

Emotional Intelligence of Normal and Visually Impaired Adolescent Students: A Comparative Study

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Abstract:

Emotional intelligence (EI) is a new area of research in the Indian context. It is the ability or tendency to perceive, understand, regulate and harness emotions adaptively in self and in others. Researchers have conceptualized Emotional Intelligence both as ability and as a trait. It includes the ability to understand and regulate others as well as one's own emotions. People who can have control over their life can manage their feelings and can read and deal effectively with other people's feelings, while the people who can't have control over their emotional life fight inner battles for adjustment. In the present study an attempt was made to compare the emotional intelligence of normal and visually impaired adolescent students of Assam. 100 (Normal=50, Visually Impaired=50) adolescent students were randomly selected from two special and two general schools of Lakhimpur and Dibrugarh district of Assam. Emotional Intelligence Scale (EIS) developed by Hyde, Pethe and Dhar was used to assess the emotional intelligence which provides scores on ten factors i.e. self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior. Mean, Standard Deviation and t-test was used for analysis and interpretation of data. The result revealed that there exist no significant differences between normal and visually impaired adolescent students with respect emotional intelligence.

Keywords: Emotional Intelligence, Visually Impaired Adolescent, Normal Adolescent.

I. INTRODUCTION

Very often, in daily life, we find people expressing their anger, sadness, fear, enjoyment, love, disgust, and shame in various ways. We find some persons under severe depression all because of a trivial reason. Some of the persons are enraged even when it is not genuine. On the other hand there are some persons who are quite calm and placid even in adverse conditions. All such situations indicate that some persons are not able to manage their emotions whereas others are able to do so. The persons who are able to regulate or manage their emotions are found to take right decisions even in critical situations. Thus they are able to utilize their potential appropriately. Consequently they are able to perform more efficiently in various conditions in life either in family or at workplace or in social groups. On the other hand the persons who are not able to manage their emotions are unable to take right decisions at times and thus they cannot handle the situations effectively (Bhawalkar & Amalnekhar, 2008).

Emotional intelligence (EI) is a new area of research in the Indian context. The growing interest in the construct of EI can be attributed to the recent theories taking broader conceptualizations of intelligence. EI can be included as a member of an emerging group of potential 'hot' intelligences that include social intelligence, practical intelligence, personal intelligence and emotional creativity. Each of these forms a coherent sphere that partly overlaps with EI, but separates human abilities in different ways.

"Emotional Intelligence is a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding". It was in the mid-

nineties that the term Emotional Intelligence took the business world by a storm. And it was Daniel Goleman who popularized it through his research on Emotional Intelligence (EI). It is said that IQ alone is no more the measure for success; it only accounts for 20%; Emotional and Social Intelligences, and luck account for the rest (Goleman, 1996). It was also found that whereas people with high IQ were real flops in real life, in their families or in the community, people with high EI have proved themselves successful in these areas.

Adolescence is the most important period of human life. At this stage due to rapid physical growth and development adolescents faces many problems, especially problems of adjustment. They experience emotional upcharges in various psycho-social situations. All the pleasant and unpleasant emotions appear in their full form. Emotion of love makes them quite sensitive and blind. Emotion of anger, fear, shame and disgust make them quite explosive of the situation. Too much of emotion without the power of control may often result on emotional violence in them. They may also become extremely optimistic and pessimistic, moody, depressed, desperate and delinquent. So they are very prone to emotional mal-adjustment in their psycho-social situation. As it is argued in the literature, adolescence can be more challenging for visually impaired adolescents than their sighted peers because those adolescents have problems related to their self, social relations and psycho-social adjustment, more specifically, adolescents with visual impairment reported negative attitude toward them.

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II. OBJECTIVES

- For the present study the following objectives were framed-
- (1) To compare the difference between normal and visually impaired adolescent students with respect to emotional intelligence.
- (2) To compare the difference between normal and visually impaired adolescent boys with respect to emotional intelligence.
- (3) To compare the difference between normal and visually impaired adolescent girls with respect to emotional intelligence.

