



EMOTIONAL INTELLIGENCE AND ACADEMIC ANXIETY OF VISUALLY CHALLENGED STUDENTS IN INCLUSIVE AND EXCLUSIVE SCHOOLS

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Abstract:

The main objective of this study to find the emotional intelligence and academic anxiety of visually challenged students in inclusive and exclusive schools. The investigator selected a representative sample of the population under study in order to arrive at meaningful generalizations. Two tests were used for collecting the data; one for emotional intelligence (MEII) and second one for academic anxiety (AASC). The investigator were collected the data from 250 students. The scoring of all the tests employed was done as per the methods recommended by the constructors of the tool. The analysis of the data was carried out with the help of suitable statistical techniques. The results reveals that students placed in inclusive schools are emotionally more intelligent than their counterparts in exclusive schools, the school setting plays a significant role in determining emotional intelligence of female visually challenged students.

Key words: Emotional intelligence, academic anxiety, visually challenged students, inclusive schools , exclusive schools

1. Introduction:

Goleman (1995) described emotional intelligence as the capacity to recognize one's own feelings and emotions as well as those of others. It is the major determinant of human success, and accounts for eighty percent of human performance in life. Mayer and Salovey (1997) conceptualized emotional intelligence as the ability to monitor one's and others' emotions. Cooper and Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, creativity, innovation, cooperation, communication, collaboration, information and influence. Douglas et al. (2004) regarded the emotional intelligence

construct as a forum of social effectiveness, a set of skills enabling one to “read and understand others, and utilize such knowledge to influence others in the pursuit of individual and/or organizational goal.”

So, emotional intelligence involves various dimensions. First, one must be able to recognize own emotions and be confident of feelings, accomplishments, abilities as one goes through the world. Second, the ability to distinguish emotions in others, respond empathetically to them, read their social cues. Third, the ability to control one’s impulses, cope with life’s ups and downs and shun displeasure. Apart from this one must be able to handle relationships with others well and motivate others in an optimistic fashion. In fact it is the management of emotions that largely determines human character. Emotionally intelligent people are more likely to succeed in everything they undertake. It helps to predict success because it reflects how a person applies knowledge to immediate situation.

2. Inclusive Schools:

These are the schools where inclusive education policy is followed. As mentioned in the Salamanca Report (1994), inclusion refers to provision of equal educational opportunities to all regardless of physical, intellectual, social, emotional, linguistic or any other disability conditions. It also includes disadvantaged and marginalized groups like street children, working children, children from remote areas, minority groups, and different types of special needs groups and gifted. Sometimes the terms integration and inclusion are used interchangeably while both the terms are different from each other. Integrated schools are those where special need children study with normal children in regular classroom but special teachers provide most of the essential as well as support services to them, whereas general classroom teacher provide additional assistance. In inclusive school system the education of special need children is treated as integral part of the general education; therefore, essential services are provided by general classroom teachers and only support services are provided by specialist teacher.

In the present study also inclusive schools refer to those schools providing education to special need children with normal peers in general classrooms based on Indian inclusive education policy.

3. Exclusive Schools:

These schools are otherwise may be called as segregated schools or special schools specially meant for the specific group of special need children. In the present study exclusive schools refer to the special schools meant only for visually challenged children.

4. Academic Anxiety:

Singh and Sen Gupta(1986) stated that academic anxiety is a kind of state anxiety which relates to the impending danger from the environments of the academic institutions including teacher, certain subjects like Mathematics, English etc.

Academic anxiety is a common issue among students that is associated with academic circumstances such as school environment, class tests, certain subjects and teachers. It is, to a certain extent, unavoidable, necessary, and even productive, as it motivates students to spend time preparing for and taking tests. However, when anxiety elevates the productive level, it often leads to certain problems

like concentrating while studying and remembering information while completing tests, which makes the student, feel helpless and failure. If academic anxiety is not properly addressed, it can have many serious and lasting consequences, such as poor performance on schoolwork, failure in examinations, causing a student to procrastinate, withdraw from socializing with peers and pursuing unhealthy academic activities.

5. Objectives of the Study:

The objectives of the present study are as follows:

- 1) To investigate the significance of difference between emotional intelligence of visually challenged students belonging to both the school systems on emotional intelligence.
- 2) To compare emotional intelligence of male and female students (irrespective of school setting).
- 3) To find out the difference between academic anxiety of visually challenged students placed in two school climates.
- 4) To examine the significance of difference between the level of academic anxiety of male and female students (irrespective of school setting).

