

A Study of Emotional Maturity of Visually Impaired Children in Relation to Personality and Socio-Economic Status



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Abstract

Emotional maturity is very necessary for the children for their all-round development. It is more important for the visually impaired children. In the present study, the researcher has tried to study the emotional maturity of visually impaired children in relation to their personality and socio-economic status. Normative survey method has been used in this study. A sample of 200 visually impaired students of district Dehradun and Haridwar was selected through random sampling technique. 100 visually impaired boys and 100 visually girls were included in the sample. It was found that visually impaired boys and girls differed on emotional maturity as girls were less matured than boys. Neuroticism had affected the emotional maturity but extraversion had not put any significant effect on the emotional maturity of these children. Socio-economic status had also influenced the emotional maturity of the visually impaired children. Visually impaired children belonging to upper lower class were highest emotionally immature.

Keywords: Emotional Maturity, Personality, Socio-Economic Status and Visually Impaired Children.

Introduction

Emotions are basic primeval forces by nature to enable the organism to cope up with circumstances which demand the utmost effort for survival. Emotions have strong link with urges, needs and interests. A healthy emotional development cultivates in emotional maturity. Emotional maturity is the product of interaction between many factors like home environment, school environment, society, culture etc. Emotionally matured person can make better adjustment with himself as well as with others. He accepts the reality and doesn't grumble for petty things. A man who is emotionally stable will have better adjustment with himself as well as with others. Emotionally mature person will have more satisfaction in life, he will be satisfied with what he is and have a balanced attitude.

The researcher has observed that various provisions have been made for the physical and educational development of the visually impaired children but very less steps have been taken for the psychological development of the children. Being impaired and segregated from the main stream they face many psycho-social challenges and difficulties such as anxiety, maladjustment, aggression, emotional instability, mental disorders etc. Emotional pressure is always there for such children. They feel unable to balance their emotions due to their emotional immaturity. There is a drastic need to make these children emotionally mature.

Review of Literature

Many research studies have shown the importance of the emotional maturity for the all-round development of the children. *Anju (2000)* found that there exists a positive and significant relation between emotional maturity and intelligence of students which implies that the more intelligent the person is, the more emotionally mature he is. *Ronald E. McNairs (2004)* in his research found that students with a high level of dedication, commitment, desire and emotional maturity can make effective learning and learn as much as they want. *Peter Lichtenberg (2005)* in his research found that only that man has ability to work with others who has emotional maturity and stability.

Darwin Nelson (2005) in his research says that if we want our children to be emotionally mature, we must focus on their early childhood education, which affects certain level of social and emotional maturity. *Pastey & Aminbhavi (2006)* found that adolescents with high emotional

maturity have high stress and self-confidence. *Singh et al. (2007)* found that social support and maturity plays an important role in maintaining the health and well-being as it gives the adolescents a feeling of being loved, cared for, esteem, valued and belonging. In a study conducted by *Wagde & Ganaie (2013)* it was found that less emotionally mature persons tend to prefer rather primitive and often inefficient coping methods, while more mature people preferred more sophisticated and useful methods. *Biswas (2018)* found that there was no significant difference in Emotional Maturity of Higher secondary school level students based on their Gender and Location.

The researcher has felt that emotional maturity of the visually impaired children is one of the recurrent themes to be noticed in educational research. But the factors that affect emotional maturity of visually challenged children have not been researched sufficiently. The researcher has tried to study the emotional maturity of visually impaired children in relation to personality and socio-economic status.

Statement of the Problem

The present study has been stated as: “A study of emotional maturity of visually impaired children in relation to personality and socio-economic status”

Objectives of the Study

In the present study, an attempt was made to achieve the following objectives-

1. To compare the emotional maturity of visually impaired boys and girls in relation to neuroticism.
2. To compare the emotional maturity of visually impaired boys and girls in relation to extraversion.
3. To compare the emotional maturity of visually impaired boys and girls in relation to socio-economic status.

Hypothesis of the Study

Following hypotheses have been formulated to achieve the objectives:

1. There is no significant difference in the emotional maturity of visually impaired boys and girls in relation to neuroticism.
2. There is no significant difference in the emotional maturity of visually impaired boys and girls in relation to extraversion.
3. There is no significant difference in the emotional maturity of visually impaired boys and girls in relation to socio-economic status.

Research Method

Normative survey method has been used in the present study.

Sample and Sampling Technique

The researcher selected 200 visually impaired children from class IX to class XII of district Haridwar and Dehradun through random sampling technique. Both boys and girls were included in the sample.

Tools Used

Following tools have been used for the collection of the data-

1. ‘Emotional Maturity Scale’ developed by ‘Dr. Roma Pal’.
2. ‘Eysenck’s Maudsley Personality Inventory’ developed by ‘S.S. Jalota and S.D. Kapoor’.
3. ‘Socio Economic Status Scale’ developed by ‘R. L. Bharadwaj’.

