

EMOTIONAL INTELLIGENCE OF VISUALLY IMPAIRED ADOLESCENTS STUDYING IN INCLUSIVE AND EXCLUSIVE SETTINGS

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ABSTRACT

Since it has been proved by various studies that emotional intelligence is playing an important role in the success of persons without disability, but what about persons with disability? Is emotional intelligence also influence success of persons with disability. Before that we have to know in which type of school settings' students are more emotionally intelligence i.e. inclusive setting or exclusive setting. Keeping these things in mind we tried to know the emotional intelligence of visually impaired adolescents studying in inclusive and exclusive setting. This study has taken on a sample of 120 visually impaired adolescent students (60 Boys and 60 Girls), equally from both the setting i.e. 30 boys and 30 girls form inclusive setting and same sample from exclusive setting. Results of the study shows there exist no significant difference in emotional intelligence of visual impaired boys and girls first in inclusive and then in exclusive setting. Also, visual impaired girls of inclusive and exclusive setting show no significant difference in their emotional intelligence. But visual impaired boys of inclusive and exclusive setting show significant difference in their emotional intelligence. Boys in inclusive setting have more emotional intelligence than their counterparts. Same is the case with all the visual impaired adolescents in inclusive setting i.e. visual impaired adolescents in inclusive setting have more emotional intelligence than visual impaired adolescents in exclusive setting. As the study reveals sex doesn't play significant role in the development of emotional intelligence, so there should be inclusive education setup to provide educational stimulation irrespective of sex so as to help develop personality of students in a harmonious way.

Keywords: Emotional Intelligence, Visual Impairment, Inclusive setting, Exclusive setting

INTRODUCTION

The first published attempt toward a definition was made by Salovey and Mayer (1990) who defined Emotional Intelligence as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". While childhood is a critical time for the development, emotional intelligence is not fixed at birth. It can be nurtured and strengthened throughout adulthood- with immediate benefits to our health, our relationships, and one's work. After this way of analyzing the human behaviour, presently emotional intelligence is being considered as the crucial index of the human behaviour. Although a person's feeling cannot be observed by others, but they can be inferred from his overt behaviour and verbal report of his introspection. To produce an emotion, a stimulus situation must be related to past experience and seen as having implication in the future. Our appraisal of situation and subsequent emotions are strongly influenced by our own estimate of capabilities. The emotions aroused depend not so much on the event themselves, as on how they are appraised. Each feeling provides us with vital and potentially profitable information every minute of the day. This feed-back ignites, creates

genius, improves and shapes trusting relationships, provides an inner compass for one's life & career and guides us to unexpected possibilities. To exhibit emotion is very easy but doing it at the right time, at the right place, with the right person and to the right degree is difficult. The management of emotion has given rise to most talked term of Emotional Intelligence. Emotional Intelligence motivates individuals to pursue their unique potential and purpose. It also activates innermost potential values and aspirations transforming them from what they think about, to what they do. Emotional Intelligence enables one to learn, to acknowledge and understand feeling in ourselves & in others, so that we appropriately respond to them by effectively applying the information and energy of our emotions to our daily life and work. In the present study the term emotional intelligence refers to the score against the tool Emotional Intelligence Inventory standardized by Dr. S.K.Mangal and Mrs.Shubra Mangal produced by the students. Here the term emotional intelligence has been divided into four areas i.e. Intra-personal Awareness (own emotions), Inter-personal Awareness (others emotions), Intra-personal Management (own emotions) and Inter-personal Management (others emotions). The reaction against all these items pertaining to the four areas of the inventory is termed as the emotional intelligence.

In the context of the present study visual impairment referred to those visually impaired persons who were primarily tactile learners and had no functionally usable residual vision. Inclusive educational setting means where all learners, young people- with or without disabilities being able to learn together in ordinary pre- schools provisions, schools and community educational settings with appropriate network of support services. In the present study Inclusive setting refers to that setting in which visually impaired children studying with other children and Exclusive setting refers to a special school in which only visually impaired children study. An exclusive setting is a place where children with special needs get education in a segregated way. Special compensatory materials, special teaching techniques and equipments help or facilities are provided for the children with special needs. They are also called special schools.