6. Hypotheses:

- 1) There exists no significant difference between students of the two school systems on emotional intelligence.
- 2) There exists no significant difference between male students of the two school systems on emotional intelligence.
- 3) There exists no significant difference between female students of the two school systems on emotional intelligence.
- 4) Male and female visually challenged students do not differ significantly on emotional intelligence. (irrespective of school setting)
- 5) The level of academic anxiety of students placed in two school settings does not differ significantly.
- 6) There exists no significant difference between male students of the two school systems on academic anxiety
- 7) There exists no significant difference between female students of the two school systems on academic anxiety
- 8) There exists no significant difference between male and female students on academic anxiety (irrespective of school setting)

7. Design of the study:

7.1. Sample:

The investigator initially approached 300 visually challenged secondary school students enrolled in various inclusive and exclusive i.e. special schools of Davanagere region. Later on some of the cases were dropped for certain reasons including inadequate information. Therefore out of 300 students only 250 (125 from inclusive and 125 from exclusive schools) students were selected for the final sample.

7.2.Tools:

In the present study two tools were used. The details of these tools were as follows:

a) Mangal Emotional Intelligence Inventory (MEII):

The emotional intelligence inventory has been constructed by Dr. S. K. Mangal and Mrs. Shubhra Mangal for the school, college and university students to measure their emotional intelligence (total as well as separate) in respect of four areas or aspects of emotional intelligence namely, Intra-Personal Awareness (knowing about one's own emotions), Inter-Personal Awareness (knowing about other's emotions), Intra-Personal Management (managing one's own emotions) and Inter-Personal Management (managing others' emotions) respectively. There were 100 items, 25 each in all the four areas or dimensions of the inventory. The inventory was administered with 96 items after making suitable modifications.

b) Academic Anxiety Scale for Children (AASC):

The Academic Anxiety Scale has been developed by Dr. A.K.Singh and Dr.(Km.) A. Sen Gupta for use with school students. There are 20 items in this test to measure students' academic anxiety.

7.3. Statistical techniques used:

Mean, S.D. and t-tests were used in the present study

8. Analysis, Interpretation and Discussion of the Data:

For carrying out the processing of the data the investigator took the computer services. To reach the conclusions the data were analyzed in a comprehensive manner; therefore the whole analysis has been divided into three phases:

Table-1: Comparison of Emotional Intelligence between Group I and Group II (inclusive and exclusive)

Aspects of Emotional Intelligence	Group I (N=125)		Group II (N=125)		t-value
	Mean	S.D.	Mean	S.D.	
E1 (Intra-Personal Awareness)	18.25	3.53	16.47	3.42	4.29**
E2 (Inter-Personal Awareness)	18.13	3.13	15.04	3.17	8.15**
E3 (Intra-Personal Management)	19.90	2.75	17.53	2.99	6.87**
E4 (Inter-Personal Management)	20.99	2.19	18.29	3.07	8.31**
E –TOT (Total Emotional Intelligence)	77.27	9.00	67.32	9.77	8.79**

****Significant at .01 level**

The above table depicts that the mean scores of the two groups (I and II) are 18.25 and 16.47 respectively on E1. The 't' value (4.29) obtained indicates that group I differs significantly with group II on this dimension of emotional intelligence. The table also makes clear that these two groups have a significant difference as far as E2 is concerned. Similarly the group I and group II have obtained the mean scores of 19.90 and 17.53 respectively on E3 and 't' value as 6.87 which is again significant on .01 level. The result on E4 does not differ from the results of E1, E2 and E3 for the two groups. The

table also shows that including all the aspects of emotional intelligence i. e. on E-TOT group I differs significantly from group II ($t= 8.79$). Figure -1 also conveys the same. In this way hypothesis no. 1 has been rejected.

