Influence of Emotional Intelligence on Scholastic Achievement of Children with Visual Impairment

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ABSTRACT

Visual impairment referred to an eye disorder at the tissue level, but subsequently, visual impairments took on a broader meaning to include the consequence of a functional loss of vision caused by several eye disorders. Emotional Intelligence (EI) has been defined as the ability to empathize, persevere, control impulses, communicate, make thoughtful decisions, solve problems, and work with others in a way that earns friends and success. These abilities allow an individual to recognize and regulate emotion, develop self-control, set goals, develop empathy, resolve conflicts and develop skills needed for leadership and effective group participation. The present study was aimed to investigate the influence of Emotional Intelligence on the scholastic achievement of children with visual impairment. The information was collected from the sample i.e. students of class 8th & 9th on location, class, age, gender, category, type of school management, medium of instruction, father qualification, mother qualification, father occupation, mother occupation and parental income.

Keywords: Emotional Intelligence, Achievement, Children with Visual Impairment

INTRODUCTION

Education of these individuals is based on the individual needs; they exhibit and hence are unique to each person. Special education exists to provide educational experiences to students who have not or sometimes will not profit fully from the regular classroom experiences. Special Education is a branch of education that studies individuals having problems or special talents in thinking, seeing, speaking and social using. In other words, it is the study of individuals who are different from normal persons. These individuals are generally called exceptional children.¹

The United Nations Convention on the Rights of the Child, ratified by 192 countries in 1989, affirmed the right of all children to free, relevant and quality education. As education is the only tool that takes the country to greater heights, at the World Education Forum in Dakar in 2000, participants from 164 countries pledged to provide education for all by 2015. Education is the key that allows people to move up in the world, seek better jobs, and ultimately succeed in their lives. So, education is very important, and no one should be deprived of it.²

Academic achievement or Scholastic achievement at any point is a cumulative function of the current and prior family, community, and school experiences. A study of the entire process would require complete family, community, and school histories, and such data are rarely if ever available. In the absence of such information, analyses that study the contemporaneous relationship between the level of achievement and school inputs for a single grade are susceptible to omitted variables biases from several sources.

In 2003 the National Agenda was updated to include 10 goals. The goals range from ensuring referral to an appropriate education program within 30 days of identification of suspected visual impairment to recommending ongoing professional development for those providing services to students with visual impairments. Educational goals should be based on the assessed need of students with visual impairments and goals and strategies should be set throughout the student's life continuum.

Many studies are conducted on scholastic achievement of the students about their intelligence, self-concept, self-esteem, emotional maturity, adjustment, coping styles, time perception, etc. Very little research is conducted on the emotional

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ISSN: 2231-2196 (Print)

ISSN: 0975-5241 (Online)

Received: 20.01.2021

Revised: 12.02.2021

Accepted: 10.04.2021

Published: 26.05.2021

intelligence of children with visual impairment about their home environment and study habits. In the light of the observations and also the literature available the researcher is prompted to undertake a study to find out whether there is any relationship between the emotional bits of intelligence on scholastic achievement of children with visual impairment.⁷

Decades of research has now confirmed what many people have suspected all along: it is emotional intelligence and not intelligence quotient (IQ) that determines how well someone will perform on the job. Emotional intelligence is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from, manage, understand and explain emotions. Emotional intelligence refers to an ability to recognize the meanings of emotion and their relationships and to reason and problem-solve based on them.³

Emotional Intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them. It is the ability to identify, assess, and control the emotions of oneself, of others, and groups. Various models and definitions have been proposed of which the ability and trait Emotional Intelligence models are the most widely accepted in the scientific literature. Ability Emotional Intelligence is usually measured using maximum performance tests and has stronger relationships with traditional intelligence, whereas trait Emotional Intelligence is usually measured using self-report questionnaires and has stronger relationships with personality.⁴

Statement of the Problem: Influence of Emotional Intelligence on Scholastic Achievement of Children with Visual Impairment.