III. HYPOTHESES

- H0₁:** Normal and visually impaired adolescent students do not differ significantly with respect to emotional intelligence.
- H0₂:** Normal and visually impaired adolescent boys do not differ significantly with respect to emotional intelligence.
- H0₃:** Normal and visually impaired adolescent girls do not differ significantly with respect to emotional intelligence.

IV. METHODOLOGY

Method- In the present study the descriptive survey method was used.

Sample- The sample consisted of a total 100 adolescent students. The sample of 50 normal and 50 visually impaired adolescents students were randomly selected from two special as well as two general schools of Lakhimpur and Dibrugarh district of Assam. The distribution of sample has shown in the table ‘1’.

Table -1: Table shows the sample population of Normal and Visually Impaired Adolescent Students:

| | Name of the Schools | District | No. of Students | | Total |
|-----------------|---|-----------|-----------------|-------|-------|
| | | | Boys | Girls | |
| Special Schools | 1.MoranJanamangal Adarsha Blind School ,Moran | Dibrugarh | 14 | 11 | 25 |
| | 2. Assam Sishu Andha Vidyalaya, Bihpuria | Lakhimpur | 14 | 11 | 25 |
| General Schools | 1. Moran H.S.School, Moran | Dibrugarh | 14 | 11 | 25 |
| | 2.LohitDikrong H.S.School, Bihpuria | Lakhimpur | 14 | 11 | 25 |

Total= 100

V. TOOL

The “Emotional Intelligence Scale” developed by Hyde, Pethe and Dhar (2002) was used in the present study. This scale consists of 34 items, and it has ten factors namely- Self-awareness, Empathy, Self-motivation, Emotional Stability, Managing relations, Integrity, Self-development, Value-Orientation, Commitment and Altruistic behavior. Higher Scores on this scale are indicative of better emotional intelligence. The Split-half reliability and the content validity of the scale is 0.88 and 0.93 respectively. The scale was translated in Assamese, as the medium of instruction of the selected schools were Assamese. The test-retest method was used to find out the reliability co-efficient.

VI. PROCEDURE

The investigator of the study at first approached the Principals/ Head master of the general/special schools, explained the purpose of the study and secured the permission for data collection. Emotional Intelligence Scale was administered on the selected sample.

VII. STATISTICAL ANALYSIS

For the present study Mean, Standard Deviation and ‘t’ test were used to analyze the data.

VIII. RESULT AND DISCUSSION

H0₁: Normal and visually impaired adolescent students do not differ significantly with respect to emotional intelligence.

Table -2: Table shows Mean, Standard Deviation, ‘t’ Ratio and Significance Level of Normal and Visually Impaired Adolescent Students with respect to Emotional Intelligence

| Sl. No | Factors | NAS (N= 50) | | VIAS (N= 50) | | ‘t’ |
|--------|----------------------|-------------|-------|--------------|-------|---------|
| | | Mean | SD | Mean | SD | |
| 1. | Self-awareness | 16.42 | 2.48 | 15.78 | 2.76 | 0.86 NS |
| 2. | Empathy | 19.30 | 3.65 | 18.38 | 3.31 | 1.12 NS |
| 3. | Self-motivation | 23.76 | 3.59 | 25.24 | 3.09 | 1.56 NS |
| 4. | Emotional stability | 15.86 | 2.83 | 14.86 | 1.99 | 1.47 NS |
| 5. | Managing relations | 16.14 | 2.75 | 16.06 | 2.92 | 0.10 NS |
| 6. | Integrity | 12.30 | 2.00 | 11.58 | 2.22 | 1.22 NS |
| 7. | Self-development | 7.86 | 1.71 | 6.74 | 1.38 | 2.55 * |
| 8. | Value orientation | 6.94 | 1.91 | 6.50 | 2.12 | 0.77 NS |
| 9. | Commitment | 8.20 | 1.11 | 6.78 | 1.97 | 3.23** |
| 10. | Altruistic behaviour | 7.64 | 1.61 | 8.36 | 1.52 | 1.64 NS |
| 11. | Overall E.I. | 136.15 | 17.56 | 133.75 | 14.96 | 0.55 NS |

P<0.05= * NAS= Normal Adolescent Students.