The above results indicate that the concept of inclusive education is in favour of emotional intelligence. The students of inclusive schools are more aware about their own as well as others' emotions. Similarly these students are able to manage their and others' emotions as well. It may be because of indirect enhancement of emotional intelligence by the regular teachers as well as normal peers in inclusive schools. Moreover inclusive visually challenged students may have greater opportunities to share their views, feelings and problems with their sighted counterparts in the same school. In this way greater acceptance by teachers and peers, feeling of equality etc. satisfy their emotional needs which may further nurture their emotional intelligence. The congenial atmosphere at home as well as in school encourage them to participate in activities and studies like normal children, while in special schools these students are restricted to the peers of their own type having similar problems and viewpoints. Thus the opportunities of interaction and sharing of feelings are limited. So it can be said with firmness that school setting has a significant impact on the emotional intelligence of visually challenged students.

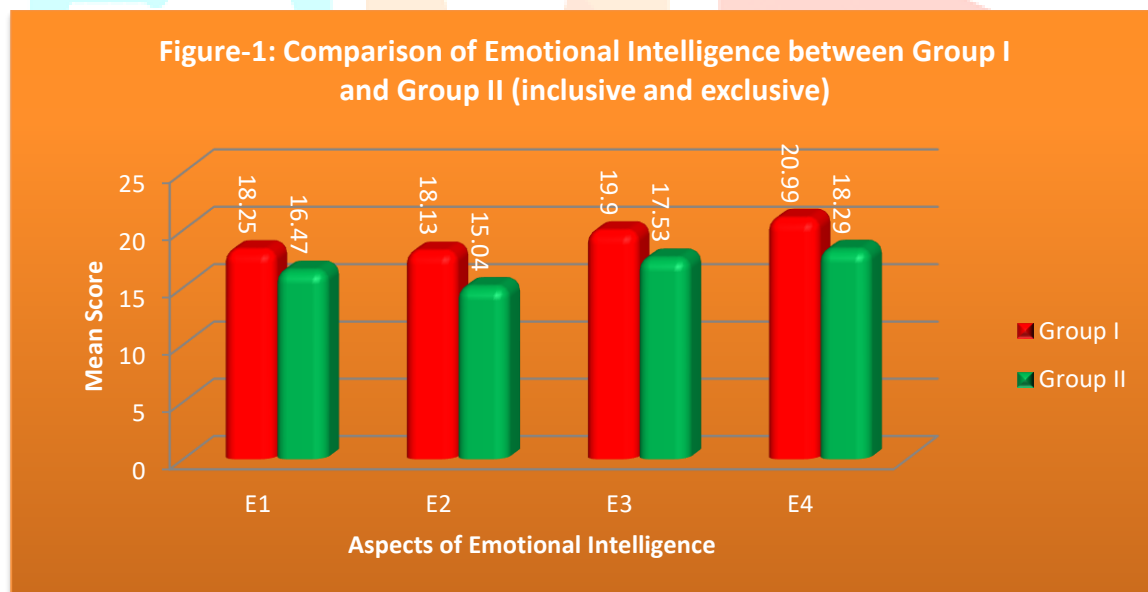


Table -2: Comparison of Emotional Intelligence between Males in Group I and Group II

Aspects of Emotional Intelligence	Males in Group I (N=65)		Males in Group II (N=65)		t-value
	Mean	S.D.	Mean	S.D.	
E1 (Intra-Personal Awareness)	18.95	2.85	17.08	3.48	3.60**
E2 (Inter-Personal Awareness)	17.45	3.04	14.92	3.15	5.08**
E3 (Intra-Personal Management)	19.63	2.86	17.29	3.11	4.85**
E4 (Inter-Personal Management)	21.07	2.20	17.85	3.13	7.20**
E-TOT (Total Emotional Intelligence)	77.11	8.50	67.13	10.60	6.34**

****Significant at .01 level**

It is clear by the above table that mean scores of male students in group I are higher than their counterparts in group II on all the aspects of emotional intelligence i.e. E1, E2, E3 and E4. The 't' values obtained for all these aspects are 3.60, 5.08, 4.85 and 7.20 respectively (significant at .01 level). Similarly the mean score on E-TOT is higher for group I males (77.11) than their counterparts in group II (67.13) indicating a significant difference between males of both the groups (inclusive and exclusive) on this variable ($t=6.34$). The figure -2 also supports the same. The present results are in similar direction as the results presented in table -2

The investigator is of the opinion that the reasons for this type of result may be that in inclusive school setting boys' will-power is quite strong, they are very much familiar with their goodness and evils, easily win others' heart, they soon become normal after facing some adversities in life, are able to take timely and proper decisions in spite of many contradictory desires creeping in their mind, ready to do something unique than others, easily make friendship with others and do not get nervous even in the hard circumstances while boys placed in segregated setting may be disturbed with the fear of coming misfortunes, often feel ashamed of their looks and behaviour, remain much anxious and agitated until they get their desired object, do not have full trust in friends, not even like to talk to the people who differ with them in opinion and do not try to provide leadership to some social or group work etc.

