

A Study on Mental Health in Relation to Emotional Intelligence of College Students with Visual Impairment and Normal Vision

Dr. Kuldeep Singh Tomar* Dr. Anil Kumar Verma**

*Principal, Tridev College of Education, Muzaffarnagar (U.P.) INDIA

**Assistant Professor, Ambrish Sharma College of Education & Technology, Meerut (U.P.) INDIA

Introduction - The earliest roots of emotional intelligence can be traced to Darwin's work on the importance of emotional expression for survival and second adaptation. In the 1900s, even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several influential researchers in the intelligence field of study had begun to recognize the importance of the non-cognitive aspects. For instance, as early as 1920, E.L. Thorndike used the term social intelligence to describe the skill of understanding and managing other people.

The first use of the term "Emotional Intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion : Developing Emotional Intelligence from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Goleman (1995).

Emotions: Aristotle (384-332) use the word "passion" to include appetite, anger, fear, confidence, joy, love, and hate-loving emulation and in general various states accompanied by pleasure and pain.

Emotional Intelligence: According to Mayer and Salovey (1997), "Emotional Intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth".

Aspect of Emotional Intelligence: To be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EQ embraces two aspects of intelligence:

- I. Understanding yourself, your goals, intention, responses, behavior and all.
- II. Understanding others, and their feelings.

Domains of Emotional Intelligence: Goleman identified the five 'domains' of EQ as:

1. Knowing your emotions.
2. Managing your emotions.
3. Motivating yourself.
4. Recognizing and understanding other people's emotions.
5. Managing relationships, i.e. managing the emotions of others.

Mental Health: The term mental health is of recent origin. The concept and the objectives of mental health have been explained differently by different authorities. Authorities have not yet found a definition of mental which is unanimously accepted. It is, therefore, advisable to describe the characteristics of mentally healthy individuals than to define the term. However, Jahoda (1963) presented a definition of mentally healthy individual which may be noted here. "A mentally healthy person is one who actively masters his environment, demonstrates a considerable unity or consistency of personality and is able to function effectively without making undue demands upon other."

Justification of the Study: The importance of the study is also reflected in the need to understand the relationship of emotional intelligence with mental health. In order to further understand the psycho-social implications of visual impairment on the said psychological variables.

Statement of the Problem: "A Study of Mental Health in relation to Emotional Intelligence of Visual impairment and Normal vision."

Need and Importance of the Study: Intelligence refers to the abilities to adjust with the situations. It is a concept that refers to individual differences in the ability to acquire knowledge to think and reason effectively, and deal adaptively with the environment. Earlier, it was thought that performance or attainment in any field is the outcome of

certain abilities, collectively known as intelligence. However, increasingly it has been realized that in addition to intelligence, emotions are equally or even more responsible for performance. Emotions are powerful organizers of thought and action and paradoxically indispensable for reasoning rationally. When emotions are acknowledged and guided constructively, they enhance performance. IQ and even Standard Achievement Test (SAT) scores don't predict success in life. Even success in academics can be predicted more by emotional and social measures – e.g. being self-assured and interested, following directions, turning to teachers for help, expressing needs while getting along with other colleagues.

Objectives:

1. To study the difference in mental health and emotional intelligence of college students with visual impairment and normal vision.
2. To study the difference in mental health and emotional intelligence of male and female college students with and normal vision.
3. To study the difference in mental health and emotional intelligence of male and female college students with normal vision.
4. To study the difference in mental health and emotional intelligence of college students, with congenital and adventitious visual impairment.
5. To study the difference in mental health and emotional intelligence of college students, with totally blindness and partial vision.

Hypothesis:

1. There are no significant differences in mental health and emotional intelligence of college students with visual impairment and normal vision.
2. There are no significant differences in mental health and emotional intelligence of male and female college students with normal impairment.
3. There are no significant differences in mental health and emotional intelligence of male and female college students with visual impairment.
4. There are no significant differences in mental health and emotional intelligence of college students, with congenital and adventitious visual impairment.
5. There are no significant differences in mental health and emotional intelligence of college students, with total blindness and partial vision.

Delimitations: The study covers a vast area including Emotional Intelligence and Mental Health at visual impairment and normal vision. However, to reach out to all the subjects requires a lot of time, resources and labour. Hence, it is essential to delimit and specify the area of the study. The researcher has delimited the study as under only college students.

1. The area of present study limits of Delhi and U.P.
2. The study was conducted on college students only.
3. Only Emotional Intelligence and Mental health is

measured in present study.

4. The present study was conducted for visual impairment and normal vision in Delhi and U.P.
5. Tools were administered over college students.
6. This study is not to be generalized.

Method and Procedure: A well thought out plan of action in advance followed by a systematic execution brings out fruitful results. Keeping in view the nature of the present study, procedure adopted to tackle the present research problem was planned in advance.

Research Method: The focus of the study has to:

- Study the difference between college students with visual impairment and normal vision in terms of mental health & emotional intelligence.

Sampling: Purposive sampling procedure was followed to select two hundred college students. A purposive sample of 100 college students with visual impairment was selected from different colleges of Delhi and U.P. Another comparative sample of 100 college students with normal vision was also selected from Delhi and U.P. state in both cases out of 200 students 160 were male and 40 were female students.

