EMOTIONAL INTELLIGENCE AND ADJUSTMENT AMONG VISUALLY IMPAIRED AND SIGHTED SCHOOL STUDENTS

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ABSTRACT

Education play very important role for development of personality. For the quality of education in the schools the adjustment and emotional intelligence of students is very much important. Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances like business, military, education and other Social activities need efficient and well-adjusted man for the progress of nation. If we interpret adjustment as an achievement, then we will have to set the criteria to judge the quality of adjustment. A person's innate ability to perceive and manage his/her own emotions in a manner that results in successful interactions with the environment, and if others are present, to also perceive and manage their emotions in a manner that results in successful interpersonal interaction. In the present study researcher selected 300 students (150 visually impaired and 150 sighted) by purposive sampling technique. Researcher used Adjustment Inventory for School Students (AISS) by Sinha, A.K.P. and Singh, R.P. (1993) and Mangal Emotional Intelligence Inventory Mangal and Mangal (2004) to collect the data. The result shows that there is significant relationship between emotional intelligence and adjustment and sighted students have better intelligent and adjusted than visually impaired students.

INTRODUCTION

Education is perceived to be a universal phenomenon. It is adequately and regulated through formal institutions and colleges. There are different factors which determine the quality of education and its contribution to national development. For the purpose of education, students with special needs are a heterogeneous group. They may learn quickly and easily or with great difficulty. Their school behaviour may be beyond approach or frequently inappropriate. Some have sensory or physical disabilities others may have mental, speech, physical, language or behavioural problems. Despite their special needs such students do learn? The students who have mild learning needs can be benefited from participation in regular classrooms. However, they require suitable teaching methods, material and adaptations to succeed in the mainstream.
Education of the visually impaired is one of the oldest fields of special education, perhaps because blindness is apparent and provokes strong emotions. In most of the countries special facilities and programmes for the blind were established before those for other groups of disabled individuals. Students with visual impairment may be blind or partially sighted. Also, vision impairments can be congenital or adventitious.

Emotion is an affective experience that accompanies generalized linear adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour. Thus, whatever may be the terminology used by all these different writers and psychologists, their definitions tend to describe emotions as some sort of feeling or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other types of behavioural acts.

To be emotionally intelligent, we must become proficient in the Four Areas of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. These are times when the emotion follows the attitude, or is coloured by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behaviour you take based on emotion and attitude.

Adjustment is an important trait for a happy living in a society. It helps one to keep out basic impulses at tolerable levels, to believe in one’s own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. It is the process of establishing a satisfactory psychological relationship as well as constant interaction between the individual and his environment. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life.

The areas of adjustment can be considered as Personal Adjustment, Home Adjustment, Social Adjustment, Health & Emotional Adjustment and Professional Adjustment. According to Darwin’s theory of evolution, those species, which adopted successfully to the demands of living, survived and multiplied while others who did not, dies out. Therefore, the adaptation or changing of oneself or one’s surroundings according to the demand of the external environment became the basic need for our survival. It is as true today with all of us as it was with the Darwin’s primitive species. Those of us who can adopt or adjust to the needs of the changing conditions can live happily and successfully, while others either vanish or lead miserable lives or prove a nuisance to society. The development of society and its culture may broadly be termed as the history of efforts made by human beings to make adjustment with the continuously changing conditions in the environment – physical, social and psychological.

JUSTIFICATION OF THE STUDY

Vision is the most actively used sense by man. Cognition depends upon one's visual experiences to a great extent. Impairment imposes basic limitations on the individual. Visually impaired children are deprived in terms of range and variety of experiences. They are unable to control
their own environment and themselves in relation to it. Although social attitudes are changing towards the visually impaired yet there are certain stereotypes which are reflected in terms of their attitudes and responses. People still believe that visually challenged person is nothing, can do nothing and is nothing.

Among various disabilities, visual impairment is perhaps one of the oldest categories identified for special education, perhaps because visual impairment is apparent and provokes strong emotions. In most of the countries special facilities and programmes for the visually challenged were established before those for other groups of disabled individuals. The objective of a good educational programme for children with visual impairment is the all-round development of the child, and realization of their full human potential i.e. good academic performance, psycho-social adjustment, integration with the community as equal partners, rehabilitation, high aspiration, and development of a healthy self-concept etc.

The proposed study is also aimed to find out the relationship between emotional intelligence and adjustment of visually impaired and sighted school students.

OBJECTIVEES OF THE STUDY

• To study the emotional intelligence among visually impaired and sighted school students.
• To study the adjustment among visually impaired and sighted school students.
• To study the relationship between emotional intelligence and adjustment among visually impaired and sighted school students.

HYPOTHESES OF THE STUDY

• There exists no significant difference in emotional intelligence of visually impaired and sighted school students.
• There exists no significant difference in adjustment of visually impaired and sighted school students.
• There exists no significant relationship between Adjustment and emotional intelligence of visually impaired and sighted secondary school students.

RESEARCH METHOD

Descriptive survey method was employed.

POPULATIONS AND SAMPLE

The target population for the study will be visually impaired and sighted students studying in Senior Secondary Schools situated in Delhi, Chandigarh and Haryana state.
A purposive sample of 300 students (150 visually impaired and 150 sighted) studying in XI and XII standard was selected from the schools situated in Delhi, Chandigarh and Haryana state.

TOOLS USED


Mangal Emotional Intelligence Inventory Mangal and Mangal (2004).

STATISTICAL TECHNIQUES USED

Following statistical techniques were used to analyse the data:

- Product-Moment Correlation.
- Mean and Standard Deviation (S.D.).
- t-test for significance of difference between means.

