impaired boys and girls" is rejected.

**Table - 4**  
**Comparison of the Faulty Social Adjustment of Visually Impaired Boys and Girls**

Variable	Gender	N	Mean	S.D.	df	t-value	Result
Faulty Social Adjustment	Boys	100	47.36	10.20	198	3.867**	Significant
	Girls	100	52.66	9.04			

\*\* = Significant at 0.01 level.

The table no. 4 presents the comparison of the faulty social adjustment of visually impaired boys and girls. The obtained t-value for faulty social adjustment is 3.867, which has been found significant at 0.01 level of significance at df 198. It indicates a highly significant difference in the faulty social adjustment of visually impaired boys and girls. The mean values suggest that visually impaired girls have higher faulty social adjustment as compared to visually impaired boys.

It may be concluded that the t-value is found significant. Thus, the null-hypothesis that "There is no significant difference in the faulty social adjustment of visually impaired boys and girls" is rejected.

**Table - 5****Comparison of the Lack of Independence of Visually Impaired Boys and Girls**

Variable	Gender	N	Mean	S.D.	Df	t-value	Result
Lack of Independence	Boys	100	52.29	8.97	198	3.290**	Significant
	Girls	100	47.73	10.45			

\*\* = Significant at 0.01 level.

The table no. 5 presents the comparison of the lack of independence of visually impaired boys and girls. The obtained t-value for lack of independence is 3.290, which has been found significant at 0.01 level of significance at df 198. It shows that there is a highly significant difference in the lack of independence of visually impaired boys

and girls. The mean values indicate that visually impaired boys have more lack of independence than visually impaired girls.

It may be concluded that the t-value is found significant. Thus, the null-hypothesis that "There is no significant difference in the lack of independence of visually impaired boys and girls" is rejected.

**Table - 6****Comparison of the Flexibility and Adaptability of Visually Impaired Boys and Girls**

Variable	Gender	N	Mean	S.D.	df	t-value	Result
Flexibility and Adaptability	Boys	100	47.17	8.05	198	4.141**	Significant
	Girls	100	52.82	10.94			

\*\* = Significant at 0.01 level.

The table no. 6 shows the comparison of the flexibility and adaptability of visually impaired boys and girls. The obtained t-value for flexibility and adaptability is 4.141, which has been found significant at 0.01 level of significance at df 198. It shows that there is a highly significant difference in the flexibility and adaptability of visually impaired boys and girls. The mean values indicate that visually impaired girls have more flexibility and adaptability than visually impaired boys.

flexibility and adaptability than visually impaired boys.

#### **Educational Implications**

In the present scientific and technological age it is necessary for the visually impaired students to be skillful in all those areas where they are positive such as physical, social, intellectual and emotional areas etc. On the basis of the above findings the girls are less emotional matured. So it is necessary for their parents, siblings, teachers, peers, supportive staff, medical authorities and psychiatrists etc. to take make efforts to increase their emotional maturity. The following actions should be taken to develop the emotional maturity among girls as well as boys:

It may be concluded that the t-value is found significant. Thus, the null-hypothesis that "There is no significant difference in the flexibility and adaptability of visually impaired boys and girls" is rejected.

#### **Conclusion**

The following conclusions have been drawn from the results:

1. Visually impaired boys and girls had average level of emotional maturity in terms of its five dimensions i.e. emotional instability, emotional regression, faulty social adjustment, lack of independence and flexibility and adaptability.
2. A highly significant difference was found in the emotional instability of visually impaired boys and girls. Visually impaired girls had higher emotional instability as compared visually impaired boys.
3. There was found a highly significant difference in the emotional regression of visually impaired boys and girls. Visually impaired girls had higher emotional regression as compared to visually impaired boys.
4. A highly significant difference was found in the faulty social adjustment of visually impaired boys and girls. Visually impaired girls had higher faulty social adjustment as compared to visually impaired boys.
5. A highly significant difference was found in the lack of independence of visually impaired boys and girls. Visually impaired boys had more lack of independence than visually impaired girls.
6. There was found a highly significant difference in the flexibility and adaptability of visually impaired boys and girls. Visually impaired girls had more

1. Parents must to show their confidence on the visually impaired girls in all the sphere of homework, religious activities, cultural activities, beliefs and rituals.
2. Siblings should involve the visually impaired brothers and sisters in their indoor and outdoor games and should take them with themselves wherever they go without any hesitation.
3. Teachers have a very big responsibility in developing the emotional maturity among the visually impaired students. The teachers should enable the students to find a true identity for themselves in the school. They should encourage the students to participate in all the activities of the school. The teachers should try to understand the emotions and feelings of these students and should involve them in those activities which could control the emotional state of the students.
4. Peers should behave with the visually impaired children in a friendly manner not in a sympathetic way. They should be their buddies who involve them in all the activities in the class, school and even out of the school.

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