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RESEARCH ARTICLE

EMOTIONAL DEVELOPMENT OF CHILDREN WITH VISUAL IMPAIRMENT STUDYING IN INTEGRATED AND SPECIAL SCHOOLS

Dr. R.K.Parua

Associate Professor Department of Special Needs and Inclusive Education Harmaya University, Ethiopia

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Dr. R.K.Parua

Abstract

The study was carried out to determine the difference in emotional development among visually impaired students studying in integrated and special schools. The sample comprised 110 visually impaired students studying different elementary school of Haryana and Delhi. The data were collected with the help of Emotional Maturity Scale (EMS) by Singh and Bhargav. The results show that there is a significant difference between visually impaired students studying in integrated and special schools on emotional development in general and all the dimensions of emotional maturity scale. Further, the visually impaired students studying in integrated schools were more emotionally matured than the students those were in special schools.

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INTRODUCTION

The children with special needs require special techniques and support services in their education regardless of the school setting in which they are placed (Annalaug, Torril and Sigua 2004). The objectives of good educational programme for the students are the all round development i.e. physical, mental, social, and emotional and language development etc. School setting plays a crucial role in fulfilling this objective for children in general and children with special needs in particular. Conducive educational settings encourage the disabled to identify their problems, realize their own worth and potentialities for maximum development. Thus, integrated and special school settings do have their important influence over different aspects of developmental process (Sharma, 2004). The disabled are socially disadvantaged, economically deprived and are psychologically alienated too. They may not have proper stimulating educational environment to realize their inherent abilities and aptitudes. Moreover, they are born and brought up in a different social set up and their abilities may be latent and we need to nourish and develop the same. So the children with special needs especially visually impaired students should be placed in a proper settings of education for their all round development including emotional development also.

Emotional Development of Students with Visual Impairment

Emotional development is one of the significant aspects of educational growth and development. Almost all the behaviors of man are guided in some degree by emotions. Emotions are present in every activity of human beings. These emotions are prime movers of thought and conduct which influenced physical health, mental health, social life, character, learning process, and area of adjustment. Emotions are sort of feelings or effective experience which are characterized by some physiological changes that generally lead individual to perform some or the other types of behavior (Crow and Crow, 1973).

The child's potential for development in terms of emotional aspects mainly depends on communication and social interaction (Parua, 2008). The good communication and positive societal interaction foster relationships and emotional adjustment, but for a visually impaired child, these channels are blocked, sometimes resulting in emotional instability (Pradhan, 2010). Furthermore, studies indicate that pupils with visual disability in integrated settings have more age appropriate behavior than those in segregated settings (Mc Guinness, 1981). Social and psychological development of students with special needs appears to be less matured (Meadows, 1980). These

developments of students with special needs are shaped by a range of factors including the child's personality, family support, and the ethos of the school and society and the extent of the child's degree of impairment.

It has been well established in social science literature that social support enhances physical and psychological well-being and buffers the negative effects of life stress (Robinson, 1995). These aspects reveal that special schools are not suitable for achieving emotional and academic development though visually impaired children are lack of interaction with normal peers in segregated setting. Integration is mutually beneficial for both special and normal children as they form their own values and don't adopt negative attitude towards disability (Alper and Ryndak, 1992).

The purpose of the study was to find the emotional development among students with visual impairment studying in integrated and special schools.

Method and Design.

The present study was a descriptive survey type of research. A sample of 110 visually impaired students studying in different schools of Haryana and Delhi. Out of 110 students, 50 students from integrated schools and 60 students from special schools. Purposive sampling technique was employed for the collection of the sample. Emotional Maturity Scale (EMS) by Singh and Bhargav (1983) was used to measure the emotional development among visually impaired students. Statistical techniques like mean, SD and t-test were used for analyzing the data.

Analysis

Table-1

Significance of difference between the mean emotional development scores of the visually impaired children studying in integrated and special schools

Variable	Group	N	Mean	S.D.	S.Ed.	t-ratio	Level of significance
Emotional Development	Integrated School	50	112.54	24.03	4.43	4.98	Significant**
	Special School	60	134.63	22.04			

**Significant at .01 level

It is observed from the Table-1 that the mean emotional development scores of the Visually Impaired children studying in integrated schools is 112.54 and that of children studying in special schools is 134.63 with S.Ds 24.03 and 22.04 respectively. The t-value is found to be 4.98 and this is significant at .01 level. It implies that the two groups differ significantly on emotional development. The mean emotional development scores of Visually Impaired children studying in special schools are higher than the children studying in integrated schools. It implies that the disabled children studying in integrated schools are emotionally more developed (as less scorer more matured emotionally according to the scale) as compared to the children studying in special schools.

