



ENCOURAGEMENT OF POSITIVE EMOTIONS AMONG HANDICAPPED AND NON-HANDICAPPED CHILDREN OF DIVERSIFIED SOCIO- ECONOMIC LEVELS

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¹₁₅₇₅₀ ABSTRACT ¹₁₅₇₅₀

The present study was conducted to study the encouragement of positive emotions amongst blind, spastic, normal of different socio-economic status by implying a 3x3 two factor factorial design. The elements of the sample were 600 out of which 270 elements were selected as the final sample as per requirement of the research paradigm. Two standardized tests ; the emotional competence scale (2007) and socio-economic status scale (2006) constructed and standardized by Sharma and Bhardwaj and Bhardwaj were used for the collection of data. It may be concluded that encouragement of positive emotions have been found more in spastic children high socio-economic status in comparison to both the normal and blind children of same status. Both the normal and blind children of low socio-economic status also have more positive emotions as compared to spastic ones of low socio-economic status.

Introduction

Like various others aspects of personality, emotions play a vital role in the manifestation of the individual's behaviour to achieve and maintain a feeling of adequacy. The individual has to acquire few workable assumptions about the world, where need for competence emerges as most of the fundamental motive of life because we survive through competence, grow through competence and actualize ourselves through competence (Allport, 1961). It also refers to the mastering of abilities to do a task, sufficiency of means for living easy circumstance or in ethical sense, a right to take cognizance which specifies the process of observation, comprehension, explanation, exploration and manipulation of the experiences more objectively (Allport, 1961), with the fullest use of an individual's normal capabilities: what turns doing anything into doing it well is essentially a display of competence and whenever this aspect of personality is related to emotions, it shall be deemed as emotional competence which happens to be efficient that an individual acquires to deal with emotional situations effectively. The motivation to be emotionally competent is concerned more with product of abilities rather than their sheer exercise

and works as a constructive force in shaping the individual's behaviour, whole inefficiencies may cause serious consequences in the dynamics of human behaviour. Emotional competence includes five objectives, one of them is the encouragement of positive emotions.

The present study has laid its emphasis on to study the encouragement of positive emotions among handicapped and non-handicapped children of diversified socio-economic levels. The healthy growth of personality as well as adjustment with environment requires the presence of certain positive emotions like love, affection, joy, etc that shoes a constructive influence in the dynamics of human behaviour. Man is basically good and would like to deal with positive oriented ness in most of the interactive situations of life. The growing vitality and a feeling of wholeness with a continous capacity for intellectual and spiritual growth are the basic ingredients with an experience of positive emotions. Thus, encouragement of positive emotions refers to the competency of the person to develop a predominance of positive emotions in the personality make- up of himself to ensure a meaningful and fairly integrated life.

In comparison to late adolescents having moderate anxiety, the groups having high anxiety have greater encouragement of positive emotions (Jain, 1993). In comparison of hindus, christians have greater encouragement of positive emotions (Jain 1993). In comparison to chemical dependants, non-dependents (normal) had greater encouragement of positive emotions (Bharadwaj and Sharma, 1970). In addition to encouragement of positive emotions, it has been found to be greater in boys than girls (Sharma, 2003). Aggressive behaviour has been found to be greater in those having less encouragement of positive emotions in general (Sapra, 2007). (Qadar and Hussain, 1982) in a study revealed that blind subjects suffered from emotional maladjustment. It has been noted that the normal children of low socio- economic status and spastic children of high socio-economic status show more encouragement of positive emotions than spastic children of low socio-economic status and both the normal and blind children of high socio- economic status respectively (Ritu,1993). Socio-economic status both promotes and denotes encouragement of positive emotions in spastic children in general and non-handicapped along with the blind ones respectively. The need is to provide an ample opportunity not only to disabled but also to those who are not developing the positive life orientations and emotional competencies required for developing fully functioning person.

Objectives

1. To study the encouragement of positive emotions amongst normal, blind, and spastic,

2. How do blind, spastic, and normal affects the encouragement of positive emotions.
3. Do blind, spastic, and normal and socio- economic status interact while affecting positive emotions.