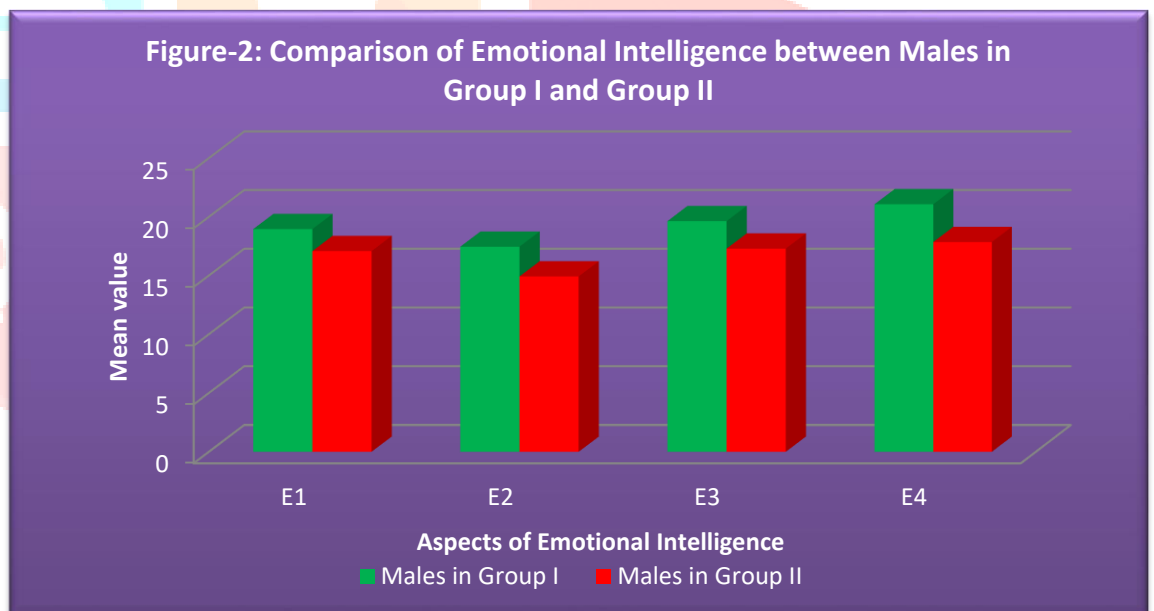


Table-3: Comparison of Emotional Intelligence between Females in Group I and Group II

Aspects of Emotional Intelligence	Females in Group I (N=65)		Females in Group II (N=65)		t-value
	Mean	S.D.	Mean	S.D.	
E1 (Intra-Personal Awareness)	17.48	4.02	15.47	3.11	3.07**
E2 (Inter-Personal Awareness)	18.87	3.08	15.25	3.24	6.26**
E3 (Intra-Personal Management)	20.20	2.61	17.92	2.76	4.65**
E4(Inter-Personal Management)	20.90	2.18	19.00	2.85	4.10**
E-TOT (Total Emotional Intelligence)	77.45	9.60	67.63	8.33	5.98**

****Significant at .01 level**

The above statistics present the emotional intelligence of female students in both the groups (inclusive and exclusive). The mean scores of girls from inclusive setting (group I) are higher on E1 and E2 than their counterparts from exclusive setting (group II). It is indicated by the 't' values for E1 and E2 i.e. 3.07 and 6.26 respectively that are significant at .01 level. This may be the impact of school ambience due to which females of group I have better understanding and awareness of their own as well as others' feelings. These girls feel no hesitation or fear to express or doing a thing in a noble way or inventing something new with their own attempts, they know well what makes them happy or sad. Moreover they execute all their tasks promptly and with full dedication in regular schools, do not lose their self-confidence in the moments of despair and ready to pick up the most challenging goals of life. The mean scores of group I students are also higher on E3 and E4 aspects of emotional intelligence than group II students. The 't' values for E3 and E4 are 4.65 and 4.10 respectively (significant at .01 level). The higher inter-personal and intra-personal management of emotions among inclusive girls may be because of their thinking that people nearer to them are trustworthy; they give more importance to the maintenance of relationship with others irrespective of the losses or gains incurred in doing so, feel happy in helping others in their difficult moments irrespective of having ideological differences. The result on total emotional intelligence i.e. E-TOT is also indicating significant difference between the female students of both the groups ($t=5.98$). This points out that girls placed in inclusive schools are emotionally more intelligent than their peers in exclusive schools.

