

Academic Achievement in Relation to Emotional Intelligence of Visually Impaired Adolescents

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Abstract

Education is one of the important factor for a country top move on, it takes into account accelerated position and enhance to drive the economy in a grater way and eventually taken into consideration of long lasting economy. It is due education only, an economy moves into developed position and growth continues. An empowered workforce able to use foreign technology. Increase in the level of education helps in the growing the size of labour force. A country with huge human capital emerge as the empowered nation in the time frame and keeps its leadership. One of the most tangible impact of globalization and liberalization process in India has been the significance being given to the education sector by the community at large.

“There is an urgent need for additional special Educators for certain areas of school education. Some examples of such specialist requirements include subject teaching for children with disabilities/divyang children at middle and secondary level, including teaching for specific learning disabilities” (NEP, 2020).

The present study intends to find out academic achievement in relation to emotional intelligence of visually impaired adolescents. Sample size was 80 in which 40 from residential school and 40 from inclusive schools. From each setting 20 boys and 20 girls were taken. Objectives and hypothesis were formulated and tested in terms of correlation coefficient. It was tabulated and analysed and finally concluded as follow: Visual impaired adolescents are the vulnerable sections of the society. They need continuous support and further they may progress with appropriate emotional intelligence and other factors which may help individuals in the greater concern. From the above discussion it has been found that there happens to be positive relation in the academic achievement and emotional intelligence of visual impaired adolescents in residential school as well as inclusive schools. However there happens to be strong relation in the academic achievement and emotional intelligence of visual impaired adolescents in residential school as well as inclusive schools.

KEYWORDS: Academic Achievement, Emotional Intelligence, Visually Impaired, Adolescents, Residential School, Inclusive School.

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use foreign technology. Increase in the level of education helps in the growing the size of labour force. A country with huge human capital emerge as the empowered nation in the time frame and keeps its leadership. One of the most tangible impact of globalization and liberalization process in India has been the significance being given to the education sector by the community at large.

The Nation with the excellent stock of human form will always emerge as the empowered Nation in real time and maintain its form as long as its humanitarian value and advantage is sustained. One of most tangible impact of globalization and liberalization process in India has been the significance being given to the education sector by the community at large. The current buzz words are Samagra Siksha that is education for all. The term inclusive education as specified in the recently enacted New Education Policy 2020.

“The National Education policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country”, “This policy proposes the revision and revamping of all aspects of education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of the 21st century education including SDG4, while building upon India’s traditions and value systems” (NEP,2020). This Policy lays emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities both the foundational capacities of literacy and numeracy and higher order cognitive capacities such as critical thinking and problem solving, but also social, ethical and emotional capacities and dispositions (NEP,2020)

“There is an urgent need for additional special Educators for certain areas of school education, some examples of such specialist requirements include subject teaching for children with disabilities/divyang children at middle and secondary level, including teaching for specific learning disabilities, such teachers would require not only subject teaching knowledge and understanding of subject- related aims of education, but also the relevant skills for understanding of special requirements of children” (NEP,2020).

“Education is the single greatest tool for achieving social justice and equality. Inclusive and equitable education – while indeed an essential goal in its own right- is also critical to achieving an inclusive and equitable society in which every citizen has the opportunity to dream, thrive and contribute to the nation, the education system must aim to benefit India’s children so that no child loses any opportunity to learn and excel because of circumstances of birth or background” (NEP,2020).

Academic achievement through which long term goal can be find out. Academic achievement is known as one of the goal of education in India and World. Further in developing models of academic achievement there is need of test, evaluation, such as oral test, written test, viva, project work etc. Learners with greater mental cope up as found by IQ test and some are greater in consciousness to find out more in academic areas

A school is a place where students learn and here they get their first formal education. The life of students in school are charming. A student enters the school at the age of

three and study upto the age of 18 years. Every student start his or her education life at early childhood and ends at adolescence. The time spent by an student is most important in his life. The goal of school is provide education. The environment outside school is totally different. A school is known for its genuineness and work culture. A student spends his most important life in school. Learning of social and emotional capability must be in-built with the curriculum. School differentiate students in different sections according to the intelligence quotient (IQ) level. If students would be in same or similar personalities then it would be better option than IQ option. School must organise training sessions for the students for social competence.

Emotional intelligence (EQ) is the ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

If we have high emotional intelligence we can able to recognize our own emotional state and the emotional states of others, and engage with people in a way that draws them to us. We can use this understanding of emotions to relate better to other people, form healthier relationships, achieve greater success at work, and lead a more fulfilling life.

REVIEW OF RELATED LITERATURE

Pradhan (2003) conducted a comparative study of comprehension by blind students at the age of 5 to 14 years, the material is present through the Braille and on cassettes. Outcomes of the study revealed that at higher grades-IV to VIII (10 to 14 years) the improvement in comprehension of visually impaired students is significantly better through auditory mode as compared to tactile mode in subjects- Hindi, mathematics, social studies and general science. **Nisar (1990)** found that congenitally blind were superior in academic performance when compared with adventitiously blind. Academic achievement of both the groups was not found affected by psychological problems as well as extroversion. **Effendi (1993)** conducted a study on the visually disabled school going children in relation to their frustration and school achievement and concluded that frustration affects the school achievement of the visually disabled students.

Viyas (1995) studied certain personality traits of blind students as compared to sighted students. One of the objectives of the study was to compare the academic achievement of blind students with those of sighted students. 360 blind students and 360 sighted students from grades VIII to X were included in the sample. The results of the study reported that sighted students were possessing higher academic achievement than blind students. Academic achievement of blind male students was higher than blind female students.

Elias (1991) remarked that teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Moreover teaching these skills has a long term effect on achievement.

