

EMOTIONAL MATURITY IN RELATION TO ANXIETY AMONG VISUALLY IMPAIRED AND SIGHTED STUDENTS

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Abstract

Sighted children have an edge over blind children in the acquisition of knowledge through experience. Sighted children acquire rich experiences in a natural way. They learn the experience as a 'whole'. But the learning of blind children is in 'pieces' of information. There is thus a need for different approaches to the curriculum for blind children. Since visually impaired children demonstrate slow pace of performance in co-curricular activities, in no case should they be compared with sighted children. The approach in this case should be purely on an individual basis. Therefore, their Emotional Level of maturity is below than the normal children, who create frustration, and tension in the children so that they do not adjusted properly in Class room. So we intended to study the correlation of emotional maturity and anxiety level among visually impaired and sighted students where low degree of negative correlation between the emotional maturity and anxiety among visually impaired students and low degree of positive correlation between the emotional maturity and anxiety among sighted students was observed.

Key Words: *Visually Impaired Children, Emotional Maturity and Anxiety*

INTRODUCTION

The personality of a man is the product of continuing interaction between the organism and his environment, social, physical, and cultural, vision (sight) plays a vital role in this context. This interaction in visually impaired people suffers a great deal and they remain deprived of the visual perceptions which lead to concept formation.

In ancient times the visually impaired person were viewed as victims of punishment by supernatural powers. They were helpless and could be easily deceived.

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It was regarded as punishment for their past times. This doctrine has been an unbroken thread throughout the cultural development of our country.

The eye is the most important gateway of mind. It is a very important sensory organ which accounts for a very large fraction of a total information available to a person through his senses. This part is denied to the visually impaired persons. Living without sight leads to deprivation of vital information and meaningful interaction. Thus lack of sight makes the person aloof from the physical and social world. This sensory deprivation creates anxiety and emotional maturity problems in the personality of visually impaired subjects in society.

EMOTIONAL MATURITY

Human beings are creatures of feelings or emotions. Our emotions control our behaviour. Emotions are one of the dimensions of personal experiences. They are expressed as love, fear, anger, laughter, tears and so on. They involve feelings of jubilation or depression. If there had been no emotions in the life of the organism, our life would have been devoid of aspiration.

According to Charles Skinner (2004), emotional maturity that is in keeping with the facts of development and potentialities involved in the process of development must stress not simply restriction and control but also the positive possibilities inherent in human nature. According to these views, emotional maturity involves the kind of living that most richly and fully expresses what a person has in human at any level of his / her development.

ANXIETY

Probably, there is no aspect of human experience more universal than that of anxiety. In every culture and throughout recorded time, the human organism has been subjected to real and imagined threats that may produce the arousal states that is labeled as anxiety. By the midpoint of the mid century; many authors, philosophers, psychologists, and others were referring to the twentieth century as the age of anxiety. Auden (1947) explained that the age of anxiety was reflected in the heightened feelings of loneliness. This increase in anxiety, or perhaps awareness of its existence

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was often attributed to the loneliness, uncertainty and bureaucratic interference with the individual efforts towards self- recognition and self- realization.

OBJECTIVES OF THE STUDY

The objective of the study was

- To study the relationship between emotional maturity and anxiety of V.I. Students and Sighted Students.

HYPOTHESIS OF THE STUDY

The hypotheses framed for the present study were as followed:

1. There will be no correlation between the emotional maturity and anxiety among visually impaired students.
2. There will be no correlation between the emotional maturity and anxiety among sighted students.

STATISTICAL TECHNIQUES FOR DATA ANALYSIS

Product moment correlation method was used for data analysis.

DELIMITATIONS OF THE STUDY

1. The study was confined only to Haryana state only.
2. The sample size was restricted to 70 students only.
3. This study was delimited to 35 sighted and 35 visually impaired students.

SAMPLE

A sample of seventy students was selected randomly for this study.

TOOLS

- Emotional Maturity Scale (EMS) prepared and standardized by **Dr. Yashvir Singh** and **Dr. Mahesh Bhargava**
- Sinha's Comprehensive Anxiety Test (SCAT) prepared and standardized by **Dr. A.K.P. Sinha** and **Dr. L.N.K. Sinha**

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RESEARCH METHODOLOGY

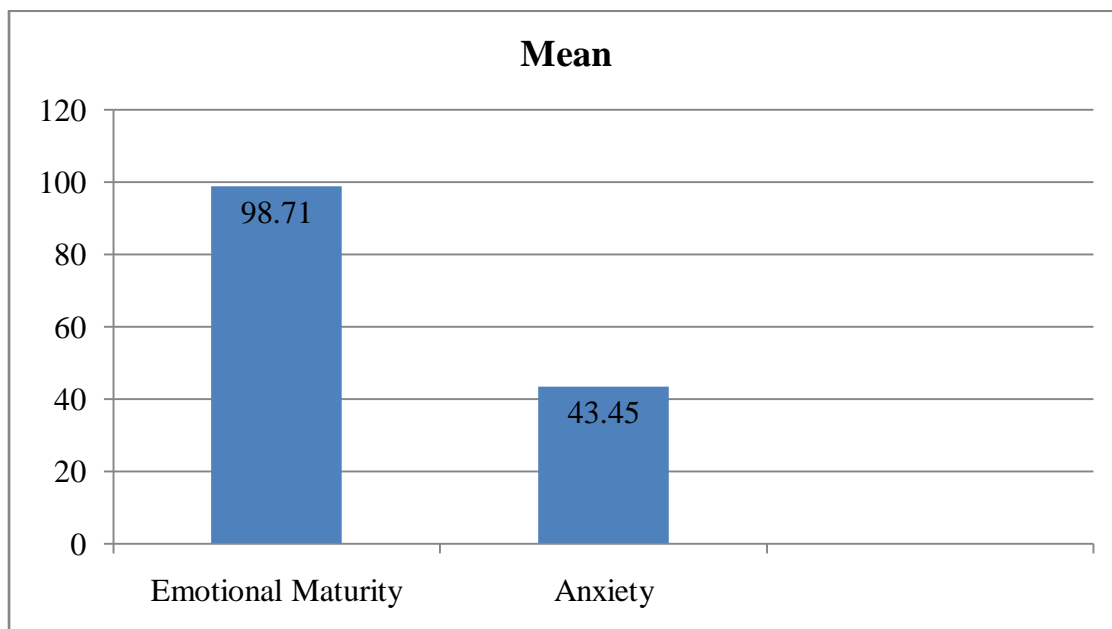
Descriptive method of research was used.

