



## Emotional stability and study habits among visually impaired students: A correlational study

Santwana Dekate<sup>1</sup>, Pooja Sahu<sup>2</sup>

<sup>1</sup> Pragati College, Choubey Colony, Raipur, Chhattisgarh, India

<sup>2</sup> Assistant Professor Education, Pragati College, Choubey Colony, Raipur, Chhattisgarh, India

### Abstract

The present study investigated the relationship between emotional stability and study habits among visually impaired students studying at secondary and higher secondary levels in Raipur district of Chhattisgarh. Emotional stability is an important psychological factor influencing students' academic adjustment, learning behaviour, and overall personality development. Visually impaired students often face educational, social, and emotional challenges that may affect their study habits and academic performance. The study employed the descriptive survey method. A sample of 105 visually impaired students was selected from a blind school in Raipur. Data were collected using an Emotional Stability Scale and a Study Habits Scale. Statistical techniques such as Mean, Standard Deviation, and t-test were used for data analysis. The findings revealed a significant positive relationship between emotional stability and study habits. Students possessing higher emotional stability demonstrated better study habits, concentration, time management, and academic discipline. The study highlights the need for emotional support systems and inclusive educational practices to enhance the academic development of visually impaired learners.

**Keywords:** Emotional stability, study habits, visual impairment, inclusive education, academic achievement, psychological adjustment

### Introduction

Education plays a vital role in the holistic development of individuals. It promotes intellectual, social, emotional, and moral growth. For students with disabilities, especially visually impaired learners, education serves as a means of empowerment and social inclusion. Emotional stability is one of the most significant psychological variables affecting learning outcomes.

Visually impaired students encounter numerous barriers including limited access to instructional materials, dependency on others, mobility restrictions, and social isolation. These challenges may influence their emotional well-being and consequently affect their study habits.

Study habits refer to systematic learning behaviours such as time management, note-taking, concentration, revision practices, and self-regulation. Research has indicated that students with positive study habits tend to achieve better academic outcomes. Therefore, understanding the relationship between emotional stability and study habits among visually impaired students is of considerable educational significance.

### Importance of the Study

The present study entitled "Emotional Stability of Visually Impaired Students in Relation to Their Study Habits" is highly significant in the field of education and psychology. Emotional stability plays an important role in the overall development of students, particularly those with visual impairments who often face various academic, social, and emotional challenges. Understanding the relationship between emotional stability and study habits can help educators identify the factors that contribute to the academic success and personal growth of visually impaired learners.

This study is important from an educational perspective because it provides valuable information about how emotional well-being influences learning behavior. Students who are emotionally stable are generally better able to

concentrate, manage their time effectively, and develop positive study habits. The findings of the study may help teachers and educational institutions create supportive learning environments that promote both emotional development and academic achievement among visually impaired students.

From a psychological point of view, the study highlights the emotional difficulties experienced by visually impaired students, such as anxiety, low self-esteem, frustration, and social isolation. By understanding these challenges, counselors, psychologists, and special educators can develop appropriate guidance and intervention programs to improve students' emotional health and adjustment. Enhanced emotional stability can lead to greater self-confidence, resilience, and academic motivation.

The study is also socially significant because it promotes awareness regarding the educational and emotional needs of visually impaired students. The findings may encourage parents, teachers, and society to adopt a more positive and supportive attitude toward individuals with visual impairments. Such awareness can contribute to the creation of inclusive educational practices and equal learning opportunities for all students, regardless of their disabilities. Furthermore, the study contributes to the existing body of research in special and inclusive education. It provides useful data for future researchers interested in emotional development, study habits, and academic adjustment among students with disabilities. The findings may also assist policymakers and educational planners in designing programs and policies that support the holistic development of visually impaired learners and improve the quality of inclusive education.

### Review of Related Studies

A review of related studies provides a strong theoretical foundation for the present investigation and helps identify research gaps. Several researchers have examined emotional

stability, psychological adjustment, study habits, and academic performance among visually impaired students and students with disabilities.

Alpana Sen Gupta (2000), in collaboration with Arun Kumar Singh, developed the Mental Health Battery (MHB), a widely used psychological tool for assessing mental health among adolescents and young adults. The battery measures six dimensions of mental health, including emotional stability, overall adjustment, autonomy, security-insecurity, self-concept, and intelligence. This tool has been extensively used in educational and psychological research involving students with disabilities, including visually impaired learners. The study highlighted the importance of emotional stability as a key component of mental health and academic adjustment.