Results and Discussion

Table – 1(a)
Emotional Maturity of Visually Impaired Boys and Girls in relation to Neuroticism

Variable	Gender	Levels of Neuroticism	N	Mean	S.D.
Emotional Maturity	Boys	High	32	49.92	10.84
		Average	61	45.55	7.33
		Low	7	46.33	4.01
	Girls	High	27	57.64	9.30
		Average	70	51.22	10.32
		Low	3	52.43	15.24

The table no 1 (a) shows that the mean values of emotional maturity of visually impaired boys having high, average and low neuroticism are 49.92, 45.55 and 46.33 respectively. It means that visually impaired boys having high neuroticism have more extremely unstable emotional maturity than those boys who have average and low neuroticism. Visually impaired boys having average neuroticism have least extremely unstable emotional maturity.

The mean values of emotional maturity of visually impaired girls having high, average and low neuroticism are 57.64, 51.22 and 52.43 respectively. It means that visually impaired girls having high neuroticism have more extremely unstable emotional maturity than those girls who have average and low neuroticism. Visually impaired girls having average neuroticism have least extremely unstable emotional maturity.

All the visually impaired children have extremely unstable emotional maturity but visually impaired girls having high neuroticism are less emotionally matured while visually impaired boys having average neuroticism are most emotionally matured.

Table – 1(b)
Analysis of Variance to Compare the Emotional Maturity of Visually Impaired Boys and Girls in relation to Neuroticism

Source	df	SS	MS	F-value	Results
Gender	1	1957.38	1957.38	22.311**	Significant
Neuroticism	2	1164.95	582.47	6.639**	Significant
Interaction	2	42.72	21.36	0.244	Insignificant
Between Group	6	503071.91	83845.32		
Within Group	194	17019.67	87.73		

** = Significant at 0.01 level.

The table no 1 (b) shows that the first obtained F-value is 22.311, which has been found significant at 0.01 level of significance. It indicates a significant difference in the emotional maturity of visually impaired boys and girls.

The second obtained F-value is 6.639, which has been found significant at 0.01 level of significance. It means that there is a significant difference in the emotional maturity of visually impaired children having high, average and low neuroticism.

The third obtained F-value is 0.244, which has also not been found significant even at 0.05 level

of significance. It means that interaction of gender and neuroticism has not influenced the emotional maturity of visually impaired children significantly.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the sub-hypothesis that "There is no significant difference in the emotional maturity of visually impaired boys and girls in relation to neuroticism" is rejected for main effect of gender and main effect of neuroticism and accepted for interaction of gender and neuroticism.

Table – 2(a)

Emotional Maturity of Visually Impaired Boys and Girls in relation to Extraversion

Variable	Gender	Levels of Extraversion	N	Mean	S.D.
Emotional Maturity	Boys	High	5	42.05	7.98
		Average	66	47.66	8.55
		Low	29	46.37	8.86
	Girls	High	4	57.46	16.37
		Average	71	51.35	10.34
		Low	25	56.95	8.91

The table no 2 (a) shows that the mean values of emotional maturity of visually impaired boys having high, average and low extraversion are 42.05, 47.66 and 46.37 respectively. It means that visually impaired boys having average extraversion have more extremely unstable emotional maturity than those boys who have high and low extraversion. Visually impaired boys having high extraversion have least extremely unstable emotional maturity.

The mean values of emotional maturity of visually impaired girls having high, average and low extraversion are 57.46, 51.35 and 56.95 respectively. It means that visually impaired girls

having high extraversion have more extremely unstable emotional maturity than those girls who have average and low extraversion. Visually impaired girls having average extraversion have least extremely unstable emotional maturity.

All the visually impaired children have extremely unstable emotional maturity but visually impaired girls having high extraversion are less emotionally matured while visually impaired boys having high extraversion are most emotionally matured.

Table – 2(b)

Analysis of Variance to Compare the Emotional Maturity of Visually Impaired Boys and Girls in relation to Extraversion

Source	df	SS	MS	F-value	Results
Gender	1	1835.46	1835.46	20.465**	Significant
Extraversion	2	165.39	82.69	0.922	Insignificant
Interaction	2	662.33	331.16	3.692*	Significant
Between Group	6	202691.95	83781.99		
Within Group	194	17399.64	89.67		

** = Significant at 0.01 level.

The table no 2 (b) shows that the first obtained F-value is 20.465, which has been found significant at 0.01 level of significance. It shows a significant difference in the emotional maturity of visually impaired boys and girls.

The second obtained F-value is 0.922, which has not been found significant even at 0.05 level of significance. It means that there is no significant difference in the emotional maturity of visually impaired children having high, average and low extraversion.

The third obtained F-value is 3.692, which has been found significant at 0.05 level of significance.

* = Significant at 0.05 level.

