ACADEMIC ACHIEVEMENT OF VISUALLY IMPAIRED STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE AND SELF-EFFICACY

Aditya Majee, Prakash Sahoo,

1Student, 2Student.

1Department of Education, 2Department of Education
1Regional Institute of Education (NCERT), Bhubaneswar, India, 2 Central University of Jharkhand, Ranchi, India

Abstract: This study was focused to explore the relationship among emotional intelligence and self-efficacy of visually impaired students and academic achievement. The study was conducted on 60 blind students (UG and PG) pursuing from all Department of Ravenshaw University, Cuttack Purposive random sampling was used for selection for the participants. The correlation research design was employed for conducting the research. Emotional intelligence scale developed and standardised that Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2000) and Self-efficacy scale developed and standardized that Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar (2012) were used for measuring of emotional intelligence and self-efficacy of visually impaired students. For analysis of data descriptive statistics, product moment coefficient of correlation and multiple correlation techniques were used. The result of the study reveals that there are positive and significant relationship among emotional intelligence, self-efficacy and academic achievement of visually impaired students.

Key words: Emotional intelligence, Self-efficacy, Academic achievement and visually impaired students

I. INTRODUCTION

Inclusive education is a transformative process in present constructivist era, which is ensuring equitable and quality education to all children in a single platform. Every child has the right to getting education including children with special needs (CWSNs) (UDHR, 1948). However, Children with special needs are facing several problems during teaching learning process. Basically, visually impaired students are facing more difficulties to adjust in the classroom, (Maindi, A. B. 2018, Temesgen, Z. 2018) due to the lack of self-concept, self-confidence among them and lack of social acceptance within the peer groups (Eguavoen & Eniola, 2016). Development of self-concept, social adjustment ability and self-confidence are prerequisite characteristics determined by emotional intelligence and self-efficacy among visually impaired learners which helps to better psychological and social adjustment and self-adaptation (Moira and Oliver 2008; Balluerka, Aritzeta, Gorostiaga, Gartzia, & Soroa, 2013) and academic performance (Rice, 2013; Gharetepeh, Safari, Pashaei, Razaei, Kajbaf, 2015). Emotional intelligence is the ability in realizing one’s own feelings as well as the feelings of others in order to build up self-inducement, to manage personal emotions and the emotions occurred from various associations (Goleman.1995). Emotional intelligence helps the learners for adapting their environment. People who are capable of expressing and understanding emotions, assigning meaning to emotional experience, and regulating their feelings will be better adjusted, psychologically and socially (Ciarrochi, Chan, Caputi, & Roberts, 2001) as well as intellectual development which leads to superior academic performance (Berndt, 1999; Ford & Smith, 2007; Schutte et al., 2001). Likewise EQ, self-efficacy is derived from Bandura’s social constructivist theory, which emphasizes on individual self-organizing, self-regulation, self-reflecting and proactive in shaping an individual’s own behavior (Haverback & Parault, 2008) and academic performance of normal
II. RATIONALE OF THE STUDY

It is evident that those students who have exhibited better emotional intelligence their academic achievement was good (Pajares and Valiante, 2002, Chowdhury & Behjat, 2012). There are contrast finding revealed that the relationship between emotional intelligence and academic achievement are very weak (Malik and Shahid, 2016). Likewise Emotional intelligence, self-efficacy is also an important predictor which is positively related with the academic achievement of students (Hen & Goroshit, 2014, Gharetepeh, Safari, 2015). The researcher have found that emotional intelligence and academic achievement of visual impaired is positively correlated (Rai & Attri, 2013; Parua, 2015; Eniola & Busari, 2014). Though emotional intelligence and self-efficacy catalyse the academic performance of students (Rice, 2013, Gharetepeh, Safari, Pashaei, Razaei, Kajbaf, 2015) but very few studies have come across in the knowledge of the investigator in the field of children with special needs (CWSNs) especially in visually impaired students in the context of India. Thus the investigator was conducted this study, to ascertain how emotional intelligence and self-efficacy related with academic performance of the visually impaired students.

III. OBJECTIVES OF THE STUDY

1. To study the relationship between emotional intelligence and academic achievement of visual impaired students.
2. To study the relationship between self-efficacy and academic achievement of visual impaired students.
3. To study the contribution of emotional intelligence and self-efficacy on the academic achievement of visual impaired students.

IV. HYPOTHESES

H0.1 There will be no significant correlation between emotional intelligence and academic achievement of visual impaired students.
H0.2 There will be no significant correlation between self-efficacy and academic achievement of visual impaired students.
H0.3 Emotional intelligence and self-efficacy will be no significantly predictor of academic achievement of visual impaired students.

