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Title of Thesis: Emotional Intelligence of Visually Impaired Adolescent girls in relation to Their Level of Aspiration and Educational Achievement

ABSTRACT

INTRODUCTION

Adolescence is such a stage where an individual always faces problems of adjustment in the society. In the developmental milestones, adolescence is a transitional stage of development that occurs between childhood and adulthood. This transition involves biological, social and psychological changes. This is a most crucial for a girl in which she faces some typical psycho-emotional problems to cope with the immediate and subsequent environment. And if this problem is associated with some disabilities especially with visual impairment, then enormous effort is needed to train them for self-sustenance.

RATIONALE

Adolescents especially girls and specifically visually impaired girls face some typical socio-psycho-emotional distresses after the onset of their adolescent age. In this home, school, and society plays a substantial role in the right or wrong upbringing. Identity crisis and depression, their changing mind, body and relationships often put them in stressful situation. It has been claimed that congenitally impaired persons have more developmental milestones' difficulties than those who have been impaired later in life. Several researchers found that gender, age and disability matter in an individual's adjustment to self and others. So with a view to get in-depth knowledge about these individuals and to suggest some remedies for their betterment, it was decided to take visually impaired adolescent girls as sample for the present study with special reference to see the relationship of emotional intelligence with level of aspiration and educational achievement

OBJECTIVES

The major objective of the present study was to find out the correlation of emotional intelligence with level of aspiration and educational achievement of visually impaired adolescent girls studying in both inclusive and exclusive settings. Another most important objective of the present study is the difference between two settings and two categories of visually impaired in terms of emotional intelligence, level of aspiration and educational achievement.

METHODOLOGY

For the present study, **Descriptive survey method** was employed by the researcher. The purposive cum convenience sampling technique was used to the selection of the sample from Delhi & NCR. The sample consists of 100 visually impaired adolescent girls- 50 from inclusive setting and 50 from exclusive setting. The researcher adopted the Emotional Intelligence Test (Developed by Dr. Ramvir Sharma) and developed the Level of Aspiration Tool for collection of data. For Educational Achievement, annual achievement score of each individual sample were collected from concerned school. For analysis of data Mean, S.D., Product Moment Correlation and Regression statistical techniques were used. t-test was used to see the significance of difference between two groups.

FINDINGS

The major findings on the basis of objectives revealed that emotional intelligence is more closely related with educational achievement than level of aspiration with reference to specific sample. It was also found that out of five dimensions of emotional intelligence both managing emotions and empathy have very low or no correlation with level of aspiration and educational achievement. Another most important findings of the present study are the differences between two settings and two categories of visually impaired in terms of emotional intelligence, level of aspiration and educational achievement. Significance differences were found between inclusive vs. exclusive settings and congenital vs. adventitious groups of visually impaired adolescent girls on these mentioned variables.

IMPLICATIONS:

On the basis of above findings it implies that the institutional authorities, school/college heads, special educators, teachers, and clinical psychologists are required to take appropriate measures to improve the relationships of empathy and managing emotions with level of aspiration and educational achievement by way of proper activities planned for this purpose. Proper environment should be provided to the visually impaired adolescent girls to improve their emotional level. Appropriate steps need to be taken to improve the emotional intelligence and aspiration level. Schools authorities of the inclusive system should take certain steps for more effective inclusion of special needs children.