

Environmental Factors And Their Relation With The Emotional Equilibrium Of Visually Impaired Students In Education Age

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Abstract

The current study aimed to identify the correlative relationship between environmental factors and the emotional equilibrium of visually impaired students of education age. The preliminary sample of 100 visually impaired students was selected to prove the validity and reliability of the study tools and a total sample of 103 students (53 females and 50 males) was considered to verify the study's hypotheses. The student ages were ranging from 12 and 20 years from Al-Noor schools for blinds at Port Said, Damietta and Ismaillia, Egypt. Environmental factors and the emotional balance scales has designed by the author and the validity and reliability of the study tools were verified.

The results showed that there was a high statistically significant correlation between the scores of the study sample for both environmental factors and emotional balance scales at the Significance level (0.01). The results also recorded high statistically significant differences at the 0.01 level between the average scores of males and females for the scale of the environmental factors in favor of female students. However, for the emotional confrontation dimension, it was found statistically significant differences at the level of 0.05 between the average scores of males and females scale in favor of females.

The author can state that visual disability is no longer explained as a feature of the person, but rather as the productivity of an interaction of the individual with a health state of the predominant environmental conditions.

Keywords: environmental factors, emotional equilibrium, visually impaired, education age.

Introduction

A clean and healthy life is an important aim for humans. Many attributes can impact this. Environmental factors surrounding the individual have seemed as the most effective ones. The concept of a healing environment was found to be engendered by the combination of environmental factors with increasing demand for competence, safety and psychological and physical security. Educational age is locked as a very important stage in building the human lifestyle through the creation of his personality and behavior.

Although many individuals think that damaged life is never presented during the educational age of the visually impaired students and their life is only full of games and journeys. The author has an opinion that there is a piece of true evidence that many

environmental factors present in visually Impaired schools affect their behaviors and emotional equilibrium, study output, and error rate.

Visually impaired individuals are willing to be part of society, but the created obstacles cause anxiety in many different ways as they constitute their futures. This situation negatively affects their motivation and academic performance and diminishes the importance of education for them as well. Students with visual impairments are at a higher risk for depression, anxiety, and other psychological problems. Unemployment is another major risk factor for depression. By reducing barriers to entering the labor market for people Visually Impaired and by enhancing education quality, the prevalence of anxiety among students with Visually Impaired can be reduced (Kizilaslan & Kizilaslan,2018).

The success of an individual exclusively depends on the art of managing emotions which comprises practical skills and the skill to handle people (Goleman,1998). Emotionally mature people are more compassionate and forgiving in nature and not being critical always. Emotional maturity develops the ability of an individual to accept reality even if it is too challenging to accept. An emotionally mature person always accepts the existing situation and even moves toward considering the risks of the situation and takes positive actions according to the risks involved with that situation (Rajeshwari & John Mano Raj, 2017).

Emotions are an important component of human life and are included in all aspects of daily life as they are part of the comprehensive and integrated growth process because they constitute one of the aspects of the normal personality and work to direct them towards the right path with all the different emotions, behavior and emotions. Good emotional health during the education age is related to educational success, the development of a healthy lifestyle, and reduced risk of adverse socioeconomic outcomes, psychiatric disorders, self-harm, and suicide in later life. Studies from the educational literature have suggested features of middle and high school environments that may have an impact on emotional well-being, such as school size and the ratio of students to teachers, pedagogic practice, and quality of interactions within the school (Pellegrini& Bartini, 2000). Some observational studies proved a shred of evidence that positive pupils and teacher relationships, a school climate judged favorably on aspects such as fairness, safety, and feelings of school bonding are all correlated with better emotional health. However, one problem with much of this evidence base is that the concepts and terms selected, such as school climate and bonding, are mostly not well defined or tend to comprise a wide range of only poorly related factors such as feeling safe and commitment to school, participation, respectful and supportive relationship (Hamosh, 2012).

In the present study, the author tries to determine the concepts and terms of factors and parameters applied through the work.

Environmental factors:

All parameters that may be predominant in the environment and proposed to affect the emotional equilibrium of blinds in education age such as Physical environmental factors, School environmental Factors,

Family environmental factors, and Economic environmental factors.

