



## STRATEGIES FOR ENHANCING EMOTIONAL INTELLIGENCE FOR THE STUDENT WITH VISUAL IMPAIRMENT

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**ABSTRACT** This article highlights the strategies that help students with visual disabilities to enhance their emotional intelligence and psychological well-being. This article reviewed studies related to strategies that improve the emotional intelligence for the student with visual impairment. Students with visual impairment implied solutions to face problems in handling their emotions. Emotional intelligence helps the students with visual disabilities to understand their emotions and others and manage them effectively which in-turn build better confidence and better relationship skills. This article discussed many strategies like Self-determination of emotion, PATHS, conflict management strategies, problem-solving strategy, and RULER approach. These strategies are the evidence-based approach which enriches the social and emotional well of students with visual impairment and its help to overcome their emotional and behavioral problems. These strategies are improving emotional intelligence and build pro-social behaviors among students with visual disabilities and promote better relationships with others and achieve both academic and life success.

**KEYWORDS :** Emotion, Emotional Intelligence, Strategies, Self-awareness, Empathy, Mindfulness & Students with Visual Impairment

### INTRODUCTION

Emotions can play a vital role in human life. The emotions are nothing but how we feel and behave. "Someone says please control your emotions" which means we become calm or maybe its larger smile, angry or crying, which influences our behavior. According to Kendra (2020), emotion has three parts of a component such as a subjective component, physiological component and expressive component. The first one, the subjective component stands for how we are experiencing our emotions and as well as others. The second one is the physiological component of how our bodies react to the emotion, subjective emotion is related to physiological emotion and the last one is the expressive component of how we are behaving in response to the emotion. In this regard, all are interconnected factors in understanding our own emotions. And the same way emotional intelligence plays a big role in shaping human behavior. Emotional intelligence completely understands our own emotion, and how to use in a successful way. Silamboli and Sujathamalini (2019) conducted a study on emotional intelligence and academic achievement of children with visual impairment. Finding revealed that the student with visual impairment got a moderate level of emotional intelligence, which highlights the need for training to improve the emotional intelligence of the students with visual impairment. The emotional intelligence can be improved using various strategies. This article focuses on various strategies for improving emotional intelligence. This study mainly focuses on different strategies which help the students with visual impairment to understand their own emotions and others' emotions and manage the relationship in a more positive manner and which in turn promote pro-social behaviours and be a more empathetic and compassionate person with others.

### Emotional Intelligence

Every individual has a unique behavior. Individual differ in their cognitive, physical, and emotional domains of behavior. Emotions are major determinants in a human relations and individual's self. Emotional intelligence is a term where individuals understand one's own emotion and the feelings of others in a vital form and develop relationships. Emotional intelligence is defined by Mayer and Salovey (1997) as the ability to monitors one's and other emotions. As well as Goleman (1998) explained, emotional intelligence is the capacity to recognize one's own emotions or feelings of others. Emotional intelligence differs person to person; it is an essential aspect of learning and the ability to develop the skills of understanding others. All genius persons have positive emotional intelligence which contributes for their success. All the leaders overcome their stress, stay in control, and handle the negative situation in a more effective manner because they have high level of emotional intelligence. Daniel Goleman describes the five key elements of emotional intelligence, they are



#### Self-Awareness

Self-awareness is nothing but it is the process of understanding one's own self. It gives a better understanding of what you are. Self-awareness point out our own strength and weakness, it helps to build strong confidence. It promotes a good relationship and good community strength.

#### Self-regulation

In the terms of Self-regulation is nothing but is the skill to monitor and regulate one's own emotions. It's an important aspect every child has to develop to understand own self during cognitive development. According to Goleman, a leader's flexibility and commitment to personal accountability arises out of self-regulation. Self-regulation helps us to know our values, to indicate what's most important to us? and what is our strength? It helps us to keep ourselves to be accountable. The most important aspect in human life, is self-realization.

#### Motivation

The next dimension of emotional intelligence is motivation which urges self to move towards target goals. According to Mark Twain, "the secret of getting ahead is getting started". This dimension stresses the need to be motivated which make us to push ourselves, where no one else is doing for us. The motivation act as a intrinsic and extrinsic factor to move ahead and achieve success.

#### Empathy

The term empathy is used to explore a wide level of experiences. Empathy is an emotion referred to as the ability to feels other people's emotions. This is the important skills to understanding others what they feel or think.

#### Relationship Management (Social Skills)

Relationship management is nothing but handling emotions to

maintain effective relationship in a well-balanced manner. It helps to create effective cooperation and teamwork spirit. Above all the four dimensions will fulfill this relationship management. These dimensions will help the transformation of good leadership skills within the individual. It can significantly impact child's social and cognitive performance.

The above five dimensions of emotional intelligence helps an individual to develop and transform to be a good human being. In particular, Eric Lenneberg (1997) state that school-age is a more critical period and these five dimensions play vital role in developing social contact with others, improve learning skills, and emotionally stable.