Sharma (2006) conducted a study on the emotional stability of visually impaired students in relation to their study habits. The findings revealed that emotionally stable students demonstrated better concentration, regular study routines, effective time management, and higher academic motivation compared to emotionally unstable students. The study emphasized that emotional balance significantly contributes to the development of positive study habits and academic success.

Tarannum and Khatoon (2009) investigated the relationship between self-concept, emotional stability, and academic achievement among visually challenged students. The researchers found a positive relationship between emotional stability and academic performance. Students with higher levels of emotional stability exhibited greater self-confidence, better classroom participation, and improved academic achievement. The study concluded that emotional well-being is essential for the educational development of visually impaired learners.

Halder and Datta (2012) conducted an exploratory study on the psychosocial adjustment of blind students. Their research focused on the emotional, social, and educational challenges faced by visually impaired learners. The findings indicated that positive psychosocial adjustment significantly influences academic development and emotional well-being. The study further revealed that supportive family environments, positive peer relationships, and inclusive educational settings contribute to better adjustment among visually impaired students.

Kumar and Singh (2013) examined the availability and utilization of assistive technologies in Indian special schools. Their study investigated how technological aids such as Braille devices, screen readers, audio books, and computer-based learning tools affect the educational experiences of students with disabilities. The findings suggested that the effective use of assistive technologies enhances academic performance, emotional adjustment, self-confidence, and independent learning among visually impaired students.

Gill (2014) conducted a study on the emotional, social, and educational adjustment of visually handicapped students studying in special schools. The study revealed that students who were emotionally and socially well-adjusted achieved better educational outcomes than those experiencing adjustment difficulties. The findings emphasized the importance of emotional support systems, counselling services, and inclusive educational practices for promoting successful learning experiences among visually impaired learners.

Bhuvaneswari, Selvaraj, Selvaraj, and Srinivasan (2016) investigated the psychological and psycho-physiological problems experienced by visually impaired adolescents. Their research identified various challenges such as anxiety, stress, depression, low self-esteem, and social isolation among visually impaired students. The study concluded that psychological difficulties can adversely affect educational performance, emotional stability, and overall personality development. The researchers recommended early intervention and counselling services to address these issues effectively.

Pant and Joshi (2016) conducted a comparative study on emotional maturity and emotional stability among visually impaired adolescents studying in different educational settings. The findings indicated that students possessing higher emotional maturity demonstrated better study habits, stronger self-control, and greater academic adjustment. The study further emphasized that emotional development plays a crucial role in promoting effective learning behavior and educational success among visually impaired learners.

In addition to these studies, Goodman and Minne (1995)<sup>[8]</sup> examined developmental and behavioral problems among congenitally blind children and found that psychological difficulties can affect social interaction and educational adjustment. Francis (1996)<sup>[7]</sup> explored the self-concept of children with visual impairments and reported that positive self-concept contributes significantly to emotional stability and academic achievement. Gronmo and Augestad (2000)<sup>[25]</sup> studied blind adolescents and found a positive relationship between physical activity, self-worth, and emotional well-being. Rosenblum (2000)<sup>[25]</sup> investigated adolescents' perceptions of visual impairment and highlighted its impact on social relationships and educational experiences. Similarly, Cardinali and D'Allura (2001)<sup>[4]</sup> reported that supportive parenting styles positively influence self-esteem and emotional adjustment among visually impaired youth. López-Justicia *et al.* (2001)<sup>[13]</sup> compared the self-concept of children with low vision and sighted peers, finding that emotional support and inclusive educational opportunities significantly enhance psychological well-being.

### **Statement of the Problem**

“A Study on Emotional Stability of Visually Impaired Students in Relation to Their Study Habits.”

### **Objectives of the Study**

1. To study emotional stability among visually impaired students.
2. To examine study habits among visually impaired students.
3. To determine the relationship between emotional stability and study habits.
4. To compare study habits of students with high and low emotional stability.
5. To compare male and female visually impaired students regarding emotional stability and study habits.

### **Hypotheses**

**H<sub>01</sub>:** There is no significant difference in study habits between students with high and low emotional stability.