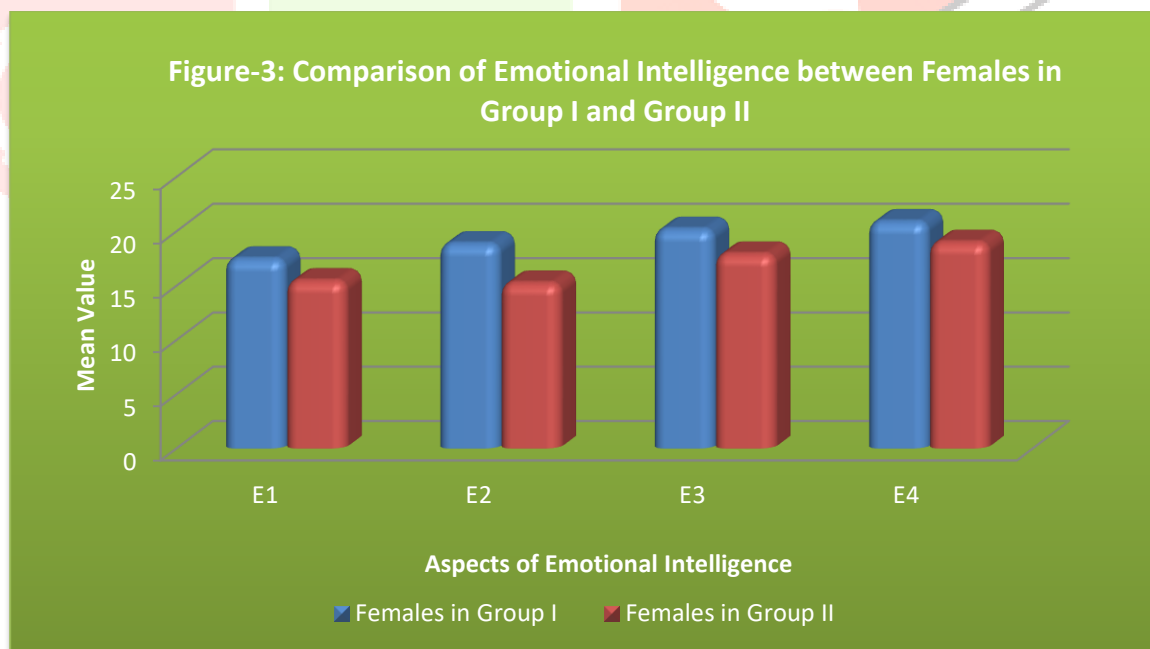
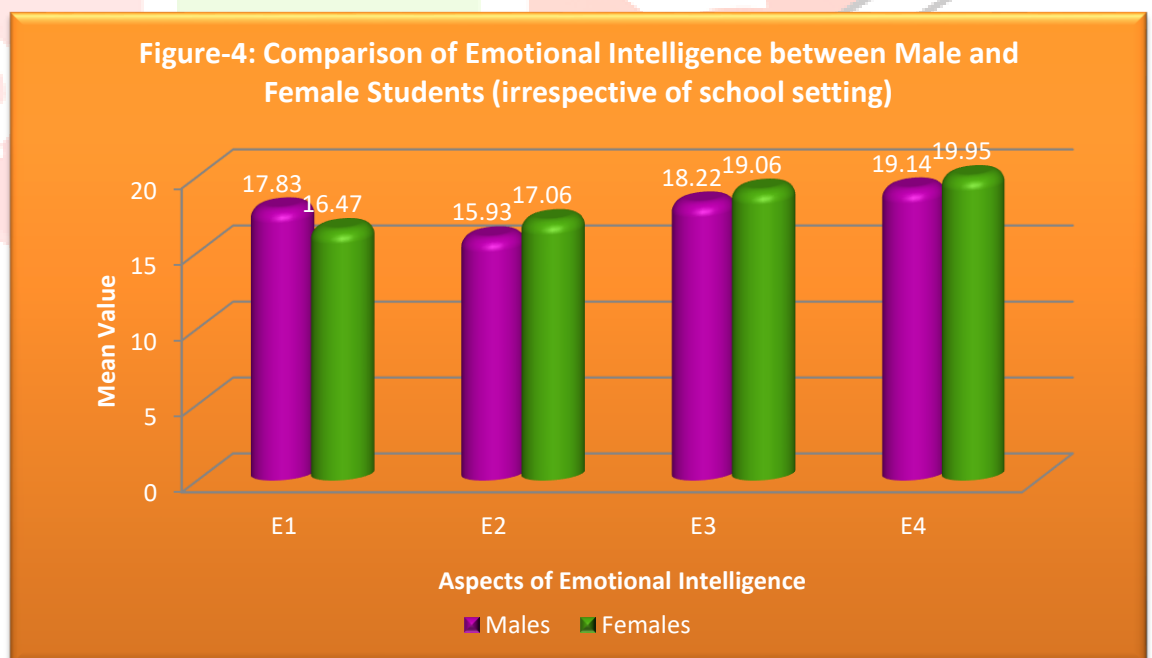