- **Physical environmental factors:**

These are parameters representing the physical state of the environment and may affect the emotional equilibrium of blinds in education age such as temperature, wind, rain, thunder, moisture, noise, Climate change, odor, and crowding.

- **School environment factors:**

These are parameters representing the school environment state and may affect the emotional equilibrium of blinds in education age such as Area of the classroom, furniture, entertainment and exercise places, percent of teachers to students, classroom density, friendship, and school bonding.

- **Family environmental Factors:**

These are parameters representing the family environment that may affect the emotional equilibrium of blinds such as family responsibility, the interrelationship between family members, jealousy, mockery, parents smoking, and parents' work.

- **Economic Environmental Factors:**

These are parameters representing the Economic state of the environment that may affect the emotional equilibrium of blinds such as family income, education fees, and entertainment finance requirements.

Emotional Equilibrium:

Emotional equilibrium is a state of being aware of our emotions to satisfy the management of them in a way that is honest, gentle, and wise. This can be achieved by having emotional intelligence combined by a trained mind that is able to good manage emotions when they arise. The author is of the opinion that emotional confrontation, emotional control, and emotional flexibility are the main constituents of emotional equilibrium

In all individual's life, emotional equilibrium is one of the important aspects, as it is a type of human personality. An emotionally balanced individual has the ability to endure frustration and face difficult conditions that he may pass through at one time. (Tarannum & Khatoon, 2009). This means that people with strengths in emotional balance find ways to

manage their impulses and emotions, even in strong stressful situations. Since self-awareness enables people to recognize their emotions as they occur and the ways in which they impact all aspects of their life. Therefore, a solid foundation of Self-awareness is considered the true beginning of emotional equilibrium.

As works of literature reviewed, there are few studies on environmental factors and their relationship with the emotional equilibrium of blinds in the education age. Hence, further exploration of the complex phenomenon of environmental stressors and their impacts should be achieved. Environmental stressors are likely to vary not only from country to country but from individual to individual. The present study is conducted in an attempt to understand the impact of environmental stressors on the emotional equilibrium of blinds in education age in Egypt.

Importance of study:

The Importance of this study is to review and evaluate the person-environment interactions and to provide some recommendations that contribute to improving the emotional balance of visually disabled individuals of school age through modification in some environmental factors, on the bases of the output of the study.

The study Aims:

The aims of the present study are:

- 1) To verify the nature of the relationship between environmental factors (physical - school - family - economic) and emotional equilibrium of visually disabled pupils in education age.
- 2) To verify the nature of the differences between male and female visually disability students in relation to environmental factors (Physical - School - Family – Economic)
- 3) To verify the nature of the differences between male and female visually disability students in relation to emotional equilibrium.

Methods

Sample and population:

In this study, a total sample of 103 students (53 females and 50 males) in the ages ranging between 12 and 20 years from Al-Noor schools for blinds at Port

Said, Damietta, and Ismaillia, Egypt, was selected to verify the study's hypotheses .

Procedure and Tools:

The study was done using the survey method in three stages. In the first stage, the review of the literature and opinions of the psychologists and researchers in the field of environmental psychology to understand the relationship between some environmental factors and the emotional equilibrium of visually disabled pupils in the blinds' school's environment. The author has designed a questionnaire that seems to have good validity and reliability based on the selected factors.

In the second stage, the author has built up two questionnaire scales; the environmental factor scale and the emotional equilibrium scale application in this study. The environmental factor scale was composed of 54 items while the emotional equilibrium scale contained 47 items which become 45 later. Each item of the two scales was answered according to a three-point Likert scale.

IN order to evaluate the tool's validity, the questionnaire was reviewed by 3 professors' committees specializing in the fields of mental health and environmental psychology. As the scales have confirmed, they were distributed to the exploratory student sample and the internal consistency of the questions was analyzed.

The third stage, included the distribution of the questionnaire scales for students to answer the provided questions, with their own personal satisfaction, in order to evaluate the environmental factors that impact the emotional equilibrium of visually disabled pupils from education age.

Statistical data analysis:

Statistical analysis of data was carried out using SPSS 21 and a one-sample T-test to evaluate the impact rate of environmental factors on the stress of blind students. The importance of environmental factors was reported by applying the Friedman test in the final stage.