V. METHODOLOGY

DESIGN

With consideration of the objectives and related variables of the study the investigator was used correlation research design.

POPULATION AND SAMPLE

All blind students of Ravenshaw University were the target population of the present study. The investigator was purposively selected 60 blind students from UG and PG courses.

DATA COLLECTION TOOLS

For collection of data there are three tools were used.

- Emotional intelligence scale developed and standardised that Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2000) was used.
- Self-efficacy scale developed and standardised that Dr. G.P. Mathur and Dr. Raj Kumar. Bhatnagar (2012) was used.
- Last qualifying examination marks will be serving as the academic achievement score.

DATA ANALYSIS TOOLS

For analysis of the data the investigator was employed these below mentioned data analysis techniques-

- In order to see the relationship between emotional intelligence and academic achievement of visual impaired students, the product moment correlation method was used.
- In order to see the relationship between self-efficacy and academic achievement of visual impaired students, the product moment correlation method was used.
- In order to find out the contribution of emotional intelligence and self-efficacy on academic achievement, the multiple correlation method was used.
VI. RESULT AND DISCUSSION

In this section the investigator finding out the result objective wise, through product moment correlation and multiple correlation analysis.

**Objective no: 1 to study the relationship between emotional intelligence and academic achievement of visual impaired students.**

Table-1 Coefficient of Correlation among the components of Emotional intelligence and Academic achievement

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Coefficient of correlation ‘r’</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional intelligence</td>
<td>54</td>
<td>130.50</td>
<td>10.67</td>
<td>0.413**</td>
<td>0.002</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>54</td>
<td>63.87</td>
<td>8.31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Table- 1 indicates that the obtained value of coefficient of correlation (.413) of total value of emotional intelligence and academic achievement of visually impaired students are positively related and significant at 0.01 level of significance. Correlation coefficient value is greater than ‘P’ value. Thus, null hypothesis is rejected. It means there is a significantly correlation between emotional intelligence and academic achievement of visually impaired students. Further, in other word visually impaired students having high emotional intelligence have shown high academic achievement. From the above analysis and interpretation, it can be concluded that emotional intelligence was positively related with academic achievement of visually impaired students. The present result was supported the previous research conducted by Rani, (2017), Sharma & et all (2016), Mohzan, Hassan and Halil (2013), Yahaya, Ee and et all (2012), Zare (2001). Their study was impact and relationship between emotional intelligence and academic achievement of college level students. However, Panda (2009) concluded that emotional intelligence of visually impaired adolescent girls is positively correlated with their educational achievement.

**Objectives-2. To study the relationship between of self-efficacy and academic achievement of visual impaired students.**

Table-2 Coefficient of Correlation between self-efficacy and academic achievement

<table>
<thead>
<tr>
<th>Variables</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>N</th>
<th>Coefficient of correlation or ‘r’</th>
<th>Sig (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>75.28</td>
<td>7.233</td>
<td>54</td>
<td>.443</td>
<td>.001</td>
</tr>
<tr>
<td>Academic achievement</td>
<td>63.89</td>
<td>8.302</td>
<td>54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-2 indicates that the mean value of self-efficacy is 75.28 and SD value is 7.233 on the others, the mean value of academic achievement is 63.89 and SD value is 8.302. Further, obtained value of coefficient of correlation (.443) of self-efficacy and academic achievement of visually impaired students are positively related and significant at 0.01 level of significance. It means self-efficacy of visually impaired students is positively significantly related with academic achievement. Further, it means visually impaired students having high self-efficacy exhibited high in academic achievement. The result of the above table depicts that higher level of self-efficacy of visually impaired students leads to their higher level of academic achievement. This finding does find support by few previous studies like, Shahed, Ilyas, and Hash (2016) who conclude that a Significant correlation between academic performance, self – efficacy, and perceived social support of visually impaired students. There are many study was conducted on relationship between self-efficacy and academic achievement and result indicates that there is significant correlation between self-efficacy and academic achievement (Dragoshi and Samuel, 2016; Arbibasjarou, Zare, Shahriakipour and Ghoreishinia, 2016; Meera and Jumana, 2015; Koseoglu, (2015); Safaria and Ahmad, 2013; Loo and Choy, 2013; Motlagh, Amrai, Yazdani and et. al., 2011). But these studies were not conducted on visually impaired students.

