

## Emotional Intelligence of Visually Impaired Students in Relation to Parental Support

\*Dr. Raj Sharan Shahi

\*\*Dr. Vivek Nath Tripathi

\*\*\*Sonali Jaiswal

Associate Professor, Department of Education, Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow. Email. [rajsharanshai@gmail.com](mailto:rajsharanshai@gmail.com)

Assistant Professor, Department of Education, Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow. Email. [viveknathtripathi@gmail.com](mailto:viveknathtripathi@gmail.com)

Research Scholar, Department of Education, Babasaheb Bhimrao Ambedkar University (A Central University) Lucknow. Email. [bhulitsonali@gmail.com](mailto:bhulitsonali@gmail.com)

### Abstract

This study investigated the relation of emotional intelligence and parental support (including personal support, educational support, emotional support, dimensions) of visually impaired students. For this purpose a descriptive-correlational study was undertaken. The convenience sampling method was adopted to include 25 children with visually impaired. Emotional Intelligence Inventory constructed and standardized by Mangal (2000) and Parental support tool constructed and standardized by researcher himself were used to collect the data. Data were collected in Lucknow city of Uttar Pradesh. With regard to parental support, we found significant relationship between emotional intelligence and parental support. The results indicated that all dimensions of parental support were positively associated with emotional intelligence.

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**Background of the study:** India is a country of multicultural, multicassts and multi religion. Differently abled persons are important part of our country, without their proper development nation cannot develop. According to census of India 2011 total population of differently abled persons in India is 26,810,557. It includes visually impaired persons, hearing impaired persons, mentally retarded persons and persons with multiple disabilities. Out of total population of differently abled persons, population of persons with visual impairment is 5,032,463. These persons face different type of problems related to their adjustment due to lack of guidance, lack of parental support, poverty etc. There are parental support problems of visually impaired students with each other in home, health, society, educational, emotional and outside environment. If visually impaired students are unhealthy and socially maladjusted, emotionally disturbed and cannot fit in normal situations they become problems to themselves and their families and community. These boys and girls can adjust better if they are properly guided and supported by their parents, teachers and others.

For proper development of visually impaired students, they must be able to control their own emotions and will understand others' emotions. Awareness about their own emotions and others emotions is helpful in their mental and physical development. Emotional intelligence helps in stimulating motivation and enhancing decision making powers of individual. It also helps to cope with stressful situations.

**Review of related Literature** Jain and Jain (2007) examined the role and type of study (coaching attending vs self-studying) and perceived parental encouragement in determining the academic anxiety of adolescents. Revealed that the adolescents with greater perceived parental encouragements had lesser academic anxiety. Reeta (2009) conducted a study and revealed that: (i) A significant relation was found between emotional intelligence and adjustment of both male and female XII class students. (ii) No significant relation was found between emotional intelligence and achievement of both the male as well as female XII class students. (iii) Overall emotional intelligence was found to produce differential effect on overall adjustment of the XII class students. Khadivi, Adib, Farhangpour (2012) investigated the relationship between spiritual intelligence and self-esteem with students' educational improvement. The results of the study indicated that there was a significant and direct relationship between spiritual intelligence and students' self-esteem. There was no significant relationship between spiritual intelligence and student's educational improvement. The study showed that spiritual intelligence of boys and girls is same. Girls' self-esteem is more than boys, but boys' educational improvement is more than girls. Vibha (2012) conducted a study the results revealed that low and high self-esteem groups exhibited no significant difference on the variable of spiritual intelligence. In case of

family environment groups i.e., non-congenial and congenial, Anupama (2014) investigated the differences in adjustment of senior secondary school students with respect to emotional intelligence. The results of the study revealed that adjustment of senior secondary school students with high and low emotional intelligence differ significantly. Adjustment level of students with high emotional intelligence was significantly higher than the students with low emotional intelligence. The results of these studies indicate that parental support and are associated with the emotional intelligence of visually impaired students but these studies were conducted in piece meal manner. Hence, there is need to study the parental support and emotional-intelligence of visually impaired students in the holistic manner. From the review of related literature, it is clear that a large number of studies have been conducted on normal students concerning adjustment and emotional -intelligence problems and a very few studies have been conducted on parental support and emotional -intelligence of visually impaired students. There is a need of conducting study on the adjustment problems and emotional intelligence of visually impaired students. Keeping in view the above facts and importance of proper emotional intelligence for the healthy adjustment of the personality of the individual, the investigator undertook the present study. the findings of the present study would be useful for teachers, parents, guidance workers and others in the society who are concerned with the education of the visually impaired students.

### **Visually Impaired children, Parental support & Emotional Intelligence:**

Most of the children have two main educators in their lives - their parents and their teachers. Parents are the prime educators until the child attends an early year's school and they remain a major influence on their children's learning throughout their school and beyond. Parental involvement in children's education from an early age has a significant effect on educational achievement and continues to do so into adolescence and adulthood.