Mayer and Solvey (1993) argued that IQ contributes only about 20% to success in life, and other forces contribute the rest. It can be inferred that emotional intelligence, luck and social class are among those other factors. Emotionally intelligent people are more likely to succeed in everything they undertake.

Richardson and Evan (1997) explored some methods for teaching social and emotional competence within a culturally diverse society. The purpose was to help students connect with each other, in order to assist them in developing interpersonal and intrapersonal emotional intelligence, arguing that both these intelligence are essential for personal accomplishment. The study revealed that emotions, feelings and values are vital for a person's well being and achievement in life.

OBJECTIVES

This study was to seek the objectives as follows:

1. Academic achievement in relation to emotional intelligence of V.I adolescents
2. Academic achievement in relation to emotional intelligence of V.I adolescents boys in residential School.
3. Academic achievement in relation to emotional intelligence of V.I adolescents girls residential school.
4. Academic achievement in relation to emotional intelligence of V.I adolescents boys in inclusive school.
5. Academic achievement in relation to emotional intelligence of V.I adolescents girls in inclusive school.

(V.I means visual impaired)

HYPOTHESES

The present study constructs the following hypotheses :

1. There is no difference in academic achievement and emotional intelligence of V.I boys adolescents in residential school.
2. There is no difference in academic achievement and emotional intelligence of V.I girls adolescents in residential school.
3. There is no difference in academic achievement and emotional intelligence of V.I boys adolescents in inclusive school.
4. There is no difference in academic achievement and emotional intelligence of V.I girls adolescents in inclusive school.

METHODOLOGY

In this study survey method was used. This is about academic achievement in relation to emotional intelligence of V.I adolescents. This study has the target population is visual impaired adolescents studying in the residential school meant for visual impaired adolescents and inclusive schools in the age of 12 years to 17 years. Sample has been drawn at random from all residential schools and inclusive schools for visual impaired studying under U.P Secondary Board, Uttarpradesh. Total sample size was 80, out of which 20 boys and 20 girls from residential school and 20 boys and 20 girls from inclusive schools. The sample size was visually impaired adolescents passed 10th board in the year 2020. Data has been collected by the investigator through digital mode due to corona 2019 and all the data has been collected only for the research purpose. After collection of data it has been tabulated, analyzed using appropriate statistical measures and then discussed as follows.

DISCUSSION

The present study investigates into the academic achievement in relation to school environment of visually impaired adolescents. Data collected as above by the investigator has been analysed and discussed as follows:

TABLE NO: 01

I. Correlation on academic achievement & emotional intelligence of V.I boys in residential School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	Emotional Intelligence	0.93	< 0.01
II. Correlation on academic achievement & emotional intelligence of V.I girls in residential School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	Emotional Intelligence	0.75	< 0.01
III. Correlation on academic achievement & emotional intelligence of V.I boys in Inclusive School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	Emotional Intelligence	0.77	< 0.01
IV. Correlation on academic achievement & emotional intelligence of V.I girls in Inclusive School			
Dependent Variable	Independent Variable	r value	p
Academic Achievement	Emotional Intelligence	0.26	< 0.01

From the above table no: 01 it has been found that there is strong positive correlation ($r = 0.93$) on academic achievement & emotional achievement of visually impaired boys of residential School. The computed value of coefficient of correlation ($r = 0.93$) is found to be significant for the visually impaired boys in residential School and so there is positive relation between academic achievement & emotional intelligence in visually impaired boys in residential School and so the null hypothesis "there is no difference in academic achievement and emotional intelligence of visually impaired boys adolescents in

residential school” is rejected, that means emotional intelligence have much impact on academic achievement of V.I boys in residential School.

Further it has been seen that there is strong positive correlation ($r = 0.75$) on academic achievement & emotional intelligence of visually impaired girls of residential School. The computed value of coefficient of correlation ($r = 0.75$) is found to be significant for the visually impaired girls in residential School. There is strong relation found on academic achievement & emotional intelligence in visually impaired girls in residential School and so the null hypothesis “there is no difference in academic achievement and emotional intelligence of visually impaired girls adolescents in residential school” is rejected, that means emotional intelligence must seen strong focus on the academic achievement of visually impaired girls in residential School.

Again in the context of inclusive school it has been seen that there is positive correlation ($r = 0.77$) on academic achievement & emotional intelligence of visually impaired boys of inclusive School. The calculated value of coefficient of correlation ($r = 0.77$) found to be significant for the visually impaired boys in inclusive School. But this positive correlation seems to be indicating strong relation between academic achievement & emotional intelligence in visually impaired boys in inclusive School and so the null hypothesis “there is no difference in academic achievement and school environment of visually impaired boys adolescents in inclusive school” is rejected, that means emotional intelligence have strong impact on the academic achievement of V.I boys in inclusive School.

Further it has been seen that, there is positive correlation ($r = 0.26$) on academic achievement & emotional intelligence of visually impaired girls of inclusive School. The calculated value of coefficient of correlation ($r = 0.26$) found to be significant for the visually impaired girls in inclusive School. So there is relation on academic achievement & emotional intelligence in visually impaired girls in inclusive School and so the null hypothesis “there is no difference in academic achievement and emotional intelligence of visually impaired girls adolescents in inclusive school” is rejected, that means emotional intelligence have some impact on the academic achievement of visually impaired girls in residential School.

CONCLUSION

Visual impaired adolescents are the vulnerable sections of the society. They need continuous support and further they may progress with appropriate means of emotional intelligence and other factors which may help individuals in the greater concern. From the above discussion it has been found that positive and strong relation in the emotional intelligence & school environment of visual impaired students in residential school as well as inclusive schools also strong relation in the emotional intelligence & academic achievement of visual impaired students in residential school as well as inclusive schools. So in terms of gender difference boys and girls both have find positivity from the emotional in terms of academic achievement.

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