The psychometric properties of the environmental factor scale in the current study:

The scale was applied to the students' samples. The results of the students who did not complete the answer to the scale were excluded.

Verify the environmental factor scale:

A-Coefficient of correlation of each item with its dimension:

Correlation coefficients were calculated between the retained vocabulary and the scale dimensions of the sample and this is called homogeneity or internal consistency, as shown in table (1).

Table1. Correlation coefficients between vocabulary and dimensions of the environmental factor scale

Item	Physical factors	Item	School Factors	Item	Family factors	Item	Economic factors
1	0.901**	18	0.886**	34	0.914**	45	0.984**
2	0.905**	19	0.333*	35	0.979**	46	0.976**
3	0.868**	20	0.852**	36	0.966**	47	0.987**
4	0.873**	21	0.501**	37	0.978**	48	0.976**
5	0.819**	22	0.566**	38	0.973**	49	0.951**
6	0.873**	23	0.337*	39	0.895**	50	0.958**
7	0.789**	24	0.407*	40	0.979**	51	0.984**
8	0.889**	25	0.344*	41	0.972**	52	0.962**
9	0.521**	26	0.650**	42	0.954**	53	0.949**
10	0.499**	27	0.392*	43	0.972**	54	0.967**
11	0.481**	28	0.382*	44	0.961**		
12	0.691**	29	0.689**				
13	0.643**	30	0.894**				
14	0.752**	31	0.878**				
15	0.777**	32	0.852**				
16	0.414**	33	0.386*				
17	0.901**						

(*) Statistical function at (0.05) level (**) Statistical function at (0.01) level

To find out the homogeneity or internal consistency of the scale of the environmental factors, the correlation coefficients between the vocabulary and dimensions that were calculated.

Table (1) proved that the vocabulary (19, 23, 24, 25, 27, 28, 33) is statistically significant at the level of significance (0.05). The rest of the vocabulary is

B- The correlation coefficient between the test dimensions and the overall score:

The correlation coefficient between the dimensions of the environmental factor scale and the total degree of the scale was also calculated, as shown in table (2).

It is clear from the previous table that at 0.01 there is a statistically significant correlation between physical factors and school factors (p = 0.829); family factors (p = 0.875); economic factors (p = 0.904). The physical factors are reported to be strongly correlated with the

statistically significant at the level of significance (0.01).

total degree of the scale of the environmental factors (p = 0.953).

Also, school factors are highly correlate family factors (p = 0.865); economic factors (p = 0.907). The school factors are reported to be strongly correlated with the total degree of the scale of the environmental factors (p = 0.934). It is also proved family factors are highly correlated with economic factors (p = 0.946). The family factors are reported to be strongly correlated with the total degree of the scale of the environmental factors (p = 0.960). It is also recorded that the economic factors are strongly correlated with the total degree of the scale of the environmental factors where the value of the correlation coefficient value was p =

0.979.

Table 2. Pearson Correlation coefficient between environmental factor dimensions and the total score of the scale

The dimension	Physical factors	School Factors	Family factors	Economic factors	The total score of the test
Physical factors	-----	0.829**	0.875**	0.904**	0.953**
School Factors	-----	-----	0.865**	0.907**	0.934**
Family factors	-----	-----	-----	0.946**	0.960**
Economic factors	-----	-----	-----	-----	0.979**

(**)*Statistically significant at (0.01) level*

Stability of environmental factors scale:

A) Stability of vocabulary by the method of the Cronbach alpha coefficient

The Stability of the scale vocabulary was calculated using the SPSS package. Cronbach's Alpha coefficient was measured in the study sample. Results proved the

alpha coefficients for each item when omitting the item score from the total score of the scale is less than the general alpha coefficient of the scale, meaning that all the items are fixed and no one of them was omitted (Tab.3)

Table3. Stability of the environmental factor scale vocabulary of Cronbach's Alpha coefficient