Table 4: Comparison of Emotional Intelligence between Male and Female Students (irrespective of school setting)

Aspects of Emotional Intelligence	Males (N=125)		Females (N=125)		t-value
	Mean	S.D.	Mean	S.D.	
E1 (Intra-Personal Awareness)	17.83	3.36	16.47	3.72	3.21**
E2 (Inter-Personal Awareness)	15.93	3.33	17.06	3.64	2.70**
E3 (Intra-Personal Management)	18.22	3.22	19.06	2.91	2.23*
E4 (Inter-Personal Management)	19.14	3.21	19.95	2.70	2.23*
E -TOT (Total Emotional Intelligence)	71.14	10.94	72.54	10.22	1.10

*Significant at .05 level **Significant at .01 level

The table-4 depicts the statistics of male and female students on emotional intelligence irrespective of their educational placement. Male students are better on E1 when compared with females as obtained 't' value (3.21) is significant at .01 level. On the contrary the mean scores obtained by the female students have been found higher than their male counterparts on E2, E3 and E4 aspects of emotional intelligence. The 't' values on all these three aspects are 2.70, 2.23 and 2.23 respectively which make clear that girls differ significantly from boys on these aspects. However so far as E-TOT is concerned the investigator did not find the difference between the male and female students as significant even at .05 level. Figure -4 also conveys the same message. This result indicates that gender has no impact on emotional intelligence. In this way the hypothesis that male and female visually challenged students do not differ significantly on emotional intelligence has been accepted.

**Table-5: Comparison of Academic Anxiety between Group I and Group II**

AA (Academic Anxiety)	Group I (N=125)		Group II (N=157)		t-value
	Mean	S.D.	Mean	S.D.	
	11.17	3.71	11.49	3.35	

It is clear from the above table and its corresponding figure that there exists no significant difference between group I and group II on the variable of academic anxiety. The mean values obtained by both the groups are 11.17 and 11.49 respectively. The difference between mean scores may be due to chance error as the 't' value came out to be 0.77 which is insignificant. Thus it can be said very safely that both the groups (inclusive and exclusive visually challenged students) are equally anxious academically. This leads the investigator to conclude that school ambience does not make any significant difference among visually challenged children so far as their academic anxiety is concerned. So, the hypothesis that there exists no significant difference between the students of the two school settings on academic anxiety has been accepted.

