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# Emotional Intelligence in Male and Female Students with Visual Impairments Attending Special and Integrated Schools

**Dr. M. Nadhiya***Assistant Professor, Tamil Department**Justice Basher Ahamed Sayeed College for Women, Chennai***Abstract**

*Examining the emotional intelligence of visually impaired male and female students enrolled in integrated and special education programmes was the aim of the study. In this study, 120 13–14-year-old visually impaired students who attended integrated and special schools in specific Tamilnadu districts participated. We polled visually impaired students to find out what they thought about emotional intelligence. A tool called the EQ-I standard was used to collect the data. After statistical analysis of the data, the study discovered a significant difference in empathy between students with visual impairments attending integrated and special schools on the emotional intelligence composite. Comparatively, male and female visually impaired individuals differ significantly in the compounds linked to stress tolerance, problem solving, reality testing, and overall emotional intelligence.*

**Keywords:** Emotional Intelligence, Individualised Education, Special Education, and Integrated Schools.

**Introduction**

Children’s complex and adaptive nature allows them to have different outcomes from the same potential, depending on whether or not their environment supports it. Most people subscribe to the belief that all children are alike. Each child has unique qualities that set them apart from the others. It is hard to keep exceptional children apart from this. In the realm of education, exceptional children can be divided into four main categories. These are, as per Bhargava (1994), as follows: 1) Impaired in their capacity for learning 2) mentally incapacitated 3) disabled physically, and 4) disadvantaged socially. The group of children who have sensory impairments in addition to physical disabilities. The range of educational services and initiatives known as “special education” are designed to enable individuals with disabilities or impairments to realise their full potential. The concept of special education and residential schools is still widely accepted globally.

Residential learning for children with visual impairments is still justified in the present and in the future, despite the unfounded fear that it will be supplanted by the recently accepted concept of integrated education.

Integration is the term used to describe visually impaired children participating in the regular educational process. Most children with visual impairments attend regular schools and get special education services on a part-time basis.

If a visually impaired child can adjust to changing circumstances and take advantage of opportunities presented to them at school and in their peer group, they have a greater chance of succeeding in educational settings, including classrooms and peer circles, as well as in the future.

Emotional ability is an important feature of human behaviour that holds over a proportion between the cognitive and emotional minds. One facet of emotional ability is the ability to act rationally and with critical thought.

People who improve their emotional intelligence tend to be more flourishing in both their occupation and scholarly effort because there is a powerful reciprocity between emotional intelligence and occupation attainment (Bradberry and Greaves, 2009). However, the term “emotional intelligence” was first used in 1966 by a German psychologist named Leuner.

The concept of emotional intelligence was first presented in a paper that two Yale University psychologists, Peter Salovey and John Mayer, published in the journal “Imaginativeness, knowledge, and attribute” in 1990.

Nonetheless, Goleman’s 1995 book “Emotional Intelligence” contributed to the concept’s widespread acceptance. He defined emotional intelligence in 1998 as the ability to identify and comprehend our own feelings as well as those of others, to draw inspiration from within, and to with success regularise feelings in human relationship with other people. Emotional intelligence helps us create flourishing interpersonal relationships by improving our emotional stability. Emotional intelligence can be broadly defined as the ability to identify, comprehend, and control one’s own feelings as well as those of others. The notion that emotional intelligence was crucial for everyday problem solving and aesthetics is strongly supported by the available data. According to the current theory of intelligence, thought processes and emotions are intertwined. The ability to accurately perceive, assess, and express emotions; to access and/or generate feelings when they support thought; to comprehend emotion and emotional knowledge; and to control emotions in order to foster both emotional and intellectual growth are all considered components of emotional intelligence, according to Salovey and Mayer (1997). Emotional intelligence comprehends societal skills, empathy, self-motivation, self-awareness, and emotion management.

Achievement is affiliated with an individual’s emotional quotient (EQ) and intelligence quotient (IQ). Goleman (1995) declared that an individual’s I.Q. contributes only 20% to their success or non-achievement in life, whereas their E.Q. accounts for 80% of it. Thus, it is essential to put some plan of action into exercise in order to help the pupil to create their emotional ability. The current study set out to evaluate the emotional intelligence of visually impaired students enrolled in special education and integrated programmes.

### **Objective of the Study**

The study’s objective was to gather information on the emotional intelligence of visually impaired male and female students enrolled in special and integrated education programmes.

### **Hypotheses**

1. Since the null hypotheses of the current study are more appropriate, the following null hypotheses were created.
2. There doesn’t seem to be much of a difference in the emotional intelligence of visually impaired male and female students attending integrated and special schools.