Item	Cronbach's Alpha	Item	Cronbach's Alpha	Item	Cronbach's Alpha	Item	Cronbach's Alpha	Item	Cronbach's Alpha
1	0.983	13	0.984	25	0.984	37	0.983	49	0.983
2	0.983	14	0.984	26	0.984	38	0.983	50	0.983
3	0.983	15	0.983	27	0.984	39	0.983	51	0.983
4	0.983	16	0.984	28	0.984	40	0.983	52	0.983
5	0.983	17	0.983	29	0.983	41	0.983	53	0.983
6	0.983	18	0.983	30	0.983	42	0.983	54	0.983
7	0.983	19	0.984	31	0.983	43	0.983		
8	0.983	20	0.983	32	0.983	44	0.983		
9	0.984	21	0.980	33	0.984	45	0.983		
10	0.984	22	0.983	34	0.983	46	0.983		
11	0.984	23	0.984	35	0.983	47	0.983		
12	0.984	24	0.984	36	0.983	48	0.983		

Alpha coefficient of the scale without omitting any item = 0.984

B) Stability of the total scale:

1. Calculation of stability of the Cronbach alpha method:

The stability of the total dimensions of the scale was calculated by the method of the Cronbach alpha coefficient for the study sample is shown in table (4).

Table4. Stability of Cronbach's alpha coefficient between dimensions of environmental factors and total score of the scale

The dimension	Cronbach's Alpha of Item Deleted
Physical factors	0.948

School Factors	0.847
Family factors	0.991
Economic factors	0.993
The total score of the test	0.984

From table (4), it is clear that all the recorded values of Cronbach's alpha coefficient were ≥ 0.7 . This proved the stability of the scale as a whole with the four sub-dimensions (physical, school, family, and economic environmental factors) through the current study sample.

2- Stability using half segmentation:

Table 5. Stability of environmental factors scale using half segmentation method

Cronbach's Alpha	Part 1	Value	.938
		N of Items	27a
	Part 2	Value	.990
		N of Items	27b
	Total N of Items		54
Correlation Between Forms			.909
Spearman-Brown Coefficient	Equal Length		.953
	Unequal Length		.953
Guttman Split-Half Coefficient			.930

The stability coefficient was calculated by the half-segmentation method using the Spearman / Brown and Gitman equations (Table 5) where Spearman / Brown Coefficient was between 0.953 and 0.930 for Gitman Coefficient. This proved a high stability degree of the environmental factor scale.

Psychometric properties emotional equilibrium scale in the current study:

The scale was applied to the selected sample. Students who did not complete the answer to the test were excluded

Validate the scale:

A-Coefficient of correlation of each item with its dimension:

Correlation coefficients were calculated between the retained vocabulary and the test dimensions of the sample and this is called homogeneity or internal consistency, as shown in table (6)

Table6. Correlation coefficients between Vocabulary and dimensions of the emotional equilibrium Scale

Item	Emotional confrontation	Item	emotional control	Item	Emotional flexibility
1	0.589**	17	0.419**	34	0.589**
2	0.632**	18	0.450**	35	0.513**
3	0.595**	19	0.558**	36	0.090
4	0.398*	20	0.082	37	0.510**
5	0.418**	21	0.385*	38	0.786**
6	0.333*	22	0.582**	39	0.664**
7	0.760**	23	0.446**	40	0.649**
8	0.659**	24	0.581**	41	0.534**
9	0.691**	25	0.373*	42	0.542**
10	0.578**	26	0.684**	43	0.695**

11	0.691**	27	0.668**	44	0.520**
12	0.540**	28	0.480**	45	0.773**
13	0.810**	29	0.788**	46	0.512**
14	0.637**	30	0.704**	47	0.664**
15	0.366*	31	0.689**		
16	0.681**	32	0.446**		
		33	0.347*		

(*)Statistical function at (0.05) level (**) Statistical function at (0.01) level

It is clear from Table (6) that the items (4, 6, 15, 21, 25, 33) are significant at the (0.05) level, and the rest of the items are significant at (0.01), while the items (20,36) are not significant, and therefore these items must be deleted.

The correlation coefficient between the dimensions of the emotional equilibrium scale and the total degree of the scale was also calculated as shown in the following table (7).

B- The correlation coefficient between the test dimensions and the overall score:

Table7. Pearson correlation coefficient between emotional equilibrium dimensions and the total score of the scale.

