



IMPACT OF LEARNING DISABILITY ON CHILDREN'S EMOTIONAL STABILITY

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ABSTRACT:

The present study focused on Impact of learning disabilities on children's Emotional stability. The sample of the present study consists of 200 learning disabled students (100 Boys & 100 Girls) and 200 non-learning disabled children (100 Boys & 100 Girls) of upper primary school situated at Shahjahanpur District of Uttar Pradesh. The Data was collected the help of Emotional Stability test (ESTC) was developed by Dr A.K. Singh and Dr. A. Sen Gupta Standard Progressive Matrices (SPM-1986) developed by J. C. Raven and Verbal Learning Disability Checklist developed by Dr. Vishal Sood for identifying learning disabled children. In the study 'CR' was used for analysis of data. Conclusion of the study no significance difference found between learning disabled and non-learning disabled children.

KEYWORDS:

EMOTIONAL STABILITY, LEARNING DISABILITY, STANDARD PROGRESSIVE MATRIX, VERBAL LEARNING DISABILITY CHECKLIST.

Emotionally stable individuals is one who may be control his/her emotions properly. An emotionally stable can express them spontaneously in diverse useful directions, which are socially approved. Emotional pressure is increasing day by day among adolescents; which has led to unbalanced and maladjusted personalities in the society.

Emotional stability is a state of equilibrium in which forces within the person's ambitions, wishes and needs are in harmony with themselves and with the emphasis on the environment. Emotional stability is also affected by the parent child relationship. Aspirations and attitude of parents over protective environment, discrimination, between siblings, rejection, acceptance, submissive, autocratic behaviour of parents relationship between parents, dominance etc. affects the emotional stability of the adolescents. Actually, parents are the first social force that individual come across, right from the birth of the child is much influenced by all those who surround him, especially his parents. Home is the child's world in which his personality is shaped, his character is formed and home environment is duly influenced by the parents. Emotionally stable is one of the significant dimensions of educational development. Almost all the behaviour of man is guided in some degree by emotions. Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play an important role in influencing, mental, physical, social life, social life character, learning process and area of adjustment. Faulty parent child relationship ends in child's mal adjustment and deprivation of parents promotes mental retardation and aggression and denotes the process of emotionally unstable.

REVIEW OF RELATED LITERATURE

Chaubey Smita, Kumari Mamta & Dubey Seema (2017) Emotional stability is a process in which the personality continuously striving for more sense of emotional health, both intra-physically and intra-personally.

Lilian Ganira Khavugwi, Odundo Paul Amolo, & Ngaruiya Boniface (2015) During babyhood, the foundations for emotional, social and religious wellness of kids with learning disabilities (CWLD) area unit set. The CWLD emotional well-being is influenced by all the experiences they go through. It is essential to supply heat, predictable, trusting relationships, and safe environment, affirmation and respect for all aspects of children's emotional, , social, physical cognitive and linguistic well-being of Children With LD.

Sanual (2013) examined that 30.83% adolescents are falling in low category of Emotional Stability. These adolescents are emotionally weak and are quite instable in controlling their emotions. 64.16 % are in average category. 0.5% belongs to high level of emotional stability.

Bansal and Kaur (2011) the results of the study revealed that emotional stability and intelligence are positively correlated. The adolescents having high, average & low intelligence level are significantly different from each other on emotional stability. Eric (2009) examined that Emotional Stability and parental education would predict academic motivation and found that Emotional Stability is a better predictor than parent's education level in academic motivation.

Tarannum & khaton (2009) examined Self Esteem

and Emotional Stability of visually challenged students and found that out of demographic variables of gender, age, class, family system and area of living.

Sharma (2006) examined that Emotional Stability of visually disabled in relation to study habits and found that children with high Emotional Stability have better study habits than their counterparts with low Emotional Stability, significant predictor of Emotional Stability of visually challenged students and none of the demographic variables emerged as predictors of self-esteem of these student.

OBJECTIVES OF THE STUDY

1. To assess Emotional Stability between learning disabled & Non-learning disabled children.
2. To assess Emotional Stability between learning disabled & non- learning disabled children (boys).
3. To compare Emotional Stability between learning disabled and Non- learning disabled children (Girls).

HYPOTHESIS

H1 "There is no significant difference in Emotional Stability between LD & NLD Students,

H2 "There is no significant difference in Emotional Stability between male LD & NLD Students,

H3 "There is no significant difference in Emotional Stability between female LD & NLD

Students,"

METHOD

The present study has been conducted under the descriptive survey method. This method is the most popular and widely used research method in the social sciences and in education. It is that method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, social units, trends, effects, attitudes, beliefs, some behaviour etc. It is concerned with the phenomena that are typical of the normal conditions.