Hypothesis – 1

“There will be no correlation between the emotional maturity and anxiety among visually impaired students.”

Table 1 Mean correlation (r) of visually impaired students.

	No. of students	Mean	r - value
Emotional Maturity	35	98.71	-0.154
Anxiety	35	43.45	



Graph 1 Coefficient of correlation between the emotional maturity and anxiety among visually impaired students.

Coefficient of correlation i.e. **r – value** derived from the scores of emotional maturity and anxiety among visually impaired students was **-0.154** which shows that there is

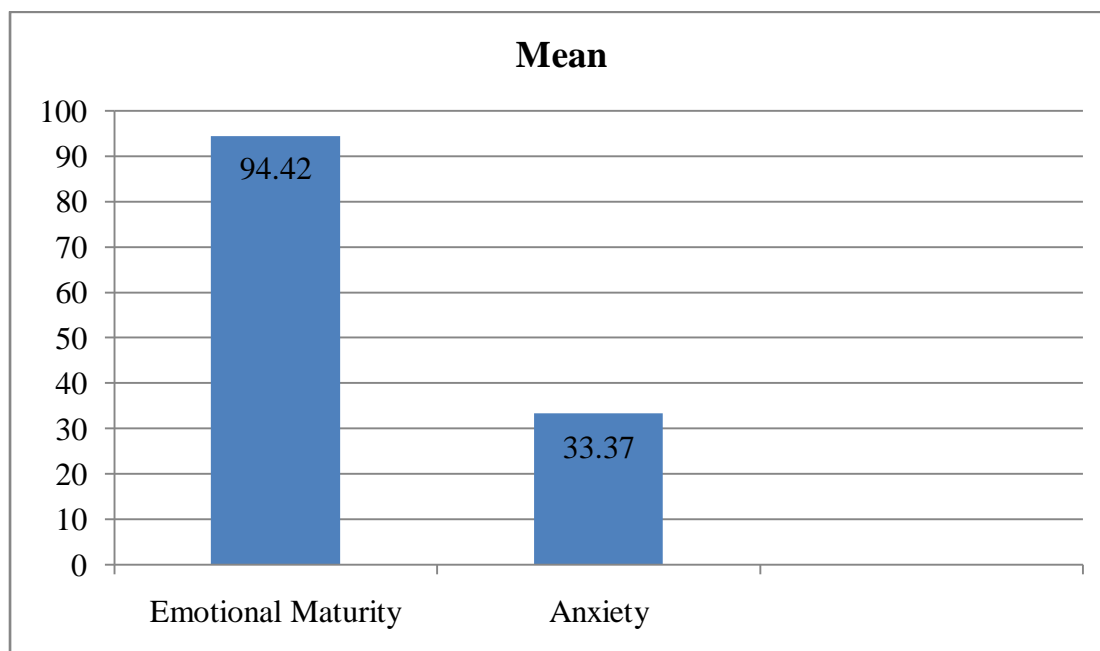
low degree of negative correlation between the emotional maturity and anxiety among visually impaired students.

Hypothesis – 2

“There will be no correlation between the emotional maturity and anxiety among sighted students.”

Table 2 Mean, correlation (r) of Sighted Students.

	No. of students	Mean	r - value
Emotional Maturity	35	94.42	0.033
Anxiety	35	33.37	



Graph 2 Coefficient of correlation between the emotional maturity and anxiety among sighted students.

Coefficient of correlation i.e. **r – value** derived from the scores of emotional maturity and anxiety among sighted students was **0.033** which shows that there is **low degree of positive correlation** between the emotional maturity and anxiety among sighted students.

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MAJOR FINDINGS OF THE STUDY

Major findings of the study on the basis of data analysis and interpretation of data were as follows:

1. There was low degree of negative correlation between the emotional maturity and anxiety among visually impaired students.
2. There was low degree of positive correlation between the emotional maturity and anxiety among sighted students.

EDUCATIONAL IMPLICATIONS

In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect as put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always being the symbol of progress and the center of values in the past and even today. So apart from quantity, the quality of education provided by schools has been and continues to be a major concern in our society. The effectiveness of any school system is gauged through the extent the pupils involved in the school system achieve, weather it may be in cognitive, conative or psychomotor domain.

The present study was to undertaken to find out the level of Emotional maturity in relation to anxiety among visually impaired and sighted students.

The school authorities should made best efforts to meet the unique individual emotional and general needs of the students in the general school system where all type of students are included. The result of present study, therefore have important implications for teachers, administrator and other school personnel who are responsible for maintaining effective general- emotional climate in their school.

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