## Methodology for the Study

A survey method was used to collect data from children who were visually impaired. One hundred and forty visually impaired children, aged thirteen to fourteen, made up the study sample. The samples came from a variety of visually impaired students' integrated schools as well as special schools situated in particular districts of the state of Tamil Nadu. In order to determine which educational institutions and governmental organisations offer instruction to children with visual impairments, a sample for the study was gathered through outreach. The study's sample of visually impaired students attending integrated schools was chosen using a purposive sampling technique, which took into consideration the data gathered from departments, agencies, and institutions.

The kids enrolled in special education programmes were chosen using a purposeful random sampling process. The children who were visually impaired were systematically selected for this study based on their names as listed in the attendance register.

During the first hour-long session, the visually impaired children were introduced to one another. Finding out how comfortable the participants were and gathering accurate information were the main goals of this session. It took two academic years to complete the fieldwork.

## Tool Used

For the current study, the following standardised instruments were used:

School-age children's Emotional Quotient Inventory (EQ-i), Bar-on

Ten emotional intelligence dimensions are included in the EQ-I tool. Among the dimensions that are measured are empathy, stress tolerance, assertiveness, flexibility, problem solving, emotional self-awareness, interpersonal relationships, impulse control, self-recording, and reality testing. This tool was used to compare the emotional intelligence of visually impaired students enrolled in special education and integrated programmes.

## Statistical Analysis

To analyse the data, the t-test, mean, and standard deviation were used.

## Results and Discussion

**Table**  
**The Mean, Standard Deviation, and "t" Value of the Emotional Intelligence of**  
**Male and Female Visually Impaired Students**

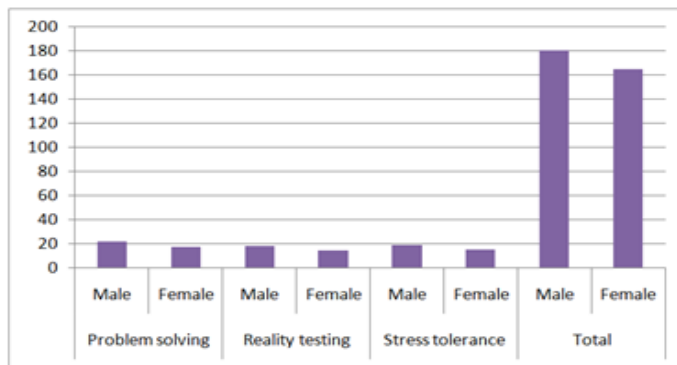
Dimensions	Gender	N	Mean	SD	't' value	level of sig.
Self-regard	Male	71	25.48	6.242	0.129	NS
	Female	49	25.33	6.463		
Interpersonal Relationship	Male	71	19.35	5.936	0.957	NS
	Female	49	18.27	6.234		
Impulse control	Male	71	12.58	3.341	1.522	NS
	Female	49	11.57	3.702		
Problem solving	Male	71	21.41	2.786	5.254	0.01
	Female	49	17.33	4.922		
Emotional self-awareness	Male	71	17.65	4.598	1,874	NS
	Female	49	16.33	3.125		

Flexibility	Male	71	19.65	5.071	0.017	NS
	Female	49	19.63	4.768		
Reality testing	Male	71	17.69	3.879	3.796	0.01
	Female	49	14.39	5.167		
Stress tolerance	Male	71	18.79	4.896	5.155	0.01
	Female	49	14.92	3.328		
Assertiveness	Male	71	14.00	4.611	0.278	NS
	Female	49	14.20	3.428		
Empathy	Male	71	13.72	2.421	1.637	NS
	Female	49	12.98	2.437		
Total	Male	71	180.31	23.888	3.500	0.01
	Female	49	164.94	23.484		

NS- Not Significant

The following compounds show a significant difference between male and female visually impaired students: Mental strain endurance, problem solving, reality testing, and total emotional intelligence. The null hypothesis is thus disproved. Male and female visually impaired students do not significantly differ in other emotional intelligence components. Therefore, the null hypothesis is agreed upon.

The male pupils with visual impairments are very confident in themselves. The relationships with other people are going well. Step by step, they resolve the issues. They are in control of their feelings, but female students are not in control of their mental stress and do not express their feelings to others.



**Figure - Comparing the Compounds' Mean Values; Problem Solving, Reality Testing, Stress Tolerance and Total of Emotional Intelligence**

### Conclusion

Developing good relationships in school is essential for every child. Children who are visually impaired have their physical, social, and emotional needs met in schools. Therefore, it is essential that all students get along with their peers at school in order to support the harmonious development of visually impaired children. Supporting and fostering the personality development of visually impaired children can be difficult, but it is necessary to prepare them for life after school in a sophisticated and demanding society where ineptitude and lack of training are not accepted.

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