



STUDY OF EMOTIONAL STABILITY OF LEARNING DISABLED AND REGULAR CHILDREN IN INCLUSIVE SCHOOLS

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Abstract

The present study aims to investigate the emotional stability of learning disabled and regular children in integrating settings. Learning disabled children are slightly differs from Regular children in their emotional stability They suffer from disabilities, which either prevents or hinders normal emotional pattern in certain situations. Descriptive survey method was employed in the present investigation. Survey was conducted on a sample of 100 learning disabled and 100 regular children selected randomly from 5 different schools of Jind. The data was collected during the academic year 2015-16. The findings revealed that emotional stability of learning disabled children is less than that of Regular children in inclusive schools. It means that Emotional stability of learning disabled boys and girls is less than that of Regular boys and girls in inclusive schools In fact emotional stability of learning disabled boys is less than that of learning disabled girls in inclusive schools.

Keywords: Emotional Stability, Learning Disabled, Regular, Inclusion

Introduction

Education has been acclaimed as the prime mover of development. It opens the door to modernization. The educational process, however, does not benefit the disadvantaged groups evenly, resulting in differential development. The educational input takes various forms such as opening of schools, enrolment drives, measures for the retention of students in schools, provision of tuition without payment of fees and of scholarships and stipends for the upkeep of scholars, supply of textbooks and other teaching/learning material, opening of residential schools with or without a vocational base, appointment of teachers from the students' own community, orientation of outside teachers in the culture of the disadvantaged groups,

provision of Braille and other appliances for blind and deaf and dumb children and adoption of special teaching strategies for the mentally retarded. These inputs are expected to facilitate the educational process and attract disadvantaged children to school or college. It also affects the formation of their personality and moulds their attitudes to issues current in society.

The increasing integration of many disabled children into mainstream education since the Special Educational Needs and Disability Act (2001) has led to an examination of the physical and educational needs of disabled children in and around the school buildings. The disabled children included in the study are referred to as the 'focus children' of the study. A disability may be physical, cognitive, mental, sensory, emotional, and developmental or some combination of these. Disabilities are an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

Learning Disability includes the heterogeneous group of children who do not fit neatly into the traditional categories of handicapped children. Children from a heterogeneous group and fail to learn for diverse reasons they have one thing in common, discrepancies (intra individual differences) in abilities an achievement. Learning disabilities" as a generic term refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual presumed to be due to central nervous system dysfunction and may occur across the life span.

Learning disabilities (LD) vary from person to person. One person with learning disabilities may not have the same kind of learning problems as another person with learning disabilities. One person may have trouble with reading and writing. Another person with learning disabilities may have problems with understanding math. Still another person may have trouble in each of these areas, as well as with understanding what people are saying. Learning disabilities are not due primarily to visual, hearing, or motor handicaps; to mental retardation, emotional disturbance or environmental disadvantage; although they may occur concurrently with any of these. Learning disabilities may arise from genetic variation, bio-chemical factors, events in the pre- to post-natal period, or any other subsequent events resulting in neurological impairment.

Emotional stability is the capacity to maintain one's emotional balance under stressful circumstances. It is the opposite of emotional instability and Neuroticism State of an individual that enables him or her to have appropriate feelings about common experiences and act in a rational manner unlike physical health, many persons including physicians often do not pay as much attention to emotional stability as a part of overall health. Physicians are often overwhelmed by high patient loads that conspire to minimize the importance of emotional health. Likewise, patients may not be used to giving much interest to this area, amidst other pressing issues.

