

# EMOTIONAL INTELLIGENCE OF DIFFERENTLY ABLED STUDENTS OF COIMBATORE DISTRICT

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## ABSTRACT

The present research study attempts to find out the emotional intelligence of differently abled students in Coimbatore district. Random Sampling Technique was used to compose a sample of 100 differently abled students. Mean, Standard Deviation 't' and F value were calculated for the analysis of data. The result revealed that differently abled students from different schools. The differently abled students possess the medium level of emotional intelligence. The study revealed that medium of instruction, nature of school had influence in the emotional intelligence of differently abled students. Gender, Locality, types of management had no impact in emotional intelligence of differently abled students.

**Key words: emotional intelligence, differently abled students**

## INTRODUCTION

Human beings have been considered as the highly superior species among the living creatures exist in our universe and so, solely mankind has the responsibility to make vulnerable, secular and pro-social societies for every living organism to survive equally and happily in this world. The lack of attention to emotional intelligence in our homes and schools that has lead to a rapid rise in the current social ills. Emotional intelligence when well exercised helps us to live a life full of wisdom. It guides our thinking, values and passions. It helps to bring appropriateness to emotions. People with a high level of emotional intelligence are found to be happier, more successful, and more socially responsible, experience more job satisfaction, have more harmony in their relationships and are better adjusted than people with low emotional intelligence. Emotional Intelligence of differently abled students are unique and hence 'special'. Teachers who once dealt with mischievous, untruly learners and occasional temper tantrums now have to deal with violence and disorder to crisis proportions. Emotional intelligence is one of the tools that can help inclusion of difficult learners in a smoother process. Disabled students seem to be different from normal students only for the reason that they perceive the situations in their life in somewhat a different because of their unusual needs. They observe and receive things and situations using senses other than deprived ones. All the apparent differences are very natural if one is lacking important senses. Their dealings and

adjustment with the whole world are different from the others. Many children are unable to sit still, finish tasks, plan ahead, or even be aware what is going on around them.

These children face lot of aggressive behaviours, frustrated with their disability, low self esteem, lack relationship skills, doesn't show motivation and so on. They have to be encouraged and motivated to face the life with their disabilities. Developing emotional intelligence among children with special needs is important for the promotion of quality to outer life and to the inner life as well.

### **EMOTIONAL INTELLIGENCE**

Emotional intelligence means the ability of an individual to read others emotions accurately to motives one self to be aware of one's emotions and to regulate and control one's own emotional responses.

In this study, Emotional intelligence means the scores obtained by differently abled students in the emotional intelligence inventory administered by the investigator

### **DIFFERENTLY ABLED STUDENTS**

A disability is a physical or mental impairment that substantially limits one or more major life activities such as learning, working, walking, seeing, and hearing. The term differently abled students refers to children those of the majority of children in society. These children deviate from average children to the extent they can not receive classroom instruction in regular schools. At present it is appropriate to define differently abled students as those who differ from the average to such a degree in physical and psychological characteristics that the traditional school programme does not allow all around development and progress for them. The differently abled students is defined as the average or normal child in mental characteristics, in sensory abilities in neuromuscular or physical characteristics in social or emotional behaviour in communication abilities in multiple handicaps to such an extent that he requires a modification of social practices or special educational services in order to develop to his maximum capacity. Differently abled students are the children whose performance deviates from the normal children by physically, mentally or emotionally to an extent that they need special educational programme and intervention.

In this study investigator selected visually impaired, hearing impaired, mentally challenged and locomotors disabled children studying in their respective special schools of Coimbatore District

### **REVIEW OF LITERATURE**

Rajput(2013) studied Comparative study of Emotional Intelligence and self confidence among the abled and disabled students at secondary school level in Haryana. A sample of 140 students of secondary school of Haryana were selected on random basis. Mangal Emotional Intelligence inventory and self confidence inventory developed by M. Basa Vanna were used to collect the data. The findings revealed that able bodied students were more self confident and emotional intelligent than disabled students.

Mishra(2012) studied the effect of Emotional Intelligence on Academic Achievements of Jaipur senior secondary students. A sample of 1000 students was drawn adopting random-cum cluster sampling technique from government senior secondary school of Jaipur district, Rajasthan. Survey method was used

to collect the data. The study revealed there was a positive effect of emotional intelligence on academic achievement of total group students and especially girls students.

Mohan (2011) conducted studied on “Emotional Intelligence of scheduled caste students in relations to self-concept”. The major objectives were to find out the relationship between Self Concept and Emotional Intelligence. The Manjal Emotional Intelligence inventory and Bhatnagar’s self concept inventory were administrated on the 584 scheduled caste male and female students of arts and science stream of class XI. The sample consisted of 335 male and female scheduled caste students of arts and science stream with high and emotional intelligence.

Veena (2010) studied the Impact of Emotional Intelligence and Study skills of high schools students. The major objectives were find out the effect of Emotional Intelligence and Study skills of high school students. 60 high school students constituted the sample of the study. Emotional Intelligence scale developed by Nutan Kumar. Based on the findings of the study it was concluded that there was no significant difference with regard to the impact of gender on Emotional Intelligence and Study skills of high school students.

### **STATEMENT OF THE PROBLEM**

The problem selected for the present study is entitled as EMOTIONAL INTELLIGENCE OF DIFFERENTLY ABLED STUDENTS OF COIMBATORE DISTRICT.