The dimension	Emotional confrontation	emotional control	Emotional flexibility	The total score of the test
Emotional confrontation	-----	0.530**	0.824**	0.759**
emotional control	-----	-----	0.708**	0.903**
Emotional flexibility	-----	-----	-----	0.795**

(**) Statistical function at (0.01) level

It is clear from the previous table that at 0.01 there is a statistically significant correlation between emotional confrontation with emotional control (p = 0.530); with emotional flexibility (p = 0.824). Emotional confrontation is reported to be strongly correlated with the total degree of the emotional balance scale (p = 0.759).

Also, the emotional control strongly correlated with emotional flexibility (p = 0.708). Emotional control is reported to be strongly correlated with the total degree of the emotional balance scale (p = 0.903).

Moreover, emotional flexibility is recorded to be strongly correlated with the total degree of the emotional balance scale (p = 0.795).

Stability of emotional equilibrium scale

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A) Stability of vocabulary by the method of the Cronbach alpha coefficient

The Stability of the scale vocabulary was calculated using the SPSS package. Cronbach's Alpha coefficient was measured in the study sample. Results proved the alpha coefficient for each item when omitting the item score from the total score of the scale is less than the general alpha coefficient of the scale except for item numbers 20, 25, and 36. Therefore, these items were omitted (Tab.8).

Table8. Stability coefficients of the emotional equilibrium scale vocabulary of the sample Cronbach's Alpha

Item	Cronbach's Alpha	Item	Cronbach's Alpha	Item	Cronbach's Alpha	Item	Cronbach's Alpha
1	0.908	13	0.907	25	0.911	37	0.907
2	0.908	14	0.908	26	0.906	38	0.904
3	0.908	15	0.909	27	0.908	39	0.908
4	0.909	16	0.906	28	0.908	40	0.905
5	0.910	17	0.908	29	0.906	41	0.907
6	0.909	18	0.908	30	0.905	42	0.910
7	0.906	19	0.908	31	0.907	43	0.904
8	0.909	20	0.916	32	0.910	44	0.909
9	0.907	21	0.906	33	0.910	45	0.907
10	0.907	22	0.906	34	0.908	46	0.910
11	0.909	23	0.909	35	0.909	47	0.909
12	0.908	24	0.908	36	0.916		

The alpha coefficient of the scale without omitting any item = 0.910

(B) Total stability of the scale by the Cronbach alpha method.

1) Calculation of stability by the Cronbach alpha method:

The stability of the dimensions and the scale as a whole was calculated by the method of the Cronbach's alpha coefficient for the sample students (table 9).

Table9 . Stability of Cronbach's alpha coefficient between dimentions of emotional equilibrium and total score of the scale

The dimension	Cronbach's Alpha if Item Deleted
Emotional confrontation	0.868**
emotional control	0.798**
Emotional flexibility	0.833**
The total score of the test	0.910**

It is evident from the previous table (9) the stability of the scale as a whole and the three sub-dimensions represented by emotional confrontation, emotional control, and emotional flexibility Among the members of the current study sample. It is clear that all the recorded values of Cronbach's alpha coefficient were ≥ 0.7 . Where it is equal to 0.868 for emotional confrontation, 0.798 for emotional control, 0.833 for

emotional flexibility, and 0.910 for the total score of the test.

2) Stability using half segmentation

Where the overall stability factor was calculated by the half-segmentation method using the Spearman / Brown and Gittman equations after deleting the unstable terms, and the results of this analysis are evident in the following table (10).

Table10. Stability of the emotional equilibrium scale of the half-segmentation method

Cronbach's Alpha	Part 1	Value	.867
		N of Items	24
	Part 2	Value	.883

	N of Items	27b23
	Total N of Items	47
Correlation Between Forms		.481
Spearman-Brown Coefficient	Equal Length	.649
	Unequal Length	.649
Guttman Split-Half Coefficient		.647

The coefficient was calculated by the half-segmentation method using the Spearman / Brown and Gitman equations (Table 10) where Spearman / Brown Coefficient was between 0.649 and 0.647 for Guttman Coefficient. This proved a high stability degree of the emotional equilibrium scale.