Emotional stability can be defined as having a congruent transition of emotional states and moderate emotional resilience to environmental influences (or cues). Someone who has the ability to cope with general changes in the environment, without responding with an intense emotional reaction, is said to be emotionally stable. The ability to stabilise emotions differs from the ability to regulate emotions. The signs of an emotional stability are calmness of mind and freedom from anxiety and depression (Hay & Ashman, 2003). An emotionally stable person has the attributes of emotional maturity, self-confidence, and stability in their plans and affections; these subjects look boldly ahead for facts and situations and do not give into occasional fluctuations in their mood..." (Pavlenko, Chernyi and Goubkina, 2009: p. 39). A large deepening occurs in the development of emotional stability after the age of three years old. This allows the child to maintain a sense of self during periods of brief separation from his or her parents (Postle, 1988). Regulation also plays an important role in the stability of someone's emotions, in that the ability to control and regulate emotions is an emotionally stabilizing factor, whether that be through cognitive therapy or medication. Emotional stability can be defined as the act of an individual being emotionally secure and stable. Emotional stability is an important and useful state of being. With emotions managed and under control, yet still having the ability to feel intense emotion and understand the reason for the emotions, a power in situations is gained. Take a minute and see what resources below will help you as you seek to master your emotions.

Need of the Study

Children having special learning needs arising out of their intellectual, psychological, sensory and physical defects are required to be in special schools for special care. In India although some remarkable progress has been done by way of creating an awareness regarding educability of children with varying nature and degree of handicaps, yet enrolling all the handicapped children in special schools appears a distant goal. Disability is a multi-dimensional and complex construct and there is no single universally accepted, unproblematic

definition of disability. Not only do definitions differ across countries but these also differ and change within a country with evolving legal, political and social discourses. In general, the search for a single prevalence rate is an illusion, and the range of estimates, and their varied origins, makes it difficult to say very much with assurance about people with disabilities. Learning disabled children in the integrated setup face many problems. The disabled children have a significantly greater difficulty in emotional stability and emotional balance than the majority of other children of their age group. They suffer from disabilities, which either prevents or hinders them from making use of educational facilities of a kind generally provided in normal settings. Therefore, their achievement level is below than the normal children, who create frustration, tension and emotional instability of the children so that they do not get stabled properly. Due to the adjustment and emotional problems in disabled children, this affects the behavior relationship between teacher and peer group. Many of these children exhibit other emotional characteristic that make them disruptive in different life situations. Hence the present study seems to be worthwhile undertaking.

Review of Related Literature

Judge et al (2001) conducted study on relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: a meta-analysis. This presents meta-analytic results of the relationship of 4 traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability (low neuroticism)—with job satisfaction and job performance. With respect to job satisfaction, the estimated true score correlations were .26 for self-esteem, .45 for generalized self-efficacy, .32 for internal locus of control, and .24 for emotional stability. With respect to job performance, the correlations were .26 for self-esteem, .23 for generalized self-efficacy, .22 for internal locus of control, and .19 for emotional stability. In total, the results based on 274 correlations suggest that these traits are among the best dispositional predictors of job satisfaction and job performance. T. A. Judge, E. A. Locke, and C. C. Durham's (1997) theory of core self-evaluations is used as a framework for discussing similarities between the 4 traits and their relationships to satisfaction and performance.

Sharma (2007) : This study examined that personality characteristics of 180 boys and girls of ages 8, 9 and 10 with learning disabilities (LD) in 3rd, 4th and 5th grade in Urban and rural primary schools of Andra Prades, India. The subjects were identified based on their scholastic achievement on a spelling dictation test, an oral reading test, a reading comprehension test an arithmetic test developed specifically for the purpose along with mental ability tests-Ravens

standard progressive matrices and Draw a man. An adapted version of the children personality questionnaire (CPQ) was administered to the subjects with learning disabilities. Examination of scores obtained by learning disabled and Regular subjects on the CPQ portrays the learning and disabled child as having problems in social and emotional adjustment.

Objectives of the Study

- To compare the emotional stability of learning disabled and regular children in inclusive schools.
- To compare the emotional stability of learning disabled boys and Regular boys in inclusive schools.
- To compare the emotional stability of learning disabled girls and Regular girls in inclusive schools.
- To compare the emotional stability of learning disabled boys and learning disabled girls in inclusive schools.