Objectives of the study

1. To study the Emotional Intelligence among children with visual impairment concerning gender, location, medium and management.
2. To assess scholastic achievement about location, management and medium
3. To find out the association between Emotional Intelligence on scholastic achievement

MATERIALS AND METHODS

A survey method of descriptive research was adopted for the study. The main concern of this method was to describe record, analyze and interpret the data and conditions existing in the target group. Under this method, descriptive information is obtained from the target population, namely a group of Children with Visual Impairment.

The obtained information was analyzed and data were interpreted to know the condition of the target group and to

illuminate important educational issues. A survey method has been employed to study the influence of Emotional Intelligence on Scholastic Achievement of Children with Visual Impairment. The basic instrument of the survey method is assumption i.e., a set of questions printed or typed in a definite order on a form or set of forms. The respondents have to answer the question on their own. The researcher had to carefully determine exactly the type of questions, items of questions, sequence of questions. In the present study the Survey method was used to obtain information about Emotional Intelligence among Children with Visual Impairment

A survey method has been employed to study the influence of Emotional Intelligence, Home Environment and Study Habits on Scholastic Achievement of Children with Visual Impairment. The basic instrument of the survey method is assumption i.e., a set of questions printed or typed in a definite order on a form or set of forms. The respondents have to answer the question on their own. The researcher had to carefully determine exactly the type of questions, items of questions, sequence of questions. In the present study, the survey method was used to obtain information.

The sample for the study consists of children with Visual Impairment i.e 8th and 9th class students, six districts of Andhra Pradesh state. Frequencies, percentages and ANOVA tests were computed to assess the influence of Emotional Intelligence.

All Blind schools were residential schools. The list of residential schools for visual impairment was procured from two organizations.

1. Government
2. Non-Government.

1. Government: The list of residential schools was collected from Disabled functioning under the control of Commissioner, the welfare of disabled & senior citizens Andhra Pradesh, Hyderabad.

2. Non-Government: The list of NGO's residential schools under the Deendayal disabled rehabilitation scheme provided was collected from Commissioner disabled welfare, Andhra Pradesh, Hyderabad.

There are 23 districts in the state of Andhra Pradesh. Most of the districts are blind schools. Blind students studying in 8th & 9th classes constituted the universe of the study. The present study was carried out in six districts of Andhra Pradesh state. They were namely Hyderabad, Ranga Reddy, Nalgonda, Mahaboob Nagar, Warangal and Karimnagar.

Total population of Visual Impairment children in Andhra Pradesh=2670

Six districts Visual Impairment children =1278

Sample:

The survey method was adopted. The sample was selected in three phases.

1. Selection of districts
2. Selection of schools (Government& NGO's)
3. Selection of students (8th& 9th)

All the above phases in sample selection are discussed below.

Selection of districts: In Andhra Pradesh, there are 23 districts. Out of which 6 districts were chosen via.Hyderabad, Ranga Reddy, Nalgonda, MahaboobNagar, Warangal and Karimnagar.

Selection of schools: All Blind schools were residential schools. Since the main purpose of the study was to find out the influence of Emotional Intelligence, Home Environment, Study habits on scholastic achievement of children with visual impairment. It was felt necessary that the study include those residential schools. All residential schools in six districts were taken into consideration for the study.

Selection of students: Students were selected from 6 schools. From each school, all students studying in 8th& 9th classes were selected. Thus, the total student's sample was 200.

Tools of the study:

Tools were used for obtaining information on different variables of the study. These tools were selected to procure as much information as possible. On each question from all populations related to this study all the tools that were used in the study were as follows.

1. Personal datasheet.
2. Emotional Intelligence Scale

Personal datasheet:

A personal data sheet was constructed to obtain the personal data of the students. It consists of the following items.

