



EMOTION CONTROL AND CAREER CHOICE OF VISUALLY CHALLENGED STUDENTS AT UNDER GRADUATE LEVEL

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Abstract

The purpose of this study was to determine the emotion control of visually challenged students and also to study about their career choice. Survey method has been adopted in this investigation. Totally 77 samples were collected from 11 colleges, samples were selected at random. Population of the study, study on emotion control influencing Career choice of visually challenged students at under graduate level. They are Studying arts and science and Bachelor of Education in Chennai District, Tamilnadu, India. The studies find out that the emotion control of visually challenged students studying at the under-graduate level has influence over the Marketing career.

Key Words: *emotion control, Career Choice, Visually Challenged Students, Under Graduate Students.*



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1.0 Introduction

Emotions are defined as an acutely disturbed affective process or state which originates in the psychological situation and which is revealed by marked bodily changes in smooth muscles, glands and gross behavior. An emotion then is a disturbance, the departure from the normal state of composure. Emotions are affective in that they are characteristically pleasant, unpleasant or indifferently excited. Emotions differ from intra organic feeling in that they arise from a psychological situation that always includes an environmental factor, present or past. Emotions differ from activity feelings in that they are disruptive, whereas highly motivated activity commonly results from emotional upsets. Emotions are briefer and more intense than moods. Emotions are normal although they appear during pathological affects and in person with different temperaments.

Expression of emotions with too much intensity and frequency results in harmful effects. So the individual should have control over emotions. Emotional control is the state of expression of feeling aroused out of internal and external stimuli manageable by the individual. It means that emotions are controlled prevent the harmfulness or unpleasantness. For example, during the examination the emotion of fear for prepares an individual to face the examination, but too much fear prepare leads needs to control over such emotions. A person with too much uncontrolled joy drives the vehicle very fast which cause accident. Therefore, emotional control helpful for the individual to enjoy pleasantness and prevents unpleasantness.

1.1 Emotion control

Emotion is so powerful a force, so all-involving so strongly motivation that cannot be given a free rein. Every person shapes and modifies all aspects of his ordinary behavior to suit the world he lives in and the kind of person he wants to be. He exercises control over his eating, his sleeping, his ways of relaxing, his way of having fun, his thinking, his wants, his manners etc. Even emotions need to be managed and controlled. People vary not only in their patterns of emotion experience but also in their patterns of expression and control. Some are effusive and demonstrative, others hide their feelings and sometimes only admirable emotions are expressed while, disapproved ones are concealed.

In a normal emotional reaction stimulus and responses are Proportionate in intensity. An imbalance in either Direction a strong stimulus evoking a negligible or a negligible stimulus evoking an intense response indicates some degree of emotional maladjustment.

Clearly, not every emotionally competent person will have exactly the same pattern of expression and control. Following are the three characteristics associated with competence in emotional expression and control:

- (a) **A balance of spontaneity and control:** With inadequate inner controls we may over react emotionally, flying off the handle or bursting into tears in routine situation. With too rigid controls we may be playing it too cool., avoiding involvements that might arouse strong emotions, cutting himself off from the warmth, emotional support and sense of continuity that can come from a deep friendship or love relationship. Spontaneity and balanced expression of emotion give the sense of emotional involvement in the human enterprise that makes life exciting and meaningful.
- (b) **Constructive channeling:** A habit of acknowledging one's feelings and channeling them constructively instead of denying and suppressing them is important. A boy is usually not approved of crying or fearing and is so discouraged to do so that he learns to feel ashamed and guilty for experiencing certain emotions he may unconsciously resort to repression or emotional insulation as a means of self-protection. Rather, it is necessary not to show one's anger anytime and every time but one can channelize one's anger in constructed worked, such as pursuing a hectic life of work, doing physical exercises, meditating etc.
- (c) **Direct Expression:** An avoidance of distorted and disguised expression is an important control. Emotions that are denied direct expression often find outlets in disguised ways. Anxiety and fear may be expressed though fatigue and psycho-somatic disorders. Such

outlets are not entirely adequate for reducing emotional tensions, hence direct expression of emotions are better.

1.2 Career choice

Selecting a profession in adults is an important in every one life. They face dilemma in this process, because they unaware of their interest and skills. Profession based upon interest .skill and talent will serve steady feature. This knowing interest level, will give permanent solution in career solution.Career choice is often defined as someone has decided to choose any field of careers. Notably, career interest are only information will be carried out successful for career. Career choice means that an individual interest in career does not carry the promises in it.