Hypotheses of the Study

- There is no significant difference between the emotional stability of learning disabled and regular children in inclusive schools.
- There is no significant difference between the emotional stability of learning disabled boys and Regular boys in inclusive schools.
- There is no significant difference between the emotional stability of learning disabled girls and Regular girls in inclusive schools.
- There is no significant difference between the emotional stability of learning disabled boys and learning disabled girls in inclusive schools.

Delimitations of the Study

The present study was delimited to:-

- The present study was delimited to inclusive schools of Jind only.
- The study was delimited to 200 students only.
- The study was delimited to IVth to IXth class students.

Methodology

Population

Children studying from class IVth to IXth of Jind constituted population of the present study.

Sample

The sample constituted of 200 children. Using random method of sampling 100 learning disabled and 100 Regular children of Jind was selected for the present study.

Procedure of Data Collection

At the outset, investigator took permission of the principals, with the help of the teacher in charge of the classes; the investigator got required information about the children. Investigator identified 100 learning disabled and 100 Regular children from classes IV to IX. The investigator personally contacted the children and gave one questionnaire to each child. She administered the test for both groups i.e. LD and non-learning disabled separately. First, she collected data from learning disabled children and next to NLD children. The investigator first read out the instructions, as many children found it hard to read and gave direction as to how to give responses. The investigator sat all the time near the children and clarified, whenever they faced problems. Investigator fully satisfied that the information gathered were genuine view of the children without any bias.

Tools Used For the Study

The following tool was used for the study.

Emotional Stability test for children by Dr. A. Sen. Gupta & Prof. A.K. Singh

Analysis and Interpretation

Hypothesis – I

There is no significant difference between the emotional stability of learning disabled and regular children in inclusive schools. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability of learning disabled and regular children in inclusive schools.

t- Ratio was calculated for comparison between two groups

S. No	Group	N	Mean	Sd	SE _D	Mean Diff.	t-ratio	Level of Sig
1.	LD	100	7.99	4.56	0.592	1.56	2.63	S**
2.	NLD	100	6.43	3.78				

The calculated t-value 2.63 is greater than table values, which signify that difference is true one. This shows that emotional stability of learning disabled and non-learning disabled children differ. Calculated mean shows that emotional stability of learning disabled children is less than that of Regular children in inclusive schools. Thus the null hypothesis “There is no significant difference between the emotional stability of learning disabled and regular children in inclusive schools.” stands rejected.

Hypothesis – 2

There is no significant difference between the emotional stability of learning disabled boys and Regular boys in inclusive schools. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability of learning disabled boys and Regular boys in inclusive schools.

t- Ratio was calculated for comparison between two groups

S. No	Group	N	Mean	Sd	SE _D	Mean Diff.	t-ratio	Level of Sig
1.	LD Boys	50	7.54	3.45	0.62	1.75	2.82	S**
2.	NLD Boys	50	5.79	2.76				

The calculated t-value 2.82 is greater than table values, which signify that difference is true one. This shows that. Emotional stability of learning disabled boys and non-learning disabled boys differ. Calculated mean shows that emotional stability of learning disabled boys is less than that of Regular boys in inclusive schools. Thus the null hypothesis “There is no significant difference between the emotional stability of learning disabled boys and Regular boys in inclusive schools” stands rejected.

Hypothesis – 3

There is no significant difference between the emotional stability of learning disabled girls and Regular girls in inclusive schools. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability of learning disabled girls and Regular girls in inclusive schools.

t- Ratio was calculated for comparison between two groups

S. No	Group	N	Mean	Sd	SE _D	Mean Diff.	t-ratio	Level of Sig
1.	LD Girls	50	5.59	3.90	0.659	1.74	2.64	S**
2.	NLD Girls	50	3.85	2.56				

The calculated t-value 2.64 is greater than table values, which signify that difference is true one. This shows that emotional stability of learning disabled girls and non-learning disabled girls differ. Calculated mean shows that emotional stability of learning disabled girls is less than that of Regular girls in inclusive schools. Thus the null hypothesis “There is no significant difference between the emotional stability of learning disabled girls and Regular girls in inclusive schools” stands rejected.