ANALYSIS OF DATA

RESULT RELATED TO DIFFERENCES IN MEAN SCORES OF EMOTIONAL INTELLIGENCE OF VISUALLY IMPAIRED AND SIGHTED SCHOOL STUDENTS

In order to find out the significance of differences in mean emotional intelligence scores of visually impaired and sighted school students’t-test was computed. The detail has been presented in table 4.1

**TABLE- 4.1 SIGNIFICANCE OF DIFFERENCES IN MEAN EMOTIONAL INTELLIGENCE SCORES OF VISUALLY IMPAIRED AND SIGHTED SCHOOL STUDENTS**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>S.Ed.</th>
<th>t- Value</th>
<th>Level of Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual impaired</td>
<td>150</td>
<td>114.747</td>
<td>16.04</td>
<td>1.60</td>
<td>21.94**</td>
<td>p&gt;.01</td>
</tr>
<tr>
<td>Sighted</td>
<td>150</td>
<td>149.847</td>
<td>11.24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level of significance.

It is indicted from table 4.1 that the mean emotional intelligence scores of visually impaired and sighted school students are 114.747 and 149.847 with corresponding SD are 16.04 and 11.24 respectively. The obtained t-value (21.94) is significant at 0.01 level of significance with df/298.It means that the visually impaired and sighted school student differs significantly on their
emotional intelligence. Further, Sighted students emotionally more intelligent than visually impaired students. Thus, research hypothesis No 1 that Mean emotional intelligence scores of sighted students will be more than that of visually impaired students is retained.

RESULT RELATED TO DIFFERENCES IN MEAN SCORES OF ADJUSTMENT OF VISUALLY IMPAIRED AND SIGHTED SCHOOL STUDENTS

In order to find out the significance of differences in mean adjustment scores of visually impaired and sighted school students ‘t’ test was computed. The detail has been presented in table 4.2

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>S. Ed</th>
<th>t- Value</th>
<th>Level of Sign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual impaired</td>
<td>150</td>
<td>14.253</td>
<td>2.306</td>
<td>0.383</td>
<td>42.958**</td>
<td>p&gt;.01</td>
</tr>
<tr>
<td>Sighted</td>
<td>150</td>
<td>30.687</td>
<td>4.078</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** Significant at 0.01 level of significance

It can be seen from table 4.2 that the mean adjustment scores of visually impaired and sighted school students are 14.253 and 30.687 with corresponding SD are 2.306 and 4.078 respectively. The obtained t-value (42.958) is significant at 0.01 level of significance with df/298. It means that the visually impaired and sighted school student differs significantly on their adjustment. Further, Sighted students posses better adjustment than visually impaired students. So research hypothesis No 2 that Mean adjustment scores of sighted students will be more than that of visually impaired students is retained.

RELATIONSHIP BETWEEN ADJUSTMENT AND EMOTIONAL INTELLIGENCE OF VISUALLY IMPAIRED AND SIGHTED SCHOOL STUDENTS

In order to find out the relationship between adjustment and emotional intelligence of visually impaired and sighted school students, the product moment co-efficient of correlation (r) was applied. The details has been presented in table 4.3
TABLE – 4.3 COEFFICIENT OF CORRELATION BETWEEN ADJUSTMENT AND EMOTIONAL INTELLIGENCE OF VISUALLY IMPAIRED AND SIGHTED SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>Variable</th>
<th>Groups</th>
<th>DF</th>
<th>Correlation ‘r’</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>adjustment Vs emotional intelligence</td>
<td>Visually impaired</td>
<td>148</td>
<td>-0.009*</td>
<td>P&lt;0.01</td>
</tr>
<tr>
<td>adjustment Vs emotional intelligence</td>
<td>Sighted Students</td>
<td>148</td>
<td>-0.054*</td>
<td>P&lt;0.01</td>
</tr>
</tbody>
</table>

*Not Significant at 0.01 level of significance =

It is observed from the Table-4.3 that the Coefficient of correlation (-0.009) between adjustment and emotional intelligence of visually impaired students is negative and not significant at 0.01 level of significance. It suggests that there exist no significant relationship between adjustment and emotional intelligence among visually impaired students. Further the emotional intelligence have adversely related to the adjustment of visually impaired students.

Further table 4.3 reveals that the Coefficient of correlation (-0.054) between adjustment and emotional intelligence of sighted students is negative and not significant at 0.01 level of significance. It suggests that there exist no significant relationship between adjustment and emotional intelligence among sighted students. Further the emotional intelligence has adverse relation with the adjustment of sighted students.

Therefore, the hypothesis no 3 stated earlier that there will be a positive correlation between adjustment and emotional intelligence of visually impaired and sighted students is not retained.

MAIN FINDINGS

- The result shows that the visually impaired and sighted school student differs significantly on their emotional intelligence. Further, Sighted students emotionally more intelligent than visually impaired students. Thus, research hypothesis No 1 that Mean emotional intelligence scores of sighted students will be more than that of visually impaired students is retained.

- The result shows that the visually impaired and sighted school student differs significantly on their adjustment. Further, Sighted students posses better adjustment...
than visually impaired students. So research hypothesis No 2 that Mean adjustment scores of sighted students will be more than that of visually impaired students is retained.

- The result shows that there exist no significant relationship between adjustment and emotional intelligence among sighted students. Further the emotional intelligence has adverse relation with the adjustment of sighted students. Therefore, the hypothesis no 3 stated earlier that there will be a positive correlation between adjustment and emotional intelligence of visually impaired and sighted students is not retained.

REFERENCES


