



EMOTIONAL INTELLIGENCE OF DIFFERENTLY ABLED HIGH SCHOOL STUDENTS

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ABSTRACT

The present study aims to examine the emotional intelligence of differently abled high school students. The study adopts a descriptive survey method. A sample of 400 visually impaired, hearing impaired, mentally challenged and locomotor disabled students studying in different special schools in Coimbatore district using stratified random sampling technique. Data collected using a standardized emotional intelligence scale. 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 gender and location of institution had influence in the emotional intelligence of differently abled students. Religion and community had no impact in emotional intelligence of differently abled students.

Key words: Emotional Intelligence, Differently Abled, Visually Impaired, Hearing Impaired, Mentally Challenged

Introduction

Emotional intelligence is the ability to recognize, understand, and realize how one's emotions affect others. It involves the perception of one's own emotion and of others. A person's emotional intelligence helps him very much in all spheres of life through its various constituents namely knowledge of his emotion, managing, motivating oneself, and handling relationships. Student teacher should possess emotional intelligence to deal successfully in teaching-learning process. Moreover emotional intelligence is a unitary ability, which helps is helpful in knowing, and judging emotion in close co-operation with one's thinking process. Also, it helps to behave in a proper way for the ultimate realise of the happiness and welfare of the self and to deal with his students.

The differently abled children are more emotionally troubled than that of normal children. Most of these students grow in a lonely environment. Hence they became depressed, angry, unruly, more nervous and prone to worry. Also they are more impulsive and aggressive. So there is an increasing need to address the emotional health of these children. Emotions are the sort of feeling or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other types of behavioural acts. But least attention has been paid for developing and inculcating the emotional intelligence among differently abled students. Hence the investigator made an attempt to study the emotional intelligence of differently abled students.

Review of related literature

Khan and Shukla (2025) conducted a comparative study of 200 students, consisting of 100 differently abled and 100 able-bodied students. The study examined emotional intelligence and academic achievement and reported significant differences between the two groups, along with a positive relationship between emotional intelligence and academic achievement.

Roy, Roy and Roy (2024) investigated emotional intelligence among 150 undergraduate students with and without disabilities at Jadavpur University, Kolkata. The sample included students with visual, locomotor and hearing impairments. The study reported differences in emotional intelligence according to disability status and type of disability, and reported a negative association between percentage of disability and emotional-intelligence levels. The authors highlighted the need for specialized educational support for emotional development.

Nadhiya (2023) examined emotional intelligence among 120 visually impaired students aged 13–14 years studying in special and integrated schools in selected districts of Tamil Nadu. The study used the EQ-I standard tool. Significant differences were reported in certain emotional-intelligence components, including empathy between students in integrated and special schools, and differences related to stress tolerance, problem solving, reality testing and overall emotional intelligence by gender.

Karande et al.,(2022)studied emotional intelligence among 100 students with specific learning disabilities studying in Classes VII–IX in Mumbai. Emotional intelligence was assessed using the Four EsScale of Emotional Intelligence–Adolescents. The study found that overall emotional intelligence was similar to that of regular students, although students with specific learning disabilities had significantly lower scores in the school setting and higher scores in the social setting. The authors emphasized the importance of assessing emotional intelligence to identify areas requiring support.

Statement of the problem

The problem selected for the present study is entitled as “Emotional Intelligence of Differently Abled High School Students of Coimbatore District”.

OBJECTIVES OF THE STUDY

- 1) To study the level of emotional intelligence of differently abled high school students.
- 2) To compare the emotional intelligence of differently abled students on the basis of Gender, Locality, Religion, and Community.

HYPOTHESES FRAMED

The following are the major null hypotheses framed for the present investigation.

- 1) There is no significant difference in the mean scores of emotional intelligence of male and female differently abled high school students .
- 2) There is no significant difference in the mean scores of emotional intelligence of rural and urban differently abled high school students .
- 3) There is no significant difference in the mean scores of emotional intelligence of different differently abled high school students with respect to religion.
- 4) There is no significant difference in the mean scores of emotional intelligence of differently abled high school students with respect to community.

Method of the study

Normative survey method is used for this study

Sample

The present study was conducted on a sample of 400 visually impaired, hearing impaired, mentally challenged and locomotor disabled students studying in different special schools in Coimbatore district using stratified random sampling technique.

Tools used

The tools used for the present study were,

Emotional intelligence scale developed and validated by 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

Comparison of mean scores of emotional intelligence of differently abled high school students based on gender.

Gender	Mean	SD	N	T	P	Significance
Male	22.55	9.18	203	3.68	0.000	Sig at 0.05 level
Female	19.20	8.94	197			

The calculated t value ($t = 3.68$) is significant at 0.05 level. Hence the null hypothesis There is no significant difference in the mean scores of emotional intelligence of male and female disabled students is rejected. It is clear from the mean scores, that Emotional intelligence of male differently abled students is 22.55, which is significantly higher than that of female differently abled students whose mean scores of emotional intelligence is 19.20. Hence the differently abled male students were found to have significantly higher emotional intelligence than those of female high school students.

Comparison of Emotional Intelligence based on Location of Institution

Locality	Mean	SD	N	t	Significance
Rural	18.32	8.81	223	6.628	Sig at 0.05 level
Urban	24.15	8.68	177		

The calculated t value ($t=6.628$) is significant at 0.05 level. Therefore the null hypothesis “There is no significant difference in the mean scores of emotional intelligence of different location of institution of disabled students” is rejected. It is clear from the mean scores that the emotional intelligence of differently abled students from area urban is 24.15, which is significantly higher than those of rural whose mean scores of emotional intelligence is 18.32. It may, therefore, be said that the differently abled students from urban area were found to have superior emotional intelligence than those of rural area high school students.

Religion wise comparison of emotional intelligence of differently abled students

Religion	Mean	SD	Source	Sum of Square	Df	Mean Square	F	P	Significance
Hindu	21.29	9.52	Between GP	87.07	2	43.53	0.15	0.6	NS
Christian	20.79	8.84	Within GP	33737.80	397	84.98			
Muslim	1960	9.73	Total	33824.87	399				

From the table it is evident that the calculated value ($F=0.15$) is not significant at any level. Therefore the null hypothesis there exists no significant difference in the man scores of Hindu, Christian and Muslim differently abled students in their emotional intelligence are accepted That is emotional intelligence of differently abled students do not statistically differ with their religion.

Comparison of Emotional Intelligence based on Community

Community	Mean	SD	Source	Sum of Squares	DF	Mean Square	F	Significance
OC	22.18	9.84	Between GP	433.66	2	216.83	2.578	NS
BC	20.28	8.93	Within GP	33391.21	3.97	84.11		
SC/ST	23.25	9.63	Total	33824.87	399			

From the table it is evident that the calculated value ($F=2.578$) is not significant at any level. Therefore the null hypothesis there exists no significant difference in the man scores of OC, BC and SC/ST differently abled students in their emotional intelligence are accepted, That is emotional intelligence of differently abled students do not statistically differ with their community.

Conclusion

The present study was conducted to find out the emotional intelligence of differently abled high school 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 gender and location of institution had influence in the emotional intelligence of differently abled students. Religion and community had no impact in emotional intelligence of differently abled students.

For differently abled high school students, appropriate emotional and educational support may be particularly important. The present study therefore seeks to examine emotional intelligence among differently abled high school students and provide findings that may be useful for teachers, parents, counsellors, and educational institutions in promoting inclusive and supportive learning environments.

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