Hypothesis – 4

There is no significant difference between the emotional stability of learning disabled boys and learning disabled girls in inclusive schools. To verify the above hypothesis, t-ratio was computed between mean scores of emotional stability of learning disabled boys and learning disabled girls in inclusive schools.

t- Ratio was calculated for comparison between two groups

S. No	Group	N	Mean	Sd	SE _D	Mean Diff.	t-ratio	Level of Sig
1.	LD Boys	50	7.54	3.45	0.736	2.15	2.92	S**
2.	LD Girls	50	5.59	3.90				

The calculated t-value 2.92 is greater than table values, which signify that difference is true one. This shows that emotional stability of learning disabled boys and learning disabled girls differ. Calculated mean shows that emotional stability of learning disabled boys is less than that of learning disabled girls in inclusive schools. Thus the null hypothesis “There is no significant difference between the emotional stability of learning disabled boys and learning disabled girls in inclusive schools” stands rejected.

Major Findings of the Study

The following findings have emerged from the analysis and interpretation of data collected for the present study.

- Emotional stability of learning disabled and non-learning disabled children differ. The hypothesis “There is no significant difference between the emotional stability of learning disabled and regular children in inclusive schools” stands rejected. This shows that emotional stability of learning disabled children is less than that of Regular children in inclusive schools.

- Emotional stability of learning disabled boys and non-learning disabled boys differ. The hypothesis “There is no significant difference between the emotional stability of learning disabled boys and Regular boys in inclusive schools” stands rejected. It means that emotional stability of learning disabled boys is less than that of Regular boys in inclusive schools.
- Emotional stability of learning disabled girls and non-learning disabled girls differ. The hypothesis “There is no significant difference between the emotional stability of learning disabled girls and Regular girls in inclusive schools” stands rejected. This shows that emotional stability of learning disabled girls is less than that of Regular girls in inclusive schools.
- Emotional stability of learning disabled boys and learning disabled girls differ. The hypothesis “There is no significant difference between the emotional stability of learning disabled boys and learning disabled girls in inclusive schools” stands rejected. It means emotional stability of learning disabled boys is less than that of learning disabled girls in inclusive schools.

Educational Implications

Students with learning disabilities experienced significant problems of emotional stability. Much additional research is needed in the area of class room behavioral problems of children with learning disabilities. Educational consultants, curriculum specialists, school psychologist and other personnel should pool their expertise in order to develop cooperative learning activities that impact upon Emotional stability. Emotional problems of students with learning disability should be evaluated as a part of replacement evaluations.

Regular and special education teachers should be provided in-service training in the areas of adjustment and emotional stability of children with learning disabilities. The study also shows that both learning disabled and Regular boys and girls have poor emotional balance and poor emotional stability in different situations. This is an alarming situation which calls for an urgent attention. Therefore a greater need on the part of the teachers to be properly and adequately trained and equipped with the know-how to improve the level of emotional stability of children.

Suggestions for Further Studies

A few suggestions are enlisted for further research.

1. Investigations need to be done to understand different situations of emotional instability of learning disabled and normal children.

2. There is a clear need for much additional research into the causes and effects both, why and in which situations learning disabled children feel much insecurity.
3. As the sample of present study is small, the further or more samples is necessary to study on emotional stability of children with and without learning disabilities.
4. The present study was confined only to the schools of Jind. The sample number is 100 learning disabled and 100 normal according to the availability from schools. Therefore large sample is necessary and sample must be from different schools and places.
5. The further empirical research also needs the interactional pattern and family background of learning disabled child.

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