### **OBJECTIVES OF THE STUDY**

- 1) To study the level of emotional intelligence of differently abled students.
- 2) To measure the emotional intelligence of differently abled students on the basis of Gender, Locality, Medium of Instruction, Types of management and Nature of School.

### **HYPOTHESES**

- 1) There is no significant difference in the mean scores of emotional intelligence of male and female differently abled students .
- 2) There is no significant difference in the mean scores of emotional intelligence of rural and urban differently abled students .
- 3) There is no significant difference in the mean scores of emotional intelligence of Tamil and English medium differently abled students .
- 4) There is no significant difference in the mean scores of emotional intelligence of differently students with respect to type of management.
- 5) There is no significant difference in the mean scores of emotional intelligence of differently abled students with respect of nature of school.

### **METHOD OF THE STUDY**

Survey method was used by the investigator for this study

**SAMPLE**

The present study was conducted on sample consisted of visually impaired, hearing impaired, mentally challenged and locomotor disabled students studying in different special schools in coimbatore district. The size of the sample is 100.

**TOOL USED**

The tool used for the present study was,

Emotional intelligence scale constructed and standardized by the Investigator.

**STATISTICAL TECHNIQUES USED**

The following statistical techniques have been used in the present study for the analysis of collected data.

1. Descriptive Analysis
2. Differential Analysis

**Gender wise comparison of emotional intelligence of differently abled students.**

Gender	Mean	SD	N	't'	Level of significant
Male	139.62	19.929	52	0.48	Not
Female	137.75	18.365	48		Significant

The calculate t value ( $t=0.48, P>0.05$ ) is not significant at any level. Therefore the null hypothesis, There is no significant difference in the mean scores of emotional intelligence of male and female disabled students is accepted. That is emotional intelligence of differently abled students do not statistically differ with their gender. Thus from the mean scores it is clear from male and female differently abled students do not significantly in their emotional intelligence.

**Locality wise comparison of emotional intelligence of differently abled students.**

Locality	Mean	SD	N	't'	Level of significant
Rural	135.22	18.759	45	1.670	Not
Urban	141.58	19.105	55		Significant

The calculate t value ( $t=1.67, P>0.05$ ) is not significant at any level. Therefore the null hypothesis, There is no significant difference in the mean scores of emotional intelligence of rural and urban disabled students is accepted. That is emotional intelligence of differently abled students do not statistically differ

with their locality. Thus from the mean scores it is clear from rural and urban differently abled students do not significantly in their emotional intelligence

#### Medium wise comparison of emotional intelligence of differently abled students.

Gender	Mean	SD	N	't'	Level of significant
Tamil	134.98	19.315	59	2.43	Significant
English	144.10	17.711	41		

The calculated t value ( $t= 2.43, p<0.05$ ) is significant at 0.05 level. Hence the null hypothesis There is no significant difference in the mean scores of emotional intelligence of Tamil medium and English medium disabled students is rejected. It is clear from the mean scores, that Emotional intelligence of English medium differently abled students is 144.10, which is significantly higher than that of Tamil medium differently abled students whose mean scores of emotional intelligence is 134.98. Hence the differently abled English medium students were found to have significantly higher emotional intelligence than those of Tamil medium students.

#### Type of management wise comparison of emotional intelligence of differently abled students.

Gender	Mean	SD	N	t	Level of significant
Aided	137.71	20.586	45	0.47	Not Significant
Unaided	139.55	17.983	55		

The calculated t value ( $t= 0.47, p>0.05$ ) is not significant at any level. Therefore the null hypothesis, There is no significant difference in the mean scores of emotional intelligence of different type of management of disabled students is accepted. That is emotional intelligence of differently abled students do not statistically differ with their type of management. Thus from the mean scores it is clear that Aided and Unaided differently abled students from aided unaided schools do not significantly in their emotional intelligence.

#### Comparison the mean scores of emotional intelligence of differently abled students with regard to nature of school

Nature of School	N	Mean	S. D	Source	Sum of Squares	df	F	Level of significance
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Girls	31	139.45	20.133	Between Groups	2299.048	2	3.290**	Significant
Boys	33	132.39	18.335	Within Groups	33895.112	97		
Co- education	36	143.89	17.710					

Note \*\* indicates significant difference at 0.05 level

The above table showed that, the calculated 'F' value 3.29 is higher than the table value (3.00) at 5% level significance. Hence the null hypothesis is not accepted. It shows that there existed significant difference among Girls, Boys and Co-education of differently abled students emotional intelligence. Mean values show that Co-education students possess better job satisfaction compared to Boys and Girls students.

Based on the above result scheffe multiple comparison is used for further analysis.

#### Result of Scheffe's Procedure

Category	Pair	Scheffe's P
Girls(A)	A vs B	0.324
Boys (B)	A vs C	0.627
Co-Education(C)	B vs C	0.043

Note \*\* indicates significant difference at 0.05 level

The above shows that, there existed significant difference between Girls and Co-education differently abled students emotional intelligence. The other differently abled students Girls and Boys, Boys and Co-education differently abled students do not differ in their emotional intelligence.

#### CONCLUSION

From this study, it is found that emotional intelligence of differently abled students of Coimbatore District. The findings of that revealed that differently abled students from different schools. The differently abled students possess the medium level of emotional intelligence. The study revealed that medium of instruction, nature of school had influence in the emotional intelligence of differently abled students. Gender, Locality, types of management had no impact in emotional intelligence of differently abled students.

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