SAMPLE

Random Sampling method has been employed in selecting the sample of School. The present study was aimed the Emotional Stability of learning disabled children. It has been delimited to the upper primary school students affiliated to Council of Basic Education Block Bhawalkhera, Kant and Mirjapur of Shahjahanpur District of Uttar Pradesh.

The total sample for the present investigation consists of 400 students (200 learning disabled & 200 Non-learning disabled students from the Block Bhawalkhera, Kant and Mirjapur of Shahjahanpur District of Uttar Pradesh). A sample of 400 students was selected randomly from the upper primary school which affiliated to the council of Basic Education the same was done for Block Bhawalkhera, Kant and Mirjapur of Shahjahanpur District

of Uttar Pradesh

TOOL TO BE USED

Emotional Stability test (ESTC) was developed by Dr A.K. Singh and Dr. A. Sen Gupta. Emotional Stability is considered as one of the important aspects of human life. Emotional Stability Test has been developed for the school-going pupil of class VI and VII. The preliminary form of the present test for children had 25 items. After carrying out item analysis based upon Kelley technique (1939), only 15 items were retained.

Standard Progressive Matrices (SPM-1986) developed by J. C. Raven had been used to measure the intelligence in the preliminary stage of the study.

Verbal Learning Disability Checklist developed by Dr. Vishal Sood for identifying learning disabled children.

PROCEDURE

The researcher himself has collected all the relevant data from the entire sample Students under consideration. In order to administer the tools, the investigator personally visited the selected upper primary school to appraise the authorities (Head Master) about the objectives of the study and to get permission to administer the tools. Then the complete list of students enrolled in school especially in VIth & VIIth classes during the particular study period has been collected and the sampling frame is prepared accordingly. A tentative schedule has been finalized with the school Head Master to administer the tools upon the students. Accordingly; the investigator met the students and was introduced to them by school's teacher. Thereafter, the investigator has created rapport with the student's and requested their cooperation through explaining the nature and objectives of the investigation. Verbal learning disability checklist filled by the class teacher,

Standard Progressive Matrix tools are administered individually and Emotional Stability Test and administer in group of maximum 08 students at a time as the tools adopted for the study do have the provision of both type of administration. In some cases after preparing the sampling frame the students are personally approached in residences and data have been collected accordingly. Before administering the tools a briefing of the test and instructions is made to the respondents' and ensured that they are at ease.

RESULT

TABLE NO.1

FREQUENCY DISTRIBUTION AND STATISTICAL CALCULATION OF SCORE OF EMOTIONAL STABILITY OF LD & NLD STUDENT

S.No.	Variable	Groups	N	Mean score	Standard deviation	C.R. Value	Level of Significance
01	Emotional Stability	LD	200	08.58	1.693	7.534	0.05
		NLD	200	09.68	1.218		

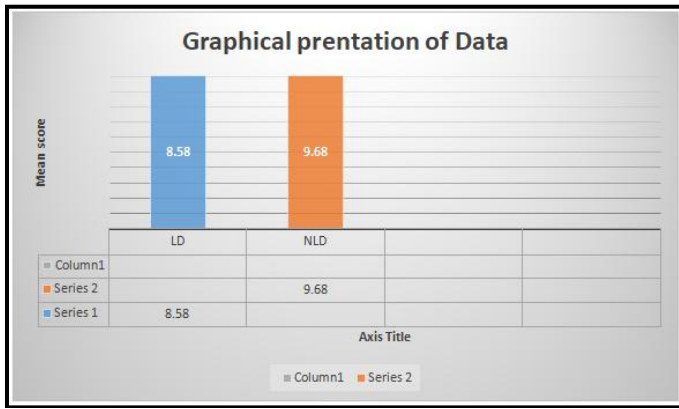


Table.1 presents means, S.D's and CR-value of Learning disabled and Non- Learning disabled Students in relation to their Emotional Stability. The tabulated values of CR' with degree of freedom 398 is 1.97 at 0.05 level of significance. The CR-value (7.534) for the mean scores of Emotional Stability LD & NLD Students. Which is significant at 0.05 level of significance. In this situation, the null hypothesis H1 "There is no significant difference in Emotional Stability LD & NLD Students," is rejected at 0.05 level of significance. So it was found that the mean score of Emotional Stability learning disabled students (08.58) is less than non- learning disabled students (09.68). It may therefore be concluded that LD students have less Emotional Stability in comparison to non- learning disabled students.