Tools and Technique Used: For each and every type of research, we need certain tools and techniques together with the required facts or to explore new areas. The selection of tools for a particular study depends upon certain factors such as the objectives of the study, the amount of time at disposal of the investigator and availability of suitable tests. Taking these factors into consideration, the investigator decided to use the following tools for the present study.

1. Mental Health Inventory (M.H.I.) developed by Jagdish and Srivastava A.K.
2. Emotional Intelligence Scale (EIS) developed by the investigator himself.

Collection of Data: After selecting samples of college students with visual impairment and normal vision, concerned authorities were contacted by the investigator to seek permission for administering relevant tools on the students. Investigator established rapport with the students before actual administration of difference research tools namely, Student Mental Health Inventory and Emotional Intelligence Scale and explained briefly but distinctly the purpose of the study.

Statistical Techniques Used: In order to analyze the data with suitable statistical techniques to study the differences between mean scores of concerned variable with reference to relevant groups, t-test was employed.

Main Findings:

1. Difference between college students with visual impairment and normal vision

- i. Mental health and its dimensions of college students with normal vision were more than those of college students with visual impairment.
- ii. Emotional intelligence and its dimensions of college students with normal vision were more than those of

college students with visual impairment.

2. Difference between male and female college students with normal vision (N.V.)

- i. Male and female college students with N.V. do not differ significantly in terms of mental health and its five dimensions viz., positive self evaluation, perception of reality, integration of personality, autonomy, environmental mastery. However, male college students with normal vision were found better on group oriented attitude.
- ii. Male college students with normal vision are better than the female college students with normal vision on emotional intelligence and its three dimensions viz Mood Management, empathy and Managing relationship. However, these two groups do not differs significantly with regard to other two remaining dimensions of emotional intelligence viz, self awareness and self motivation.

3. Difference between male and female college students with visual impairment (V.I.)

- i. Male college students with V.I. were found better than female college students with V.I. on mental health and its four dimensions viz, positive self evaluation, perception of reality and autonomy and environmental mastery. However, these two groups do not differ significantly with regard to two dimensions of mental health viz. integration of personality and group-oriented attitude.
- ii. Male college students with V.I. were found better than female college students with V.I. on emotional intelligence and its all the five dimensions viz, self-awareness, Mood management, self motivating, empathy and Managing relationship.

4. Difference between college students with congenital and adventitious visual impairment (V.I.).

- i. College students with congenital and adventitious V.I. do not differ significantly in terms of mental health and it's all the dimensions viz, positive self evaluation perception of reality, integration of personality, autonomy, and group oriented attitude and environmental mastery.
- ii. College students with congenital and adventitious V.I. do not differ significantly with regard to emotional intelligence and it's all the dimensions viz, self-awareness, Mood management, self motivating, empathy and Managing relationship.

5. Difference between totally blind and partially seeing college students.

- i. Totally blind and partially seeing college students do not differ significantly on mental health and it's all the six dimensions viz, positive self evaluation, perception to reality, integration of personality, autonomy, and group oriented attitude and environmental mastery.
- ii. Totally blind and partially seeing college students do not differ significantly on emotional Intelligence and its

all the five dimensions viz, self-awareness, Mood management, self motivating, empathy and Managing relationship.

6. Effect of status of vision and sex on different variables:

- i. Status of vision had significant effect on mental health and it's all the six dimensions viz, positive self evaluation, perception of reality, integration of personality, autonomy group oriented attitude and environmental mastery.
- ii. Sex had significant effect on mental health and its, three dimensions viz, positive self evaluation, autonomy, group oriented attitude. However, sex had no significant effect on three dimensions of mental health viz. integration of personality, perceptions of reality and environmental mastery.
- iii. Status of vision and sex had no significant interactional effect on mental health and it's all the six dimensions viz. positive self evaluation, perception of reality, integration of personality, autonomy, and group oriented attitude and environmental mastery.
- iv. Status of vision had significant effect on emotional intelligence and it's all the five dimensions viz. self-awareness, Mood management, self motivating, empathy and Managing relationship.
- v. Sex had significant effect on emotional intelligence and it's all the five dimensions viz, self-awareness, Mood management, self motivating, empathy and Managing relationship.
- vi. Status of vision and sex had significant interactional effect on emotional intelligence and it's all the five dimensions viz, self-awareness, Mood management, self motivating, empathy and Managing relationship.

References:-

1. Adrian and Petridis (2003), conducted a research work on Trait emotional intelligence and happiness.
2. Agashe (1991), conducted a research work on A psycho-social study of the mental health of players and non-players.
3. Das (1989), has conducted a research work on A study of the mental health of teachers serving in the primary schools of Purl town.
4. Devi & Mayuri (2005) conducted a study on "Relationship between Emotional intelligence and Mental Health."
5. Jahoda (1963), "A mentally healthy reason ins one who actively masters his environment, demonstrates a considerable unit or consistency of personality".
6. Kauffhold and Johnson (2005), conducted a study on "Analysis of the Emotional Intelligence Skills and Potential Problem areas of Elementary Educations."
7. Kaur (2001), conducted a study on "Psychological Problems of Adolescents of Working and Non-working Women in relation to Emotional Intelligence."
8. Mohanty (1992), has conducted a research work on

- Occupational stress and mental health in executives :
A comparative study of the public and private sector.
9. Scott (2001), conducted a study on "Contribution of Emotional Intelligence to the Social and Academic Success of Gifted Adolescents."
10. Tiwari and Srivastava (2004), conducted a study on "Schooling and Development of Emotional Intelligence."