****questions of study:**

1. Is there a relationship between perceived levels of physical Environmental factors and emotional equilibrium of visually disability pupils in education age
2. Is there a relationship between perceived levels of school environmental factors and emotional equilibrium of visually disability pupils in education age
3. Is there a relationship between perceived levels of family environmental factors and emotional equilibrium of visually disability pupils in education age
4. Is there a relationship between perceived levels of economic, environmental factors and emotional equilibrium of visually disability pupils in education age
5. To what degree these factors are correlated as the creative causes of emotional non-

Results

First hypothesis:

Results showed that there is a statistically significant correlation between environmental factors (physical -

equilibrium of visual disability pupils in education age

Hypothesis:

- 1) The first hypothesis states that there is a statistically significant correlation between the average scores of the study sample individuals on the varying environmental factors (physical - school - family - economic) and emotional equilibrium (emotional confrontation - emotional control - emotional flexibility)
- 2) The second hypothesis states that there are statistically significant differences between the mean scores of a male and female student on the scale of environmental factors (physical - school - family - economic)
- 3) The third hypothesis states that there are statistically significant differences between the averages of scores of male and female students on the emotional equilibrium scale (emotional confrontation - emotional control - emotional flexibility)

school - family - economic - total score) and dimensions of emotional balance (emotional confrontation - emotional control - emotional flexibility - total score) among the study sample of blind students Table (11).

Table 11. Correlation coefficients between environmental factors and emotional balance dimensions

emotional balance dimensions environmental factors	emotional confrontation	emotional control	emotional resilience	emotional balance total score
physical	0.711**	0.575**	0.773**	0.767**
school	0.768**	0.601**	0.769**	0.787**
family	0.788**	0.706**	0.732**	0.812**
Economic	0.830**	0.633**	0.707**	0.740**
total score environmental factors	0.771**	0.878**	0.749**	0.810**

(**) Statistical function at (0.01) level

The results of Table (11) indicated the achievement of the first hypothesis, where there was a positive, statistically significant correlation between the scores of the study sample of blind students on the scale of environmental factors (physical-school-family-economic-total score) and dimensions of emotional balance scale (emotional confrontation - emotional control - emotional flexibility - The total score) at the level of significance (0.01).

In this respect, many psychological studies showed that individuals suffering from some kinds of physical illness are different from healthy ones due to the impact of emotions and their personal incompatibility (Siragokom & Somosundam1996).

Tarannum and Khartoum (2009) confirmed that the emotionally balanced individual has the ability to control his emotions and his calm in facing problems bearing responsibility and ability to make decisions with courage and realism.

Al Qidse and Hajjah (2016) stated opportunities for people with disabilities to interact with social activities

The second hypothesis:

Results proved that there are statistically significant differences (function at 0.01) between the average scores of males and females on the scale of the

and academic situations compared to healthy individuals. This may be because people with visual disabilities are exposed to difficulties and problems such as reading and writing in interacting with their external surroundings compared to sighted individuals.

The author is of the opinion that the results of the first hypothesis of the current study come in agreement with the previous studies. The impact of the environmental factors (physical, school, family, economic and total score) for the visually impaired students was reported to record a high degree of correlation with dimensions of emotional balance (emotional confrontation, emotional control, emotional flexibility, and total score).

Moreover, the author believes that the social and emotional conditions are important for the personal interactions of any community system. The individual must try to obtain goals and plans to achieve his goals in the educational environment during daily life despite the presence of external forces responsible for helping, and these forces are represented in his intelligence, creative abilities, and self-concept. environmental factors with its dimensions (biological - school - family - economic). Female students were reported to be more sensitive reacting with environmental factors (total score= 113.89) than male students (total score= 76.90)

Table12. T-test significance of the differences between males and females on the environmental factors scale

Environmental Factors	Type	N	Mean	Std. Deviation	df	T	Sig. (2-tailed)
Biological	Female	53	37.60	5.19	101	10.69	function at 0.01
	Male	50	26.44	5.39			

school	Female	53	31.75	5.79	101	7.66	function at 0.01
	Male	50	23.58	4.98			
family	Female	53	22.26	3.31	101	13.33	function at 0.01
	Male	50	13.56	3.30			
Economic	Female	53	22.27	4.33	101	10	function at 0.01
	Male	50	13.32	4.73			
The total score of the test	Female	53	113.89	11.93	101	15.71	function at 0.01
	Male	50	76.90	11.93			