Name of the Student, Location of the School, Class, Age, Class, Category, Type of School Management, Medium of Instruction, Fathers Educational Qualifications, Mothers Educational Qualifications, Fathers Occupation, Mothers Occupation, Parental Income

Emotional Intelligence Scale (EIS)

(i) Emotional Intelligence Scale (2007): Scale of emotional intelligence, developed and standardized by Anukool Hyde, SanjyotPethe and Upinder Dhar was used that consisted of 34 questions. These questions were related to factors of emotional intelligence.

Emotional intelligence encompasses the following three characteristics

- (i) Self-awareness
- (ii) Managing Relationships
- (iii) Commitment.⁵

Statistical Techniques Applied for Data Analysis

The data was collected and analyzed. The following statistical techniques were employed for the analysis of the data. Mean and Standard deviation was calculated for the entire sample concerning all variables. 'Analysis of Variance (ANOVA) was applied to test whether is any significant differences exist between dependent variables and independent variables.

The raw data obtained from the questionnaire were coded. All the calculations were done on the computer with the help of a Microsoft Excel and software package named Statistical Package for Social Sciences (SPSS) IBM version 20.0 was used.⁶

RESULTS

Based on the objectives and the tools with which Data was collected, the finding of the present study.

General Information about Children with Visual Impairment

Location slightly more than half (54.5%) students were from urban location and the other students were from a rural location.

Class: more than half (54%) of the students were from the 8th class and around half(46%) of the students were from the 9th class.

Age: it was found that the majority (84%) of the students were in the age range between 13 to 16 years.

Gender: around two-third (63%) were boys and one third (37%) were girls.

Category: it seems that half of the students belonged to BC, some belonged to SC and OC and a few belonged to ST.

Management: two-thirds of the students were studying in NGO's and only one third were studying in Government schools. **Medium:** 60% of the students were from the English medium and 40% of students were from the Telugu medium.^{6,7}

Father Education: among fathers,36% were illiterates and among literates, half of them studied up to primary level.

Mother Education: among mothers, 60% were illiterates and literates (40%) of them studied up to primary level.

Father Occupation: among fathers, one third were engaged in agriculture, some were labour.

Mother Occupation: among mothers, one third (34.5%) were house wives; some were engaged in agriculture and labour.

Parental Income: the majority of the parent's income was found to be in the range of Rs.5001 to 50,000 per month.

Emotional Intelligence among children with visual impairment

Overall Emotional Intelligence-

In the overall Emotional Intelligence urban students appear to have a high level of emotional intelligence than rural students.

Self-awareness- urban students seem to have a high level of self-awareness than rural students.

Managing relations- urban students appear to be high level in managing relations than rural students.

Commitment- urban students had a high level of commitment than rural students.

Gender wise

Overall Emotional Intelligence- In the overall Emotional Intelligence boys appear to have a high level of emotional intelligence than girls.

Self-awareness- boys seem to have a high level of self-awareness than girls.

Managing relations- boys appear to be high level in managing relations.

Commitment- boys had a high level of commitment than girls.

Management wise

Overall Emotional Intelligence- In the overall Emotional Intelligence government students appear to have a high level of emotional intelligence than NGO students.

Self-awareness- Government students seem to have a high level of self-awareness than NGO students.

Managing relations- Government students appear to be high level in managing relations than NGO students.

Commitment- NGO students had a high level of commitment than Government students.

Medium wise

Overall Emotional Intelligence – In the overall Emotional Intelligence Telugu medium students appear to be better than English medium students.

Self-awareness- Telugu medium students seem to have a high level of self-awareness than English medium students.

Managing relations - Telugu medium students appear to be high level in managing relations than English medium students.

Commitment: English medium students had a high level of commitment than Telugu medium students.

Scholastic Achievement of students with Visual Impairment

It was observed that most (79%) of the students were average, 18% of the students were above average and only 3% of the students were below average.

Location wise

It was observed that all the students were found to be average in Scholastic Achievement and among them, rural students were found to be better than urban students.