P<0.01=** VIAS= Visually Impaired Adolescent Students.

NS= Not Significant.

From the table it is observed that the calculated ‘t’ value (‘t’ = 0.55) for overall emotional intelligence is less than the table value (1.96 at 0.05 level of significance). So, it is not significant and it may be inferred that emotional intelligence of normal adolescent students do not differ significantly from the visually impaired adolescent students. Hence the null hypothesis is accepted.

Regarding various factors of emotional intelligence only in self development and commitment factor shows significant differences, but rest of the factors shows no difference between normal and visually impaired adolescent students. This means emotional intelligence of normal and visually impaired adolescent students are same or they do not vary in emotional intelligence.

H02: Normal and visually impaired adolescent boys do not differ significantly with respect to emotional intelligence.

Table -3: Table shows Mean, Standard Deviation, 't' Ratio and Significance Level of Normal and Visually Impaired Adolescent Boys with respect to Emotional Intelligence

| Sl. No. | Variables | No. of Students | Mean | Standard Deviation | 't' value | Level of significance |
|---------|-----------|-----------------|--------|--------------------|-----------|-----------------------|
| 1. | NAB | 28 | 135.00 | 22.56 | 0.36 | NS |
| 2. | VIAB | 28 | 132.18 | 18.98 | | |

NAB= Normal Adolescent Boys.
VIAB= Visually Impaired Adolescent Boys.

VIAB= Visually Impaired Adolescent Boys.

NS= Not Significant.

From the table it is observed that the calculated 't' value ('t' = 0.36) is less than the table value (1.96 at 0.05 level of significance). So, it is not significant and it may be inferred that emotional intelligence of normal adolescent boys do not differ significantly from the visually impaired adolescent boys. Hence the null hypothesis is accepted.

H0₃: Normal and visually impaired adolescent girls do not differ significantly with respect to emotional intelligence.

Table 4: Table shows Mean, Standard Deviation, 't' Ratio and Significance Level of Normal and Visually Impaired Adolescent Girls with respect to Emotional Intelligence

| Sl. No. | Variables | No. of Students | Mean | Standard Deviation | 't' value | Level of significance |
|---------|-----------|-----------------|--------|--------------------|-----------|-----------------------|
| 1. | NAG | 22 | 137.23 | 12.55 | 0.45 | NS |
| 2. | VIAG | 22 | 134.95 | 10.94 | | |

NAG= Normal Adolescent Girls.

VIAG= Visually Impaired Adolescent Girls.

NS= Not Significant.

From the table it is observed that the calculated 't' value ('t' = 0.45) is less than the table value (1.96 at 0.05 level of significance). So, it is not significant and it may be inferred that emotional intelligence of normal adolescent girls do not differ significantly from the visually impaired adolescent girls. Hence the null hypothesis is accepted.

IX. CONCLUSION

Individuals differ not only in their physical characteristics but also in their psychological makeup such as personality, memory, intelligence. Among these, emotional intelligence has been found to be associated with a range of outcomes which in a broad sense can be regarded as relating to quality of life. Emotional intelligence refers to the abilities used to process information about one's own emotions and the emotions of others. It is general belief that visually impaired children are inferior in psychological makeup than their sighted peers. But the result of the present study reveals that there is no significant difference between normal and visually impaired adolescent students on emotional intelligence.

The result of the study will be helpful for inclusive setting of education, where all children are treated as equal.

X. REFERENCES

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