**H<sub>02</sub>:** There is no significant difference in study habits among male visually impaired students based on emotional stability.

**H<sub>03</sub>:** There is no significant difference in study habits among female visually impaired students based on emotional stability.

**Methodology**

Aspect	Description
Research Method	Descriptive Survey Method
Research Design	Quantitative
Population	Visually Impaired Students
Sample	105 Students
Sampling Technique	Purposive Sampling
Area	Raipur District
Data Collection Tools	Emotional Stability Scale, Study Habits Scale
Statistical Techniques	Mean, SD, t-test

**Analysis and Interpretation**

**H<sub>01</sub>:** There is no significant difference in study habits between students with high and low emotional stability.

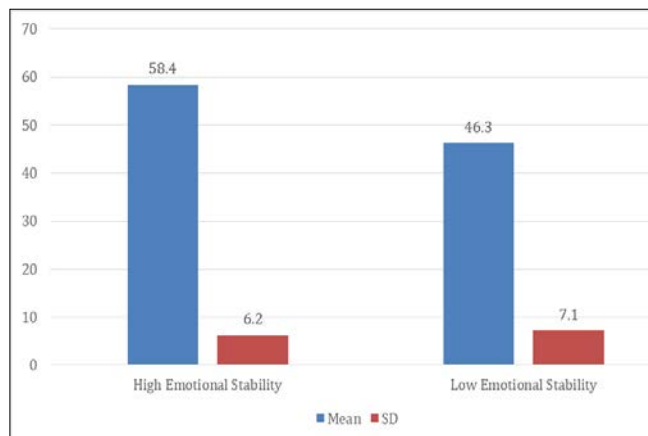
**Table 1:** Study Habits Based on Emotional Stability

Group	Mean	SD	t-value	df	Result
High Emotional Stability	58.40	6.20	5.21	36	Significant
Low Emotional Stability	46.30	7.10			

**Interpretation**

The data presented in Table 1 reveal that students with high emotional stability obtained a mean score of 58.40 on the Study Habits Scale with a standard deviation of 6.20, whereas students with low emotional stability obtained a mean score of 46.30 with a standard deviation of 7.10. The difference between the two mean scores is 12.10 points, indicating that emotionally stable students possess considerably better study habits than emotionally unstable students.

The calculated t-value (5.21) is much higher than the critical value at the 0.05 level of significance (df = 36), indicating that the difference between the two groups is statistically significant. Therefore, the null hypothesis stating that there is no significant difference in study habits between students with high and low emotional stability is rejected. It can be concluded that emotional stability plays a positive role in developing effective study habits. Students who are emotionally stable are more likely to manage their time efficiently, maintain concentration, complete academic tasks regularly, and develop disciplined learning behaviours.



**Graph 1:** Study Habits Based on Emotional Stability

**H<sub>02</sub>:** There is no significant difference in study habits among male visually impaired students based on emotional stability.

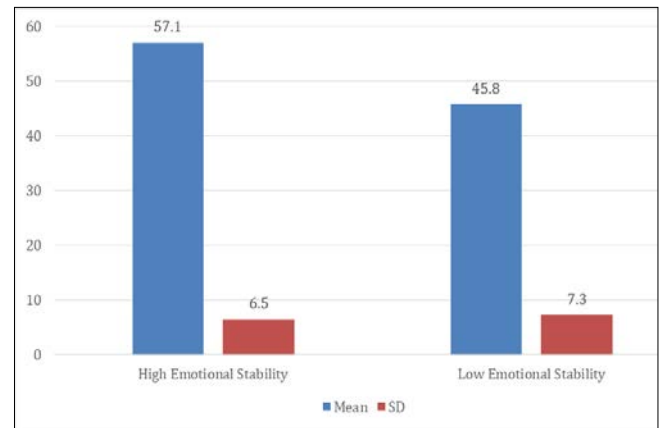
**Table 2:** Male Students: Study Habits Based on Emotional Stability

Group	Mean	SD	t-value	df	Result
High Emotional Stability	57.10	6.50	4.62	36	Significant
Low Emotional Stability	45.80	7.30			

**Interpretation**

Table 2 shows that male students with high emotional stability obtained a mean score of 57.10 with a standard deviation of 6.50, while male students with low emotional stability obtained a mean score of 45.80 with a standard deviation of 7.30. The mean difference of 11.30 points indicates that emotionally stable male students demonstrate more effective study habits compared to their emotionally unstable counterparts.