It is clear from the data of the previous table that the values of (T) for the dimensions of the environmental factors and the total degree (physical - school - family - economic - and the total degree) are statistically significant at the level of significance (0.01) in favor of the female students. This means that the hypothesis was validated and this may be explained by the fact that visual disability. The visual impairment has an impact on several aspects of the life of the disabled individual as a result of exposure to some changes in physical, school, family, and economic environmental factors. This result comes into agreement with the studies of Dev et al (2014), Mmohamed and Omar (2011), and Cmar (2015). The visually impaired Students were reported to face problems in social adaptation both in the academic age institutions and family, which may refer to their limited interpersonal relationships and limitations in vision. The female visually impaired students were recorded to be more affected (Ashraf & Azka, 2015). The ability of visually impaired students to socially interact with others to the degree that is appropriate and socially acceptable is the biggest challenge (Harms 2021).

Pandey (2018) stated that there was a significant difference in the adjustment of the visually impaired

The third hypothesis:

Table (13) showed that there are statistically significant differences between the average scores of males and females on the emotional equilibrium scale (emotional confrontation function at 0.05, emotional control function at 0.01, emotional flexibility function at 0.01, and Total Emotional equilibrium function at 0.01).

It is clear from the data of the previous table that the values of (T) for the dimension of emotional

students in the area of the school, home, and personal in a special and integrated setup. For mainstreaming of visually impaired students the Integrated setting was found more favorable when compared with that of special settings.

The International Classification of Functioning, Disability, and Health is a classification that allows for a comprehensive and detailed description of a person's experience with a disability, including environmental barriers and the impact on a person's functioning recognizing the central role of environmental factors as a problem, and then focusing on the intervention to lead the individual to live a dignified life. The interaction between the individual and their environment is spontaneous and inevitable, and it may be positive or negative. There is an interaction between factors such as (light - sound - temperature - humidity) in terms of its decrease or increase in the internal space of the individual and the formation of his personality which may lead to discomfort. Moreover, the study confirmed that it is necessary to improve the climatic state such by increasing ventilation and improving temperatures, which leads to concentration and alertness, especially in mental tasks (Swathi et al., 2012).

confrontation are statistically significant at the level of significance (0.05) in favor of the female sample, while the dimensions of emotional control and emotional resilience are statistically significant at the level of significance (0.01) in favor of the female group. This result indicates the validation of the third hypothesis.

These results agreed with the study of Salimi et al. (2016), which indicated that females use the techniques and strategies in the reassessment of

emotional balance more than visually impaired males, while it disagreed with the study of Bindu (2016)

which proved that male students have a higher level of emotional equilibrium.

Table13. T-test significance of the differences between males and females for the emotional equilibrium scale

emotional equilibrium	Gender	N	Mean	Std. Deviation	df	t	Sig. (2-tailed)
emotional confrontation	Female	53	24.89	4.70	101	2.63	function at 0.05
	Male	50	22.36	5.07			
emotional control	Female	53	23.68	4.69	101	4.75	function at 0.01
	Male	50	19.02	5.27			
emotional resilience	Female	53	20.81	3.63	101	3.61	function at 0.01
	Male	50	17.80	4.79			
Total Emotional equilibrium	Female	53	69.38	11.48	101	4.24	function at 0.01
	Male	50	59.18	12.94			

In this respect we can conclude that emotional equilibrium is one of the determinants that affect the personality of the student, it is an important indicator of maintaining psychological health. This was also reported by the study of Ezhilarasi and Nanadhini (2014) which revealed that Emotional equilibrium is also the ability to show appropriate feelings in the various situations exposure and to react in a rational manner.

Conclusion and recommendation:

The Conclusion of the present can be summarized as:

1) Environmental factors have a strong impact on the emotional equilibrium of blinds in the education age.

2) Physical, school, family, and economic environmental factors can be reflected as changes in blind students' emotional equilibrium state in both life and academic activities.

3) Emotional equilibrium of students suffering from visual disability can be regarded as the productivity of an interaction of the individual with a health state of the predominant environmental conditions.

4) Good environmental factors are believed to improve the emotional equilibrium of blind students.

The author is of the opinion that the necessity of providing good environmental factors to improve the emotional equilibrium of students resulted in good mental health life.

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