Many people claim that the relationship to work as well as the career models and career perspectives of young adults have undergone profound change. A flexible career model driven by ambition and self-realization is defined as the main career model that young people strive for and desire in today's society. Young people are said to take the self, rather than the roles associated with work and family, as a reference point: thus, their commitment to work and family becomes less a matter of duty and more a function of the quest for self-realization. Therefore, young people are expected to be reluctant to make long-term commitments to either specific companies or to a definite career path. It is assumed that, as a consequence of such a shift in the meaning of work and the relationship to work, the traditional desire for a linear career model will be replaced.

2.0 Need of the study

Visually challenged students face many troubles and difficulties in the day to day life. Visually challenged students of under graduate level have been selected for this current research work. Emotion control cope up and develop the self- confident level to easy survive. The aim is to be exploring the possibilities in ranging fields, which are hitherto not encouraging for visually challenged in the era globalization; the present study is an attempt to bring the visually challenged students in to normal life span and to give a training based on their regular activity and skill. The researcher morale of the visually challenged students should able to plan their career confidently and carefully in order to lead happy and dignified life in the society. This may be bringing them into normal life. The researcher has developed and modified suitable tool to assess the level of emotional control and career choice.

3.0 Significance of the study

The researcher tried to study about the way of emotion control and career choice among under graduate level visually challenged students. The study is almost a unique attempt to

develop and provide self-awareness and to create self- confidence about career choice. The major significant of this study is to identify their emotion control is influence or not on their career choice.

Based on this study we can direct visually challenged students in the right way they may aware of selection of future career to their future life. This may direct visually challenged students to select and provide with them good and suitable education and also we can eradicate the difficulties of visually challenged students.

4.0 Objectives of the present study

- 1 To study about the emotion control of visually challenged students studying at the undergraduate level in arts & science and B.Ed., colleges.
- 2 To identify the career choice of visually challenged students
- 3 To assess the relationship emotion control and career choice of visually challenged students.

5.0 Hypotheses of the study

H1. There exists no significant relationship between the emotion control and career choice of visually challenged students

H2. There exists no significant difference in emotion control of visually challenged students with all the subgroup of the sample selected.

H2.1 Gender - Male / Female

H2.2 Age - Below 22 Years / Above 22 Years

H2.3 College Studying - Arts & Science / B.Ed.

H2.4 Parental Educational Qualification - Never had Education / School Education / UG Degree & above

H2.5 Parental occupations - Self-employed / Pvt. Sector / Govt. Sector

H2.6 Parents annual Income - Below R.s 30000 / Above R.s 30000

H2.7 Residential Area - Rural / Urban

H2.8 vision level - Partial Visually challenged / Totally Visually challenged

6.0 Methods of study

6.1 Population

The investigator collected data pertaining to the Emotion Control and the career choice of visually challenged students at under graduate level. Survey method was engaged to explain and infer what exists at present.

6.2 Sample

Totally 77 samples were collected from 11 colleges, samples were selected at random. Population of the present study is a study on Emotion control and Career choice of visually challenged students at under graduate level.

6.3 Tools used

1. The tool name ECQ-2 Emotion Control Questionnaire) originally developed by **Roger &Najarian (1989)**.
2. Carrier Choice Inventory (**CCI-5**) - Constructed and validated by the investigator.

6.4 Statistical Techniques

Statistical techniques used to assess present study of visually challenged students were

- ✓ Descriptive analysis - Mean and standard deviation describe the sample and percentage and deviation
- ✓ Differential analysis - t-value and f- ratio find significant among the means of group
- ✓ Correlation co-efficient - Correlation finds relation between two groups.

7.0 Data Analysis

Hypothesis 1: There is no relationship between emotion control and career choice

Table1 Correlation Value Of Overall Emotion Control And Career Choice

V a r i a b l e 1	V a r i a b l e 2	r- v a l u e	Level of significance
	Arts and communication	0 . 0 3 8	N . S
	Teaching and training	0 . 0 0 1	N . S
Emotion Control	Law and public relation	0 . 0 5	N . S
	M a n u f a c t u r i n g	0 . 0 7 2	N . S
	M a r k e t i n g	0.283(*)	0 . 0 5

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

From the above table 1 it is inferred that the correlation coefficient for the emotion control was with the Perceived career choice of marketing: $r (77) = 0.283, p < 0.005$. Variables are positively correlated at 0.05 level of significant. **Hence the null hypothesis is rejected.**

With respect to significance among career choice significant marked with only marketing, whereas does not bold significant with others from the present sample visually challenged students in Chennai colleges.

Hypothesis 2: There exist no significant differences in emotion control with respect to the gender of visually challenged students.