It means that interaction of gender and extraversion has affected the emotional maturity of visually impaired children significantly.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the sub-hypothesis that "There is no significant difference in the emotional maturity of visually impaired boys and girls in relation to extraversion" is rejected for main effect of gender and interaction of gender and extraversion and accepted for main effect of extraversion.

Table – 3 (a)
Emotional Maturity of Visually Impaired Boys and Girls in relation to Socio-Economic Status

Variable	Gender	Levels of Socio-Economic Status	N	Mean	S.D.
Emotional Maturity	Boys	Upper Class	3	42.66	7.91
		Upper Middle Class	4	42.17	7.59
		Middle Class	83	46.66	8.53
		Upper Lower Class	5	57.96	8.26
		Lower Class	5	48.24	3.79
	Girls	Upper Class	4	40.92	3.77
		Upper Middle Class	18	46.57	7.01
		Middle Class	41	48.94	7.75
		Upper Lower Class	34	62.19	7.95
		Lower Class	3	58.85	16.03

The table no 3 (a) shows that the mean values of emotional maturity of visually impaired boys of upper class, upper middle class, middle class, upper lower class and lower class are 42.66, 42.17, 46.66, 57.96, and 48.24 respectively. It means that visually impaired boys of upper lower class have more extremely unstable emotional maturity than those boys of other socio-economic status. Visually impaired boys of upper middle class have least extremely unstable emotional maturity.

The mean values of emotional maturity of visually impaired girls of upper class, upper middle

class, middle class, upper lower class and lower class are 40.92, 46.57, 48.94, 62.19, and 58.85 respectively. It means that visually impaired girls of upper lower class have more extremely unstable emotional maturity than those girls of other socio-economic status. Visually impaired girls of upper class have least extremely unstable emotional maturity. All the visually impaired children have extremely unstable emotional maturity but visually impaired girls of upper lower class are less emotionally matured while visually impaired girls of upper class are most emotionally matured.

Table – 3 (b)
Analysis of Variance to Compare the Emotional Maturity of Visually Impaired Boys and Girls in relation to Socio-Economic Status

Source	df	SS	MS	F-value	Results
Gender	1	325.941	325.941	4.961**	Significant
Socio-Economic Status	4	5571.025	1392.756	21.200**	Significant
Interaction	4	174.027	43.507	0.662	Insignificant
Between Group	10	507609.282	50760.928		
Within Group	190	12482.302	65.696		

** = Significant at 0.01 level.

The table no 3 (b) shows that the first obtained F-value is 4.961, which has been found significant at 0.01 level of significance. It means that there is a significant difference in the emotional maturity of visually impaired boys and girls.

The second obtained F-value is 21.200, which has also been found significant at 0.01 level of significance. It means that there is a significant difference in the emotional maturity of visually impaired children of different socio-economic status.

The third obtained F-value is 0.662, which has not been found significant even at 0.05 level of significance. It means that combined effect of gender and socio-economic status has not created a significant effect on the emotional maturity of visually impaired children.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the sub-hypothesis that "There is no significant difference in the emotional maturity of visually impaired boys and girls in relation to socio-economic status" is rejected for main effect of gender

as well as main effect of socio-economic status and accepted for combined effect of gender and socio-economic status.

Conclusion

Following conclusions have been drawn from the above results:

1. A significant difference has been found in the emotional maturity of visually impaired boys and girls. Boys have been found more emotionally matured as compared to girls.
2. Neuroticism trait has affected the emotional maturity of visually impaired children significantly. Visually impaired boys and girls who are average neurotic have been found to be more emotionally matured.
3. Interaction between gender and neuroticism trait has not created a significant effect on the emotional maturity of visually impaired children.
4. Extraversion trait has not influenced the emotional maturity of visually impaired children significantly.

Remarking An Analisation

5. Joint effect of gender and extraversion trait has created a significant effect on the emotional maturity of visually impaired children. Visually impaired boys who are high extrovert have been found to be highest emotionally matured.
6. There was a significant difference in the emotional maturity of visually impaired children in relation to socio-economic status. Visually impaired children belonging to upper lower class have been found to be highest emotionally immature.
7. Interaction between gender and socio-economic status has put an insignificant effect on the emotional maturity of visually impaired children.

Educational Implications

It has been found in this study that neuroticism and socio-economic status has affected the emotional maturity of the visually impaired children. The researcher has found that boys are more emotionally matured. In this regard, it can be suggested that appropriate opportunities should be provided to the visually impaired children to feel, demonstrate and express their emotions and feelings. This work can be done with activities like acting and music.

Most important aspect in this regard is that from the very beginning visually impaired children should be considered as the desirable part of the society rather than treating them as disabled children. Besides this, teachers, counselors, parents and others should be provided proper training for deeper understandings and insights into the behavior and emotional development of the children. Teachers should also have the knowledge of those skills and tools through which they may help the students to be successful in school and in life.

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