The obtained t-value of 4.62 is statistically significant at the 0.05 level, indicating that the observed difference is not due to chance. Hence, the null hypothesis is rejected. This finding suggests that emotional stability positively influences the study habits of male students. Emotionally stable male students are likely to exhibit greater self-discipline, better concentration, regularity in study schedules, and improved academic responsibility, which contribute to healthier and more productive study habits.



**Graph 2:** Male Students: Study Habits Based on Emotional Stability

**H<sub>03</sub>:** There is no significant difference in study habits among female visually impaired students based on emotional stability.

**Table 3:** Female Students: Study Habits Based on Emotional Stability

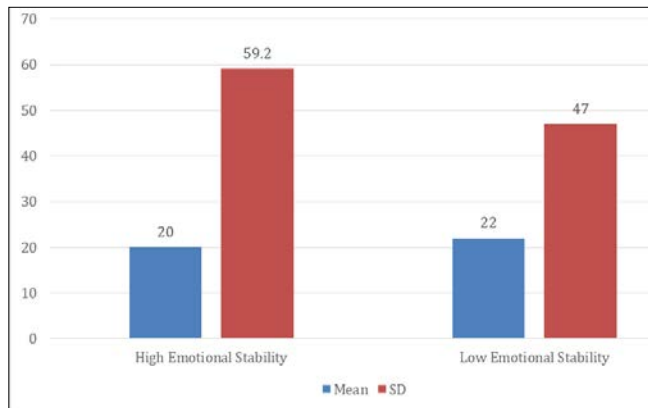
Group	N	Mean	SD	t-value	Result
High Emotional Stability	20	59.20	6.00	5.87	Significant
Low Emotional Stability	22	47.00	7.20		

**Interpretation**

Table 3 indicates that female students with high emotional stability achieved a mean score of 59.20 on the Study Habits Scale with a standard deviation of 6.00, whereas female students with low emotional stability obtained a mean score of 47.00 with a standard deviation of 7.20. The difference of 12.20 points between the two groups clearly reflects that

emotionally stable female students possess stronger and more effective study habits.

The calculated t-value of 5.87 is statistically significant at the 0.05 level, confirming that the difference between the two groups is meaningful. Therefore, the null hypothesis is rejected. The findings indicate that emotional stability has a strong positive influence on the study habits of female students. Emotionally stable female students tend to remain focused, manage academic stress effectively, maintain consistency in their studies, and display better planning and organization. These characteristics contribute significantly to the development of positive study habits and enhanced academic performance.



**Graph 3:** Female Students: Study Habits Based on Emotional Stability

### Major Findings

1. Emotional stability significantly influences study habits.
2. A positive relationship exists between emotional stability and academic discipline.
3. Students with high emotional stability demonstrate better concentration and time management.
4. Teacher support positively affects emotional adjustment.
5. Parental encouragement enhances emotional well-being.
6. Gender differences in emotional stability are not substantial.
7. Inclusive educational environments support academic success.

### Educational Implications

1. Schools should establish counselling services for visually impaired students.
2. Teachers should receive training in inclusive pedagogical practices.
3. Emotional development programs should be integrated into school curricula.
4. Parents should be involved in emotional support initiatives.
5. Assistive technologies should be made readily available.

### Suggestions

1. Organize emotional guidance and counselling sessions.
2. Promote inclusive classroom practices.
3. Strengthen parent-teacher collaboration.
4. Provide accessible learning materials.
5. Develop peer support groups.

### Limitations

1. The study was limited to Raipur district.
2. Only visually impaired students were included.
3. Sample size was restricted to 105 students.
4. Findings cannot be generalized nationally.

### Scope for Future Research

1. Comparative studies across different disability categories.
2. Longitudinal studies on emotional development.
3. Studies involving larger samples.
4. Intervention-based research on emotional stability enhancement.

### Conclusion

The study concludes that emotional stability is a significant determinant of study habits among visually impaired students. Students exhibiting greater emotional balance demonstrate superior learning behaviours, academic discipline, and educational adjustment. The findings emphasize the necessity of providing emotional support, inclusive educational opportunities, and assistive resources to facilitate the holistic development of visually impaired learners.

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