### View of Emotional Intelligence and Student with Visual Impairment

Emotionally intelligent students are skilled in interpersonal communication skills, goal achievement, self-management and demonstrate personal responsibility in completing assignments and working effectively (Nelson and Low, 2003). Parween (2015) conducted a study on variables how create impact on emotional intelligence of visually impaired students. This study focuses on the people who understand what is emotion and how they emotionally solve problems. Azza Medhat Mansy et al (2017) conducted a study on emotional intelligence among visually impaired and sighted female adolescents to find out the level of emotional intelligence of the students with visual impairment. The aim of the study was to assess emotional intelligence among visual impairment and sighted female adolescents. The findings of the study highly noted that the student with visual impairment and sighted female having a significant difference between emotional intelligence and its subscales. The study shows that the visual impairment may have an impact on emotional intelligence. A study conducted by Kumar and Singh (2013) explored that student with visual impairment and sighted school student differ significantly on their emotional intelligence. This study shows clearly that the students with visual impairment had impact on emotional intelligence. And also, Raimule and Bhawalkar (2015) revealed that students with visual impairment have differ in their emotional intelligence compared with sighted students. The student with visual impairment scored low emotional intelligence comparing to the sighted students.

### Importance of Emotional Intelligence for the Students with Visual Impairment

Meighan (1971) and Beaty (1992) described that the students with visual impairment have a lack of social acceptance, physical incapacity, poor academic level and lack of social adjustment. Nowadays social adjustment is important to everyone. The student with visual impairment has exhibit inferiority complex when compared with sighted peers. They face many problems like psychological, social and emotional as well as academic. The sighted students receive the information through looking at others, but the student with visual impairment has no opportunity to learn through body language, gestures and expressions with sighted perspectives, therefore they get academic lack. Emotional intelligence is a gateway to a balanced life. The person who has a high level of emotional intelligence demonstrates physical and mental strength. They know how to control conflict, how to get success and how to handle others' conflict, as a leader. It affects in four areas, they are physical health, mental health, relationship with others, and conflict resolution.

### Physical and mental health

Emotional intelligence can help you decrease your stress level. Uncontrolled emotion can affect your inner health and it takes our stress high. The students with visual impairment may be losing the steadiness, so he/she cannot carry on their usual activity so they are ignoring themselves or by others. So, they get depressed. They lose social adjustment and self-accepting of their problem due to emotional instability. At this point, students with visual impairment want to know how to control their emotions. It affects their body as well as mental health. Adjustment is underway when students are able to accept their vision loss. Self-accepting help them to overcome their inability and learn new skills and use an adaptive device to break their inability.

### Relationship with others

Understanding and managing our emotions, as well as others. It helps better understanding with others. Emotional intelligence is able to communicate our feelings in a positive way. The students with a visual impairment only share their feelings effectively and forge stronger and

better relationships. The student with visual impairment has a problem in communicate with others. Comparing to sighted peers they have limited social interaction. Pfeiffer and Pinquart (2011) the students with visual impairment face many problems like social relations and communication skills compared with their peers with no impairment. And also, students with visual impairment have difficulty in getting a close relationship and socializing with their peers.

### Conflict Management

Conflict management is nothing but this is the practice of being able to identify and how to handle it in a sensible way. Since conflicts in a school are a natural part of the learning environment, it's important that there are students who understand conflict and know how to resolve the problems. There are many types of conflict management strategies, according to Follett (1940) and Rahim and Bonoma (1979) described the style of handling interpersonal conflict in two dimensions. There is a concern for self and for others. They believe combinations of these dimensions give more satisfied concern of self and others.

**Strategies:** Five specific styles of handling conflict there are,

- **Integrating-** it points that a high concern for self and others, this gives effective solution acceptable way to both persons. It mentions the problem-solving condition.
- **Obliging-** it points a low concern for self and high concern for others. It makes a good understanding of others. And make satisfy the concern of the other person.
- **Dominating-** it points a high concern for self and low concern for others. This style is shows win-lose orientation it favors concern of self.
- **Avoiding-** it points low concern for self and others. This style connection avoids situations or withdrawal of situations.
- **Compromising-** it points in-between in concern for self and others. This style mentions both parties are equal situations and make mutual understanding and agree on the decision.

The students with visual impairment face many problems like lack of communication or language skills, self-injury may reflect their underlying physical discomfort, Edward Coffey (2006) with the regard they want to know the importance of conflict management strategies. Conflict management minimizes the negative thoughts that are influencing the conflict. Conflict management gives the impact of the behavior problems and also improving personality.

### Strategies for Improving Emotional Intelligence

The purpose of the article is to identify what are strategies useful in improving the emotional intelligence of the student with visual impairment.