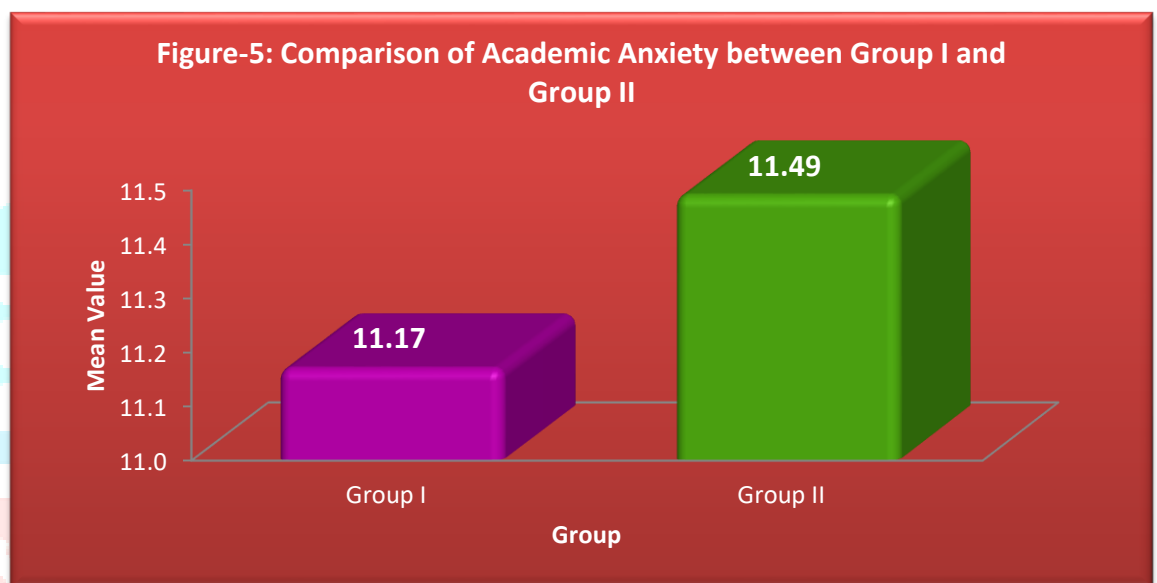


Table-6: Comparison of Academic Anxiety between Males in Group I and Group II

AA (Academic Anxiety)	Males in Group I (N=65)		Males in Group II (N=65)		t-value
	Mean	S.D.	Mean	S.D.	
	9.36	3.48	9.82	2.91	

The table 6 and its corresponding figure depicts that the mean score (9.82) obtained by male students belonging to group II is slightly higher than their counterparts in group I (9.36). But the 't' value (0.90) indicates that both the groups do not differ significantly so far as their academic anxiety is concerned. The difference between the two mean scores may be due to the chance error.

The above result leads the investigator to conclude that school setting does not play any key role in determining the academic anxiety of male visually challenged students whether they study in either of the school.

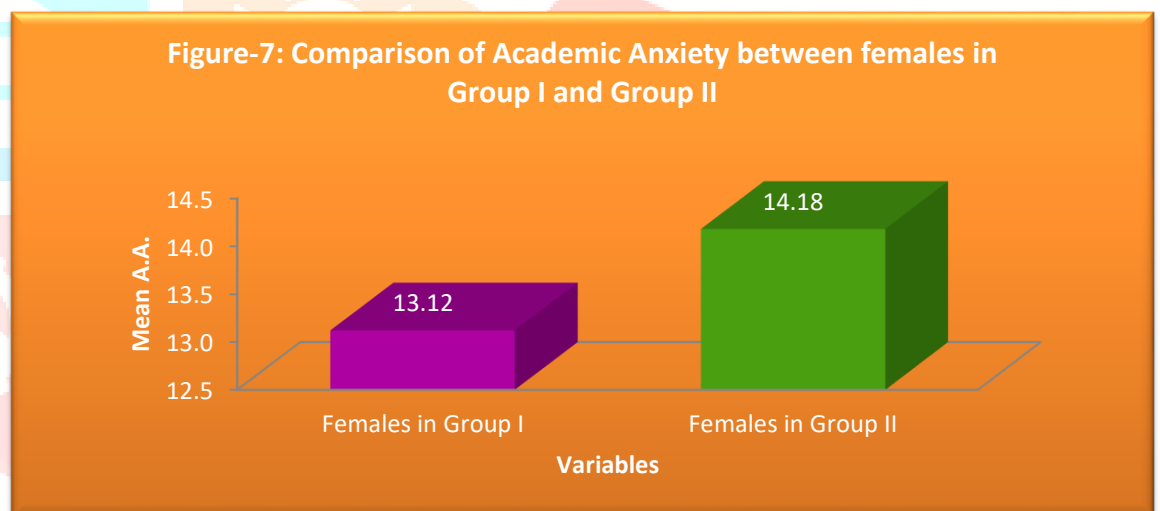
Table-7: Comparison of Academic Anxiety between females in Group I and Group II