Table 2 mean, standard deviation and t-value of overall of visually challenged students with respect to gender

V a r i a b l e	M a l e F e m a l e		D t-value	Level of significance
	(44)	(33)		
	Mean	S D		
Situational Balance	70.376	.3069	.896	.300
Temperamental Control	69.027	.1271	1.866	.601
Benign Control	74.016	.2307	2.621	0.670
Emotional Rehearsal	70.697	.6671	1.657	.110
Overall Emotion control	71.123	.8071	1.394	.370

From the above table 2 indicates that the mean values of overall emotion control with respect to Gender, male students (71.12) slightly differ from female students (71.39). From the table it is also inferred that the t-value of male and female differ do not significantly at 0.05 level in Overall emotion control. **Hence the null hypothesis is accepted.**

Coincide with interpret with studies done by Sivakumar (2010) found that the sex, community and the family type they belong did not play any role (no significant difference) in the emotional maturity of the college students. Indu (2009) conducted a study on emotional intelligence of secondary teacher trainees. The finding of the research is Majority of the teacher trainee’s possessed average emotional intelligence. Male and female teacher trainees did not differ in their emotional intelligence. The sub sample gender deal with it is similar.

Hypothesis 3: There exist no significant differences in emotion control with respect to the Age of visually challenged students.

Table 3 Mean, Standard Deviation And T-Value Of Overall Emotion Control Of Visually Challenged Students With Respect To Age

Variable	17 - 21 years Above 22 years		D t-value	Level of significance
	(41)	(36)		
	Mean	S D		
Situational Balance	69.514	.9070	0.947	.060
Temperamental Control	69.517	.0670	0.916	.980
Benign Control	71.876	.9575	2.259	.341
Emotional Rehearsal	71.108	.4971	1.046	.080
Overall Emotion Control	70.464	.2772	1.113	.551

From the above table 3 indicates that mean values of overall emotion control with respect to age, lower for 17 to 21 years (70.46) higher for above 22 years students (72.11). From the table it is also inferred that the t-value of 17 to 21 years and above 22 years do not differ significantly at 0.05 level in Overall . **Hence the null hypothesis is accepted.**

Hypothesis 4: There exist no significant differences in emotion control with respect to the College studying of visually challenged students.

Table 4 Mean, Standard Deviation And T-Value Of Overall Emotion Control Of Visually Challenged Students With Respect To The College Studying

V a r i a b l e	Arts and science		B . E d . ,		D t v a l u e	Level of significance
	M e a n	S D	M e a n	S D		
Situational Balance	70.30	6.49	69.89	5.83	0.264	N . S
Temperamental Control	69.50	7.12	71.74	6.62	1.290	N.S
Benign Control	73.70	6.29	72.85	11.85	0.412	N.S
Emotional Rehearsal	70.88	7.79	71.54	6.57	0.359	N.S
Overall Emotion Control	71.15	7.77	71.40	6.20	0.248	N.S

From the above table 4 indicates that the mean values of emotion control with respect to college studying lower for arts and science students (71.15) higher for higher for B.Ed., students (72.40). From the table it is also inferred that the t-value of arts and science and B.Ed., do not differ significantly at 0.05 level in Overall emotion control. **Hence the null hypothesis is accepted.**

Coincide with the interpreted study done by Umadevi (2009) conducted a study on relationship between emotional intelligence, achievement motivation and academic achievement. Arts, science student’s teachers did not differ in emotional intelligence. The present study of the sub sample college studying arts and science students and B.Ed., student’s deals similar.

Hypotheses 5: There exist no significant differences in emotion control with respect to the Parental Educational Qualification of visually challenged students

Table 5 Mean, Standard Deviation And F-Ratio Of Overall Emotion Control Of Visually Challenged Students With Respect To Parental Educational Qualification

V a r i a b l e	Never Classy (30)		School education (36)		Degree above (11)		F-Ratio	Level of significance
	Mean	S D	Mean	S D	Mean	S D		
Situational Balance	71.05	7.49	69.5	5.52	70.03	5.02	0.499	N . S
Temperamental Control	69.44	7.82	71.37	7.05	68.18	3.37	1.136	N . S
Benign Control	72.81	6.89	74.38	9.61	72.12	7.26	0.452	N . S
Emotional Rehearsal	69.9	6.74	73.06	7.55	67.77	7.45	2.904	N . S
Overall Emotion Control	70.95	3.18	71.91	4.66	69.75	3.58	1.341	N.S

From the above table 5 indicates that the table indicates that the emotion control with respect to Father’s educational qualification was higher (71.91) for the students whose

parents have completed school education the same was lower (69.75) for the students whose father is completed degree and above.

Further, the F-ratio calculated for the Overall emotion control with respect to parental educational qualification show that the students do not differ significantly even at 0.05 level. The same with regards to dimensions, the students do not differ significant at 0.05 level in all the dimensions. **Hence the null hypothesis is accepted.**

Hypothesis 6: There exist no significant differences in emotion control with respect to the Parental Occupation of visually challenged students.