**Objectives-3. To study the contribution of emotional intelligence and self-efficacy on the academic achievement of visual impaired students.**

In order to find out the contribution of emotional intelligence and self-efficacy on the academic achievement of visual impaired students, coefficient of multiple regression correlation computed.
Table- 3 Model summary of emotional intelligence and self-efficacy as constant variables on academic achievement of visually impaired students

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.488a</td>
<td>.238</td>
<td>.208</td>
<td>7.389</td>
</tr>
</tbody>
</table>

Predictors: (Constant), Emotional intelligence, Self-efficacy

Model summary table no- 3 shows that ‘R’ square value are .238 which indicates that variation in dependent variables i.e. academic achievement score of visually impaired students were resulted due to the independent variables i.e. emotional intelligence and self-efficacy. This was an overall measure of association between dependent variables and independent variables. This value reflects the extent to which any particular independent variable (emotional intelligence and self-efficacy) is associated with the dependant variable (academic achievement).

Table- 4 Predicting emotional intelligence and self-efficacy as an independent variable about dependent variables academic achievement

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>868.888</td>
<td>2</td>
<td>434.444</td>
<td>7.957</td>
<td>.001b</td>
</tr>
<tr>
<td>Residual</td>
<td>2784.445</td>
<td>51</td>
<td>54.597</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3653.333</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Academic achievement
Predictors: (Constant), Emotional intelligence, Self-efficacy

Table 4. Shows that the ‘F’ statistics was carried out to find out the overall significance test assessing whether the independent variables when used together reliably predict the dependent variables. The ‘F’ value (7.957) of emotional intelligence and self-efficacy visually impaired students with academic achievement. The ‘P’ value associated with this ‘F’ value was very small at 0.001 level of significance. Thus it was found that independent variables (emotional intelligence and self-efficacy) can reliably predict the dependent variables (academic achievement).

Table: 5 Coefficient of correlation between independent variables (Emotional intelligence and self-efficacy) and dependent variables (Academic achievement)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>12.411</td>
<td>13.241</td>
<td>.937</td>
<td>.353</td>
</tr>
<tr>
<td>Self-efficacy</td>
<td>.356</td>
<td>.168</td>
<td>.310</td>
<td>2.123</td>
</tr>
<tr>
<td>Emotional intelligence</td>
<td>.189</td>
<td>.114</td>
<td>.243</td>
<td>1.664</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Academic achievement

A sample linear regression was calculated to find out the contribution of emotional intelligence and self-efficacy factors as constant variables on academic achievement of visually impaired students. Table 4.5 shows that coefficient for self-efficacy (.310) and emotional intelligence (.243) factor as constant variables predicting the academic achievement of visually impaired students is positively significant at 0.01 level of significance as p value is less than alpha value level. Thus null hypothesis 3 has rejected. It means Emotional intelligence and self-efficacy was positively significantly predictor of academic achievement of visual impaired students. It reveals that self-efficacy as a strong predictor of academic achievement of visually impaired students than emotional intelligence. Further, it indicates that visually impaired students having self-efficacy and emotional intelligence shown high predictors of academic achievement. The present findings support some previous studies like Zare (2001), Ekeh & Oladayo (2015), and Arora & Singh (2014).
VII. EDUCATIONAL IMPLICATIONS

Main findings and discussion of results the present study has its greatest implication for the planer, policy maker, administrator, teacher and students in following way.

Emotional intelligence

- If emotional intelligence help make good relation with others, then teachers also try to understand the visually impaired student’s emotion and develops this ability through organised different types of activities like collaborative work, self-motivational programme etc.
- Emotional intelligence helps to visually impaired student for their adjustment in every situation and different school setting. So teacher will help to the students for developed their emotional intelligence.

Self-efficacy

- If self-efficacy is belief of one’s capability, then teachers try create a belief about visually impaired students one’s capability. Also try to developed student’s self-belief and modify their internal ability. Teachers try to understand to their student’s internal abilities, weakness and strangeness.
- Teachers also help to the students to select the goal according to their ability. Also try to develop their self-confidence and self-belief.

Implication for administrators: For nurturing high self-efficacy among visual impaired students educational administrator should organise guidance and counselling programme, self-awareness programme in the institution.

VIII. DELIMITATION OF THE STUDY

The present study was delimited on UG and PG Blind students of Ravenshaw University, Cuttack with 60 visual impaired students. It would conduct with a large sample across the nation. In this study the investigators was used correlational research design, it could conduct by using mixed method research design for better exploration of the problem.

IX. BIBLIOGRAPHY