Gender wise

It was observed that all the students were found to be average in Scholastic Achievement and among them, girls appear to be better than boys.

Management wise

It was observed that all the students were found to be average in Scholastic Achievement and among them, the students of Government were found to be better than NGO's.

Medium wise

It was observed that all the students were found to be average in Scholastic Achievement and among them, the students of Telugu Medium were found to be better than English Medium.

Correlation

i) Emotional Intelligence of students

It was observed that the Influence of emotional intelligence on the scholastic achievement of students appears to be low and it is not significant statistically

DISCUSSION

This study has been confined to six districts of Andhra Pradesh i.e., Hyderabad, Ranga Reddy, Nalgonda, Mahabub Nagar, Warangal and Karimnagar. The study was limited to the Residential Blind schools. The study was limited to Children with Visual Impairment. The study was limited to students studying in 8th & 9th classes

Educational Implications of the Study

The following Educational Implications were formulated based on the findings.

1. Government should take measures to improve the infrastructure and ambience in Blind Schools.

2. The school campus should be reshaped scientifically for the visually impaired so that they are not deprived of experiences, activities, social acceptance and social cooperation.
3. There is no need to open new schools for blind children but integrate them with the sighted schools.
4. Various types of seminars, educational programmes and other academic and vocational activities should be included in the school curriculum for visually impaired children.
5. Teachers of Visual Impairment should be oriented towards working for a better Emotional Intelligence because Emotional Intelligence was found to have a positive correlation with scholastic achievement.
6. Parents of rural students are suggested to develop a sense of self-confidence in their children and also manage and control their Emotions in various life situations it will boost their child's achievement.
7. NGO's school authorities must cultivate a healthy environment at school so that children's emotional intelligence can be enhanced to the maximum level.^{5,6}

Suggestions for further study

The study has been confined to six districts in Andhra Pradesh, namely Hyderabad, Ranga Reddy, Nalgonda, Mahaboob Nagar, Warangal and Karimnagar, a similar study could be conducted in the other districts of Andhra Pradesh. The study was confined to the high school level only; a similar study can be carried out for other levels of education. Similar studies may be conducted on students with other disabilities like hearing impaired, learning disabled and loco-motor disabled etc. Comparison can be made between visually handicapped students and students suffering from other disabilities i.e. orthopedically handicapped by taking the same variables.^{7,8}

CONCLUSIONS

In the given perspective, the present study has been a rewarding experience in the field of special education with special reference to children with visual impairment. The present study found that all the students had high emotional intelligence. However their self-awareness, managing relations and commitment helps them to perform better in their academics.

In emotional intelligence, it was found that boys appear to be better than girls. Although all students were found to be with high emotional intelligence, still boys appear to be comparatively better than girls. Government schools students appear to have a high level of emotional intelligence than NGO's school's students. Furthermore, Telugu medium students appear to be better than English medium students.

The study has confirmed the influence of emotional intelligence on scholastic achievement.

ACKNOWLEDGEMENT

At the time of expressing my gratitude, first I would like to thank my research supervisor, **Prof. C. Madhumathi**, for her excellent guidance, patient counselling and most useful inputs during the entire study. Her systematic approach and diligent supervision have enabled me to learn so much and complete my work in a very comprehensive manner.

I thank **Prof. P.Venkat Redddy**, Dean Faculty of Education, and **Prof. K.S. Sudheer Reddy**, Professor of Education, Department of Education, Osmania University.

I thank **Prof. M. Sakku Bhavya**, Principal, IASE and Chairperson, BOS in Education, Osmania University, Hyderabad for their cooperation and encouragement.

I am grateful to **Prof. A. Rama Krishna** Head Department of Education, Osmania University.

I thank all the concerned Head Masters, Teachers and Students of all the Government and NGO Schools, for being cooperative accommodative and helpful during my study.

Conflict of Interest

None

Source of Funding

None

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