Table 6 Mean Standard Deviations And F-Ratio Of Overall Emotion Control Of Visually Challenged Students With Respect To Parental Occupation

Variable	Self Employed (45)		Private Sector (22)		Govt. Sector (10)		F-Ratio	Level of significance
	Mean	S D	Mean	SD	Mean	S D		
Situational balance	70.21	6.47	69.87	6.47	70.74	5.36	0.066	N . S
Temperamental control	70.86	7.38	69.19	7.21	69.17	4.62	0.503	N . S
Benign control	74.47	9.41	71.11	6.75	74.00	4.45	1.250	N . S
Emotional rehearsal	71.38	7.55	70.11	6.06	71.82	8.81	0.269	N . S
Overall Emotion Control	71.72	3.90	70.10	4.32	71.49	3.70	1.228	N . S

From the table 6 indicates that the overall emotion control with respect to parental educational qualification was higher (71.91) for the students whose father have completed school education the same was lower (69.75) for the students whose father is completed degree and above. Further, the F-ratio calculated for the Overall emotion control with respect to parental occupation show that the students do not differ significantly even at 0.05 level. **Hence the null hypothesis is accepted.**

The same with regards to dimensions, the students do not differ significant at 0.05 level in all the dimensions.

Hypothesis 7: There exist no significant differences in emotion control with respect to the Annual Income of the Family of visually challenged students.

Table 7 Mean And Standard Deviations And T- Value Of Overall Emotion Control Of Visually Challenged Students With Respect To The Annual Income Of The Family

V a r i a b l e	B e l o w A b o v e		D	t-value	Level of significance
	Rs.30000	Rs.30000			
	(55)	(22)			
Situational Balance	70.006	70.624	4.430	0.393	N . S
Temperamental Control	70.407	69.575	5.030	0.468	N . S
Benign Control	73.629	73.036	6.140	0.279	N . S
Emotional Rehearsal	71.527	69.977	7.590	0.823	N . S
Overall Emotion Control	71.354	70.913	7.710	0.430	

Table 7 indicates that the mean values of emotion control overall emotion control with respect to annual income of the family, higher for below R.S 30000 students (71.35) lower for below R.S 30000 students (70.91). From the table it is also inferred that the t-value of family annual income, below R.S 30000 and above R.S 30000 do not differ significantly at 0.05 level in Overall emotion control. **Hence the null hypothesis is accepted.**

Hypothesis 8: There exist no significant differences in emotion control with respect to the Annual Income of the Family of visually challenged students.

Table 8 Mean And Standard Deviations Of Overall Emotion Control Of Visually Challenged Students With Respect To Residential Area

V a r i a b l e	R u r a l U r b a n		D	t-value	Level of significance
	(49)	(28)			
	Mean	S			
Situational Balance	69.956	70.546	4.60	0.411	N . S
Temperamental Control	71.346	68.066	6.99	2.036	N . S
Benign Control	72.707	74.769	4.91	0.053	N . S
Emotional Rehearsal	71.187	70.897	3.40	0.166	N . S
Overall Emotion Control	71.223	71.024	3.50	0.019	

From the table 8 indicates that the mean values of Emotion Control with respect to residential area, the rural (71.22) and urban students mean value is (71.02). From the table it is also inferred that the t-value of residential area, rural and urban differ significantly at 0.05 level in Overall Emotion Control. **Hence the null hypothesis is accepted.**

Hypothesis 9: There exist no significant differences in emotion control with respect to the Vision Level of visually challenged students

Table 9 Mean And Standard Deviations And T-Value Of Overall Emotion Control Of Visually Challenged Students With Respect To Vision Level

V a r i a b l e	Partially V.C	Totally V.C	D t-value	Level of significance
	(33)	(44)		
Situational Balance	68.917	71.135	4.51	.549 N . S
Temperamental Control	70.296	70.087	5.90	.129 N . S
Benign Control	73.471	73.436	0.20	.018 N . S
Emotional Rehearsal	71.269	70.945	2.80	.187 N . S
Overall Emotion Control	70.894	71.483	6.30	.641 N . S

From the table 9 indicates that the mean values of emotion control with respect to vision level, lower for partially visual challenged students (70.89) and higher for totally visual challenged students (71.48). From the table it is also inferred that the t-value of vision level do not differ significantly at 0.05 level in Overall emotion control. **Hence the null hypothesis is accepted.**

8.0 Conclusion

The existing study was done in order to find the influence of overall emotion control and career choice of visually challenged students studying at the under-graduate level. On the whole, it observed that the data explores several factors which are grouped as Arts and Communication, Teaching and training, Law and public relation, Manufacturing and Marketing. From the study the defense styles of visually challenged students studying at the under-graduate level have influence over the marketing career.

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