JUSTIFICATION OF THE STUDY

The aim of education is not to develop cognitive skills only but, the all-round development of child. Since adolescent period is a critical period in the life of any human being either he is sighted or visually impaired, visually impaired adolescent students may enter into the world of work or may go for higher studies, to live successfully in the society, they have to have healthy relations with his co-workers in his work place, so they have to be emotionally intelligent. Realizing the importance of the development of emotional intelligence among the visually impaired adolescents in the developing country like India, it was found that no study has yet been pursued on the aspect of the aforesaid construct. Bhatia, (1984); Daniel (1995); Menon, (1997); Chattopadhyaya, (1997); Coles, (1997); Goleman, (1998); Gakhar, (2003); Sibia, Mishra and Srivastva, (2003); Kapadia, (2004); Sanwal (2004); Sharma and Sharma, (2004); Bhattacharya, Dutta, and Mangal, (2004); Gera, (2005); Bhalla and Nauriyal, (2004); Gera, (2005) and Eniola, (2007) studied emotional intelligence of normal students and teachers. Whereas Lowenfeld, (1971); Lowenfeld, (1973); Warren, (1994); Chattopadhyaya, (1997); Chatterje, (1998) and Eniola, (2007) studied blind/disable adolescents but they did not study their emotional intelligence. From these studies, it was reflected that in our country not too many studies were conducted on disabled adolescents. Least attention has been paid for developing and inculcating the emotional intelligence among visually impaired students of schools and colleges. Though some work in this field has been pursued abroad, but the persuasion of such study in this field, here (India) is the need of the hour. That is why; an attempt has been made to investigate level of emotional intelligence in the visually impaired

adolescents. Furthermore, the level of emotional intelligence of the visually impaired adolescents studying in different educational settings has also been made in this study. The purpose of this study is to find out whether the visually impaired adolescents studying in inclusive settings are more emotionally intelligent than those in exclusive settings.

OBJECTIVES OF THE STUDY

The study attempted to achieve the following objectives:

1. To study the Emotional Intelligence of visually impaired adolescents studying in inclusive setting.
2. To study the Emotional Intelligence of visually impaired adolescents studying in exclusive setting.
3. To compare the emotional intelligence of visually impaired adolescent boys studying in the inclusive and exclusive setting.
4. To compare the emotional intelligence of visually impaired adolescent girls studying in the inclusive and exclusive setting.
5. To compare the emotional intelligence of visually impaired adolescent students studying in the inclusive and exclusive setting.

HYPOTHESES

Following null hypotheses were formulated and tested:

1. There is no significant difference between the emotional intelligence of visually impaired adolescent boys and girls studying in the inclusive setting.
2. There is no significant difference between the emotional intelligence of visually impaired adolescent boys and girls studying in the exclusive setting.
3. There is no significant difference between the emotional intelligence of visually impaired adolescent boys studying in the inclusive and exclusive setting.
4. There is no significant difference between the emotional intelligence of visually impaired adolescent girls studying in the inclusive and exclusive setting.
5. There is no significant difference between the emotional intelligence of visually impaired adolescent students studying in the inclusive and exclusive setting.

DELIMITATIONS OF THE STUDY

1. The study is covering only the visually impaired adolescents of Delhi city only.
2. Since the present research is limited to visually impaired adolescents that are studying in inclusive and exclusive school, so those visually impaired adolescents cannot be examined in the study that are not enrolled in inclusive and exclusive setting.

THE METHOD OF THE STUDY

The present study proposes to investigate the existing status of Emotional Intelligence of visually impaired adolescent students studying in the Inclusive and Exclusive settings. Hence the investigator has used the descriptive method.

Sample

In this study, the visually impaired students who were adolescent (age 16+) and studying in Inclusive and Exclusive setting were treated as the population of the study. This study has taken on a sample of 120 visually impaired adolescent student (60 Boys and 60 Girls), equally from both the setting i.e. 30 boys and 30 girls from inclusive setting and same sample from exclusive setting

Tool Used

The Emotional Intelligence Inventory developed by Dr. S.K. Mangal and Mrs. Subhra Mangal was found suitable to conduct this study. Here the term emotional intelligence has been divided in to four areas i.e. Intra-personal Awareness (own emotions), Inter-personal Awareness (others emotions), Intra-personal Management (own emotions) and Inter-personal Management (others emotions). The reaction against all these items pertaining to the four areas of the inventory is termed as the emotional intelligence. It has 100 items, 25 each from the four areas to be answered as yes or no.