TABLE NO.2

FREQUENCY DISTRIBUTION AND STATISTICAL CALCULATION OF SCORE OF EMOTIONAL STABILITY OF MALE LD & NLD STUDENTS

S.No.	Variable	Groups	N	Mean score	Standard deviation	C.R. Value	Level of Significance
01	Emotional Stability	LD	100	08.43	1.603	6.524	0.05
		NLD	100	09.65	1.067		

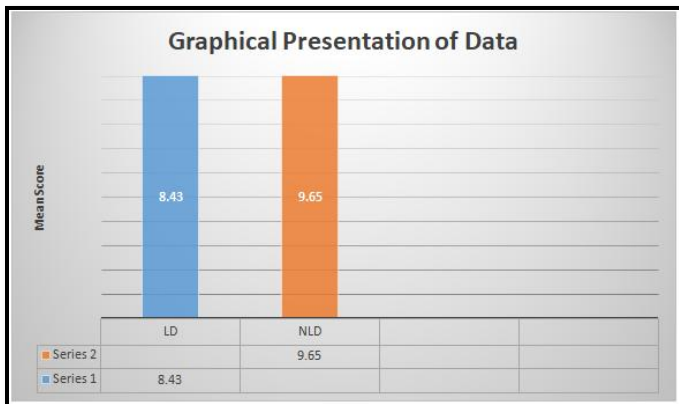


Table .2 presents means, S.D's and CR-value of male Learning disabled and Non- Learning disabled Students in relation to their Emotional Stability. The tabulated values of CR' with degree of freedom 198 is 1.97 at 0.05 level of significance. The CR-value (6.524) for the mean scores of Emotional Stability male LD & NLD Students. Which is significant at 0.05 level of significance. In this situation, the

null hypothesis H2 "There is no significant difference in Emotional Stability between male LD & NLD Students," is rejected at 0.05 level of significance. So it was found that the mean score of Emotional Stability male learning disabled students (08.43) is less than non- learning disabled students (09.65). It may therefore be concluded that male LD students have less Emotional Stability in comparison to male non- learning disabled students.

TABLE NO. 3

FREQUENCY DISTRIBUTION AND STATISTICAL CALCULATION OF SCORE OF EMOTIONAL STABILITY OF FEMALE LD & NLD STUDENTS.

S.No.	Variable	Groups	N	Mean score	Standard deviation	C.R. Value	Level of Significance
01	Emotional Stability	LD	100	08.73	1.77	4.434	0.05
		NLD	100	09.71	1.358		

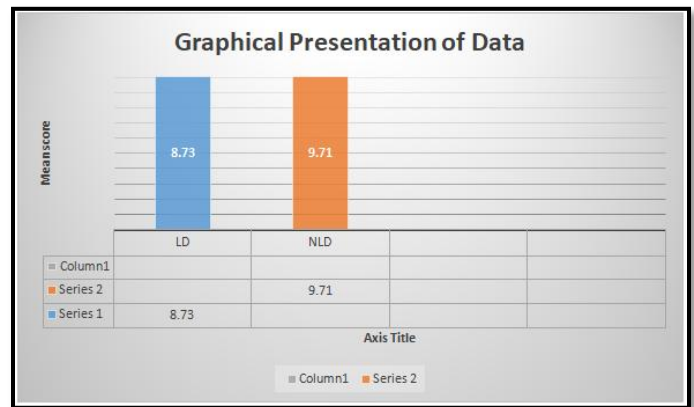


Table .3 presents means, S.D's and CR-value of female Learning disabled and Non- Learning disabled Students in relation to their Emotional Stability. The tabulated values of CR' with degree of freedom 198 is 1.97 at 0.05 level of significance. The CR-value (4.434) for the mean scores of Emotional Stability female LD & NLD Students. Which is significant at 0.05 level of significance. In this situation, the null hypothesis H3 "There is no significant difference in Emotional Stability between female LD & NLD Students," is rejected at 0.05 level of significance. So it was found that the mean score of Emotional Stability female learning disabled students (08.73) is less than non- learning disabled students (09.71). It may therefore be concluded that female LD students have less Emotional Stability in comparison to female non- learning disabled students.

CONCLUSION

Emotional stability is taken into account collectively of the foremost necessary aspects of human life. It affects every psychological aspect including learning of the students. Emotional control may impair performances in situations which required flexibility and adaptability part of the adolescent student. Findings show that learning disabilities is a most challenging area of the Education. The result find out that learning disabled children have less Emotional stability than Non- learning disabled children, Non- learning disabled children shows more emotional stable in various situation. Learning disabled male students have

less emotionally stable than Non-learning disable male students, non-learning disabled male student shows more emotionally stable. The learning disabled female students perform less emotional stable than non-learning disabled female students, non-learning disabled female students' performs more emotionally stable.

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