AA (Academic Anxiety)	Females in Group I (N=60)		Females in Group II(N=60)		t-value
	Mean	S.D.	Mean	S.D.	
	13.12	2.89	14.18	1.99	

***Significant at .05 level**

The above table presents the mean scores of female students belonging to group I and group II on academic anxiety. These mean scores when transformed in figure 4.2.11 indicate that female students of group II (exclusive schools) have higher mean value on academic anxiety than their counterparts of group I (inclusive schools). It is further confirmed by 't' ratio (2.35) which is significant at .05 level. This result is in contradiction with the results presented in tables 7 indicates that girls of exclusive schools have significantly higher academic anxiety than inclusive girls.

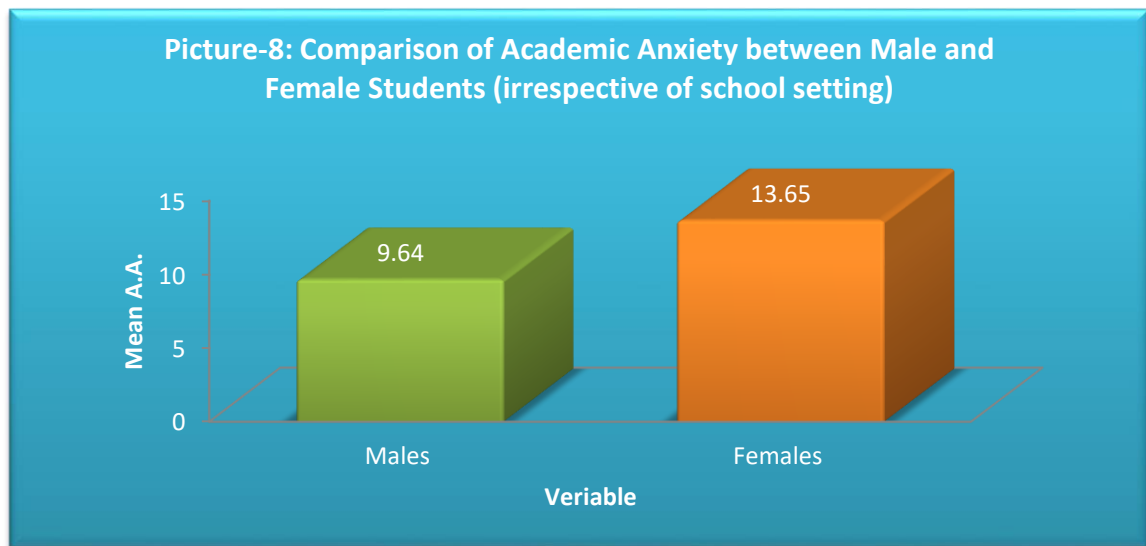
This higher academic anxiety among female visually challenged students placed in exclusive schools may be due to limited opportunities to discuss their problems related to studies with others. Besides the restricted school environment may also enhance their anxiety.

**Table-8: Comparison of Academic Anxiety between Male and Female Students (irrespective of school setting)**

AA (Academic Anxiety)	Males (N=125)		Females (N=125)		t-value
	Mean	S.D.	Mean	S.D.	
	9.64	3.15	13.65	2.53	

****Significant at .01 level**

Table-8 depicts the level of academic anxiety among male and female students irrespective of their school climate. The mean scores obtained by male and female students are 9.64 and 13.65 respectively. The obtained 't' value (11.47) is significant at .01 level. It makes clear that female students are academically more anxious than their male counterparts. Figure 8 also depicts the same. This result leads to reject the related hypothesis.



9. Conclusion:

A perusal of above results leads the investigator to conclude that school setting has a significant impact on emotional intelligence of visually challenged students. The students placed in inclusive school setting are emotionally more intelligent than those of placed in exclusive school setting. Similar results have been obtained for male and female students of both the groups on these two variables. On the contrary the results indicate that school ambience has no effect on academic anxiety but it influences the academic anxiety of female students significantly. Moreover significant gender difference has been found on academic anxiety.

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