The term 'visual impairment' is used to refer not only those who are blind but also those who have low vision. Visual handicapped means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. A person is said to be legally blind if he has visual acuity of 20/200 or less in the better eye even with correction. The fraction of 20/200 means that the person sees at 20 feet but a person with normal vision sees at 200 feet. Normal vision acuity is thus 20/20. Partially sighted individuals are those who have visual acuity falling between 20/70 and 20/200 in the better eye with correction. For educational purpose, blind people are those individuals whose vision is so severely impaired that they must learn to Braille or use aural methods such as audiotapes and records. Braille is a system of raised dots by which blind people read with their fingertips and it consists of quadrangular cells containing from one to six dots whose arrangement denotes different letters and symbols. Those visually impaired individuals who can read print, even if they need magnifying devices or large print books are referred to as having low vision. According to Salovey and Mayer (1990), who originally coined the term, emotional intelligence involves a set of skills which contribute to the accurate appraisal and expression of emotions, the effective regulation of emotions, and the use of emotions to motivate, plan, and achieve in one's life (Mayer & Salovey, 1997). Emotional intelligence consists Four components: perception (involves recognizing and inputting information from the emotion system), emotional facilitation (involves using emotion to improve cognitive processes), emotional understanding (involves cognitive processing of emotion) and emotional regulation (concerns emotional management in oneself and others) (Mayer & Salovey, 1997). Statement of the Problem: "Emotional Intelligence of Visually Impaired Students in Relation to Parental Support

### **Objectives of the study:**

1. To study the Emotional intelligence of visually impaired students.
2. To study the Parental support of visually impaired students.
3. To study the relationship of emotional intelligence with Parental support of visually impaired students.

**Hypothesis:** H<sub>01</sub> There is no statistical relationship between emotional intelligence with Parental support of visually impaired students.

**Sample & Methodology:** A sample of 25 visually impaired students from UG & PG classes were selected conveniently. Out of 25 visually impaired students 6 visually impaired students' parents having illiterates. In the present study survey method of descriptive research was used. The study was restricted to the visually impaired students of Uttar Pradesh only.

### **Data Analysis & Result:**

**Emotional intelligence of visually impaired students:** To study the emotional intelligence of visually impaired students the data was collected by the general emotional intelligence scale. Following inferences can be done with regard to the emotional intelligence variable:

**Table. 1**  
**Mean and Standard Deviation of Emotional intelligence**

Variable	N	Mean	S.D.
Emotional intelligence	25	33.21	21.48

The table 1 above depicts the mean and the standard deviation of the emotional intelligence variable. The mean of the emotional intelligence score is 33.21 and the standard deviation of the emotional intelligence score is 21.48

**Parental support of visually impaired students:** To study the Parental support of visually impaired student's the data collected by visually impaired students. Following inferences can be done with regard to the visually impaired student's

**Table 2**  
**Mean and Standard Deviation of Visually impaired students**

Variable	N	Mean	S.D.
Parental support	25	21.89	2.152

The table 2 above shows that the mean and the standard deviation of the visually impaired students. The mean of the visually impaired students score is 21.89 and the standard deviation of the visually impaired students score is 2.152

**Relationship of emotional intelligence with Parental support of visually impaired students.** In order to study the relationship of emotional intelligence with Parental support of visually impaired students following null hypothesis was formulated

**Hypothesis 1: There is no statistical relationship between emotional intelligence and parental support of visually impaired students.**

**Table. 4**  
**The relationship (Correlation coefficient) of emotional intelligence and Parental support of visually impaired student's**

Variable	Sample Size (N)	Pearson Correlation ('r' value)	Sig. (p value)
Emotional intelligence	25	.320**	.001
Parental support			

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Pearson product moment correlation between emotional intelligence (dependent variable) and Parental support (Independent variable) of visually impaired students are depicted in the table shows that there is positive relationship ( $r= 0.320$ ) the relationship is statistically significant at .01 level as 'p' value=0.001( $p<0.05$ ). Therefore, the null hypothesis, Ho1 'There is no relationship between emotional intelligence and Parental support of visually impaired students' is rejected. It means there is a significant relationship between the emotional intelligence and Parental support. This shows that the emotional intelligence increases with the increase in Parental support.

**Discussion of Finding:** The study of the emotional intelligence of visually impaired students showed that the mean of the emotional intelligence score was 33.21 and Standard deviation was found 21.48 which shows that the deviation is not too high. Similarly, the study of Parental support showed that mean of visually impaired students score is 21.89 with the standard deviation of 2.152. The low value of S.D. means less deviation in the score. From the study of relationship of emotional intelligence and Parental support of visually impaired students it was found that the three exists positive significant relationship at 0.01 level of significance. Hence, the null hypothesis that there is no significant statistical relationship between emotional intelligence and Parental support of visually impaired students was rejected. The positive significant relationship of emotional intelligence and Parental support of visually impaired students imply that the efforts should be made to increase Parental support.

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