### Strategy by Tadjuddin et al (2020) learning strategies and personality tendency to improve emotional intelligence.

- **Preparing (input):** The researcher starting with small activity-based learning. First, the teacher prepares their own natural and artificial environment material, by conveying the students. **(output)** The students give full attention to the teacher.
- **Explaining (input):** the teacher expressed the material through orally. They are engaged with demonstrations that natures, rivers and mountains for the elementary scholar. **(Output)** the students are responsible and engaged with learning activities.
- **Connecting (Input):** the teacher teaches each student to merge the image of the poster what is teacher presented inactivity. **(Output)** students get knowledge of the material.
- **Concluding (Input):** the teacher given directs to students to conclude the material has been done. **(output)** the teacher helps the students to conclude the learning- activity has been done.
- **Applying (Input):** the students, applying this learning this attitude toward the upcoming learning. **(output)** all students get good learning and apply this energy in daily life.

This application of the learning strategies and personality types, useful for every individual mainly those who are facing the problem in learning. Particularly the student with visual impairment has lots of problems in learning. This application of learning strategies and personality tendencies helps to control emotions and as well as increasing their academic achievement of the students with visual impairment.

### Strategies by Sudi (2012) strategies to foster emotional intelligence.

**Strategies:** They followed Goleman's five emotional intelligence skills

there are, Self-awareness, Motivation, Empathy, Managing emotion, and social intelligence. They gave training to the faculty members. Then, they incorporate these skills into curricula. And emotional intelligence turns into spiritual formation incorporated in curricula. This strategy reports the emotional intelligence skills are improving academic achievement and as well as a good human being. They believe the spiritual intelligence can improve emotional intelligence. This strategy is really useful for us because many of the students with visual impairment studied in Christian institutions. So, students with visual impairment understand and follow this strategy easily. This intervention is a self-determined learning model of instruction, self-advocacy strategy, self-directed individualized education program, and computer-assisted instruction. This study gave implications for the practitioners in providing practice for supporting the student with visual impairment. This intervention helps the student with visual impairment to get academic success. Orientation and mobility are necessary to accommodate students with visual impairment.

### Strategies: PATHS approach by Barbara (2007)

The PATHS curriculum is based on the Affective-Cognitive-Behavioral-Dynamic model of development to improve emotional and social competence. The teacher should adapt the PATHS curriculum in their normal school curriculum. The teacher wants to evaluate students' behaviors, emotional awareness, understanding of the situation, and affective-cognitive management. These skills, the teachers are incorporated into their daily lesson plans. Promoting alternative thinking strategies curriculum emphasizing self-control, emotional awareness of peer relationships. This approach creates the ability to solve the problem. PATHS curriculum is to help the students develop their emotions. PATHS approach given positive emotional, social, and behavioral change among class students. PATHS approach incorporated in the normal curriculum the student with visual impairment learns the importance of the self-value and as well as others. PATHS approach creates good leadership skills and it makes a good discipline student. This approach highlighted as promoting positive emotion. The special educators who are supposed to teach the student with visual impairment, they won't adopt this approach for their lesson plans. Students with visual impairment develop their academic improvement and also create a positive relationship with others.

### Strategy by Rivers et al (2012) develop the RULER approach.

The term of RULER defines as R-Recognizing, U-Understanding, L-Labeling, E-Expressing, R-Regulating. This approach starts to form the school and also its use for home management. Recognizing emotions is nothing how emotion expressed in our face or voice. With sense avoiding many problems. Understanding emotions, to respond to others. Labeling uses a wide range of feelings in words with children. Find a good word to describe your emotion with children. Express in a good time and place, it helps children understand the true value of emotion. And finally, Regulating emotions. This helps children to find successful strategies for managing their own emotions. This RULER approach gives the ability to get along with other relationships. Creating problem-solving skills, self-awareness about our emotions. This approach helps students with visual impairment overcome their emotional barriers. Identifying the emotion, manage emotion, communicate that emotion, pass out through expression, and developing strategies to reach the goals. Emotional intelligence develops academic achievement and creates a positive mental state for the students with visual impairment. These five skills related to our life outcome. Jennifer Gunn used this approach in teaching and learning. RULER approach applied in schools for developing adult's emotional intelligence. This approach improves skill-based instruction for students. The leader with higher emotional intelligence they are developing higher performing teams and receive higher grades, this is the evidence-based approach. Leaders with higher emotional intelligence can develop other emotions. RULER approach creates a positive school climate for each and everyone in the school.

### CONCLUSION

This article had reported different strategies that aim to develop emotional intelligence among the students with visual impairment. These strategies will help the students with visual impairment to know how to deal with the stress and how to handle it. Enhancing physical health, mental health, positive relationship with others and conflict management are essential elements in emotional intelligence. The above strategies are helping the student's visual impairment getting better to understand their own emotions and to create positive

relationships with others. Teachers and parents need service-related guidance to handle students with visual impairment who are having low level of emotional intelligence in school and at home. These strategies and approaches are guiding the teaching-learning, beginning with teacher and leaders or students in schools. Developing emotional intelligence achieves greater academic performance, enhance leadership skills, and improve wellbeing among the students with visual impairment.

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