Table-2

Significance of difference between the mean emotional development (dimension wise) scores of the visually impaired children studying in integrated and special schools

Variables	Integrated Schools N=50		Special schools N=60		t-ratio
	Mean	S.D.	Mean	S.D.	
Emotional Instability	22.01	12.21	26.86	13.84	2.13*
Emotional Regression	22.12	11.63	26.98	12.98	2.07*
Social Maladjustment	22.10	12.18	27.01	12.63	2.10*
Personality Disintegration	23.11	10.37	26.91	10.24	1.92
Lack of Independence	23.20	12.24	26.87	13.72	1.58

*Significant at .05 level

**Significant at .01 level

It is observed from the Table-2 that the mean emotional development scores of the Visually Impaired students studying in integrated schools on 'Emotional Instability' is 22.01 and that the children studying in special schools on 'Emotional Instability' is 26.86 with S.Ds 12.21 and 13.84 respectively. The t-value is found to be 2.13, which is significant at .05 level. It implies that the two groups differ significantly on Emotional Instability. The mean scores of Visually Impaired children studying in special schools is higher than the children studying in integrated schools.

That means children studying in integrated are emotionally more developed than the other group. Table-2 depicts that the mean emotional development scores on visually impaired children studying in integrated schools on 'Emotional Regression' is 22.12 and that the children studying in special schools on 'Emotional Regression' is 26.98 with S.Ds 11.63 and 12.98 respectively. The t-value is found to be 2.07, which is significant at .05 level. It shows that the two groups differ significantly on Emotional Regression. The mean score of children studying in special schools is higher than the children studying in integrated schools. It implies that the children studying in integrated are emotionally more developed (as less scorer more matured emotionally) than the other group.

It may be seen from the Table-2 that the mean emotional development scores of the visually impaired studying in integrated schools on 'Social Maladjustment' is 22.10 and that of children studying in special schools on 'Social Maladjustment' is 27.01 with S.Ds 12.18 and 12.63 respectively. The t-value is found to be 2.10, which is significant at .05 level. It implies that the two groups differ significantly on Social Maladjustment. The mean score of visually impaired studying in special schools is higher than the children studying in integrated schools. That means children studying in integrated are emotionally more developed (as less scorer more matured emotionally) than the other group.

Again Table-2 reveals that the mean emotional development scores of the visually Impaired studying in integrated schools on 'Personality Disintegration' is 23.11 and that of children studying in special schools is 26.91 with S.Ds 10.37 and 10.24 respectively. The t-value is found to be 1.92 and this is not significant even at any level of significance. It shows that the two groups did not differ significantly on Personality Disintegration. Further, the mean score of visually impaired children studying in special schools is higher than the children studying in integrated schools. That means children studying in integrated schools are emotionally more developed (as less scorer more matured emotionally) than the other group.

Further Table-2 indicates that the mean emotional development scores of the visually impaired studying in integrated schools on 'Lack of Independence' is 23.20 and that the children studying in special schools on 'Lack of Independence' is 26.87 with S.Ds 12.24 and 13.72 respectively. The t-value is found to be 1.58, which is not significant at even at any level of significance. It implies that the two groups did not differ significantly on Lack of Independence. Since the mean score of this dimension of visually impaired children studying in special schools is higher than the children studying in integrated schools. That means children studying in integrated schools were emotionally more matured (as less scorer more matured emotionally) than the other group.

Discussion and Conclusion

The present study reveals that the visually impaired students who have studied in integrated schools have better emotionally developed than who are studied in special schools. So it is suggested to the parents of visually impaired children that they should admit their children in integrated schools for their better emotional development. In special schools the teacher should make an effort to develop conducive social climate in the class so that every visually impaired student should feel that he belongs to a group of normal population. The study also presents that the students of special schools were more emotionally instable, socially maladjusted, personally disintegrated and dependent than students placed in integrated schools. So, there must be organize programmes drama, poetry, sports etc more to enhance the emotional stability among visually impaired students. So, it is recommended to the teachers of special schools that they should understand and identify child's self esteem to encourage them for academic work. They can also assign some projects to develop emotional ability.

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