Hypothesis

The following hypotheses were framed for empirical verification.

1. Blind, Spastic and normal may affect encouragement of positive emotions.
2. Socio- economic status may affect the encouragement of positive emotions.
3. Blind, spastic normal and socio-economic status may interact while affecting emotional competence

Research Design

Sample: The elements of the sample were 600 children of both sexes ranging between the ages of 8 to 12 yrs. Total sample of 600 elements comprised of 200 blind children, 200 spastic and 200 normal. The final sample of 270 children were selected through a multi-staged random sampling as per requirement of the nine-treatment groups.

Tools: The Emotional competence scale (2007) and socio-economic status scale (2006) constructed and standardized by Sharma and Bhardwaj and Bhardwaj respectively were used to collect score on both the measures.

Design : The 3x3 two factor factorial designs employed to study the existing encouragement of positive emotions. The independent variables were blind, normal, spastic children and socio- economic status (that's three level- high middle, low) all these variable were manipulated through selection.

**Results**

Source	SS	df	M.Sq.	F.
Treatment	2091.42	6	-	-
Normal, Blind Spastic	190.18	2	95.09	1.61
SES	1224.56	2	612.27	10.38
Normal , Blind Spastic X SES	676.68	4	169.17	2.86
ERROR	15390.24	261	58.96	-
Total	17481.66	269	—	—

Interpretation of the Results

1. H_{o_1} is retained significantly. Blind, Spastic and normal do not affect encouragement of positive emotions.
2. H_{o_2} is rejected at .01 level of significance. The children of low Socio-Economic status show more encouragement of positive emotions than children of both the high and middle Socio- Economic status ones.
3. H_{o_3} is rejected at .05 level of significance.

The break- up shows

	Source	SS	F.
(1)	N-S X SES H/L	381.63	6.47
(2)	B-S X SES M/L	598.53	10.15

- (3) In children of high socio-economic status, the spastic children show more encouragement of positive emotions than the normal ones, but in children of low socio- economic status, the normal ones show more encouragement of positive emotions than spastic children. Whereas normal children of low socio-economic status show more encouragement of positive emotions than normal children of high socio-economic status, but spastic children of high socio- economic status ones show more encouragement of positive emotions than low socio- economic status ones. Whereas in High socio-

economic group, the spastic children show more encouragement of positive emotions than the blind ones, but in low socio- economic group blind children show more encouragement of positive emotions than spastic ones.

- (4) In blind children, the low- socio economic status ones show more encouragement of positive emotions than high socio-economic status ones, but spastic children of high socio- economic status ones show more encouragement of positive emotions than low socio-economic status ones.

Discussion

This investigation was conducted to study the encouragement of positive emotions among blind, spastic and normal children of diversified Socio- economic levels. In this context, three hypothesis were acknowledged to find out the role of blind, spastic and normal and Socio- economic status on the children. Out of them, Ist hypothesis retained significantly that the blind spastic and normal children do not affect encouragement of positive emotions. But II and III hypotheses are rejected indicating that the children of low encouragement status show more encouragement of positive emotions than children of both the high and middle socio- economic status ones. Also, if blind, spastic and normal children and Socio- economic status are allowed to operate, they do interact in the set. After analyzing all the hypotheses, we can draw the following conclusions-

Normal children show more encouragement of positive emotions than spastic ones in low- socio- economic status.

Spastic children show more encouragement of positive emotions than the normal ones in general and blind ones of high socio- economic status ones.

Low socio- economic status, the blind children show more encouragement of positive emotions than spastic ones.

The children of low socio- economic status show more encouragement of emotions than both high and middle socio-economic status ones in general and in both normal and blind children.

The children of high socio- economic status ones show more encouragement of positive emotions than the children of low socio- economic status ones in spastic children.

Many psychologists have paid a great attention in developing an atmosphere of positive emotions and spreading awareness which is full of strength with creative admiration and inventions.

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