FINDINGS

Table 1: Emotional intelligence of visually impaired adolescent boys and girls studying in the Inclusive and Exclusive setting

S. No	Group Compared (Visually Impaired Adolescents)		't'-value
1	Boys in Inclusive (N=30)	Girls in Inclusive (N=30)	1.38
	M = 79.60 S.D = 3.71	M = 77.60 S.D = 3.03	
2	Boys in Exclusive (N = 30)	Girls in Exclusive (N = 30)	0.21
	M = 69.46 S.D = 5.04	M = 68.50 S.D = 4.04	
3	Boys in Inclusive (N = 30)	Boys in Exclusive (N = 30)	2.29*
	M = 79.60 S.D = 3.71	M = 69.46 S.D = 5.04	
4	Girls in Inclusive (N = 30)	Girls in Exclusive (N = 30)	1.58
	M = 77.60 S.D = 3.03	M = 68.50 S.D = 4.04	
5	Students in Inclusive (N = 60)	Students in Exclusive (N = 60)	2.37**
	M = 78.58 S.D = 3.48	M = 68.98 S.D = 4.55	

*significant at .05 level

** Significant at .01 level

It can be observed from this table 1 that the first 't'-value is 1.38, which is insignificant at 0.05 level of confidence. Thus it has been seen that there is no significant difference between the emotional intelligence of visually impaired adolescent boys and girls studying in the

Inclusive setting. Hence the null Hypothesis 1 is retained. Also, it can be noticed from this table that the second 't'-value is 0.21, which is highly insignificant at 0.05 level of confidence. Hence there is no significant difference between the emotional intelligence of visually impaired adolescent boys and girls studying in the Exclusive setting. Hence the null Hypothesis 2 is retained.

Further, it can be detected from this table that the third 't'-value is 2.29, which is significant at 0.05 level of confidence. This implies that there is significant difference between the emotional intelligence of visually impaired adolescent boys studying in the inclusive and exclusive setting. Hence the null Hypothesis 3 is rejected. It can be perceived from mean values that boys studying in the inclusive setting are more emotionally intelligent than the boys studying in the exclusive setting. Also, it can be observed from the table that the fourth 't'-value is 1.58, which is not significant at 0.05 level of confidence. So we can say that there is no significant difference between the Emotional Intelligence of visually impaired adolescent girls studying in the inclusive and exclusive setting. Hence the Hypothesis 4 is accepted. At last, the table shows that the last t-value is 2.37, which is significant at 0.01 level of confidence. Hence, there is significant difference between the Emotional Intelligence of visually impaired adolescent students studying in the Inclusive and Exclusive setting. Hence the Hypothesis 5 is rejected. Further mean values in this case indicates that students studying in the inclusive setting are more emotionally intelligent than the students studying in the exclusive setting.

CONCLUSION

Hence we can conclude that there exist no significant difference in emotional intelligence of visual impaired boys and girls first in inclusive and then in exclusive setting. Also, visual impaired girls of inclusive and exclusive setting show no significant difference in their emotional intelligence. But visual impaired boys of inclusive and exclusive setting show significant difference in their emotional intelligence. Boys in inclusive setting have more emotional intelligence than their counterparts. Same is the case with all the visual impaired adolescents in inclusive setting i.e. visual impaired adolescents in inclusive setting have more emotional intelligence than visual impaired adolescents in exclusive setting. In totality, we can say that the variable sex doesn't affect emotional intelligence of visually impaired adolescents but types of settings (i.e. Inclusive and Exclusive) affect the emotional intelligence of visually impaired adolescents.

EDUCATIONAL IMPLICATIONS

This study can help the visually impaired adolescents in the following ways:

1. As the study reveals sex doesn't play significant role in the development of emotional intelligence, so there should be inclusive education setup to provide educational stimulation irrespective of sex so as to help develop personality of students in a harmonious way.
2. Inclusive education set up pertaining to disabled and non-disabled students plays significant role in the development of emotional intelligence. So policy makers, general teachers and special educators as well as all concerned person who play important role in educative process, should not only advocate the inclusive education but they must realize planning into action. As it is obvious for social development, emotional development is the pre-requisite condition.
3. The present study emphasizes that exclusive educational setup plays detrimental role in the development of Emotional intelligence so at each level of education it must be

discouraged. There is significant difference in the status of emotional intelligence between the students who study in inclusive setting and exclusive settings, so from curricula construction to their implementation or realization of their goal, the developmental task pertaining to the development of emotional intelligence must be given priority with respect to other goals so students are able to lead their life in adjusted way in later life.

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