



SOCIAL INTELLIGENCE AND SCHOLASTIC ACHIEVEMENT OF STUDENTS WITH VISUAL IMPAIRMENT

Education

P. Prabhu

PhD Research Scholar, Department of Special Education and Rehabilitation Sciences, Alagappa University

Dr.J.sujathamalini
*

Professor&Head, Department of Special Education and Rehabilitation Sciences, Alagappa University*Corresponding Author

**Dr. K.
Gunasekaran**

Assistant Professor Department of Special Education and Rehabilitation Sciences, Alagappa University

ABSTRACT

Raymond H. Hartjen explained that expanded opportunities for social interaction enhance the Social Intelligence among individuals. Traditional classrooms in schools and colleges do not permit the interaction of complex social behavior. Students in traditional settings are treated as learners who must be infused with more and more complex forms of information. The social intelligence of a student plays a major role in their success in life. Students with special needs also warrants a better social integrity to be socialized in a society. The social integrity increase their achievement in terms of academic and social. This study aimed is to find out the social intelligence and scholastic achievement of students with visual impairment. The investigator selected survey method for the present study. Based on the simple random sampling technique, secondary 100 visually impaired students in various groups including both male and female were selected for the present study. The main and foremost objective of the study is to find out the social intelligence and scholastic achievement of students with visual impairment. The findings of the study implied the need for promotion of social intelligence for students with Visual Impairment. The study can also be stimulated on the students with other abilities and disabilities. It demands the need of social intelligence among students with Visual Impairment for equipping themselves to lead a healthy and prosperous life. This study also paves a way for students with Visual Impairment to know and understand about the role and responsibilities in the society.

KEYWORDS

Social Intelligence, Scholastic achievement, students with Visual Impairment

Introduction

Education is supposed as a place where children can develop according to their unique needs and potentials, with the purpose of developing every individual to their full potential. Every individual should be helped to develop fully according to his/her unique nature and needs. Students with diverse needs share the unfortunate experience of low academic achievement that results from problems in receiving instruction, connecting new knowledge with prior knowledge to create new learning that is organised and stored in a meaningful way or recalling new information in such a way that it can be expressed or demonstrated at the appropriate time.

Along with learning, students with diverse needs are having difficulty in making cordial relationship with society. Students with Visual Impairment are consistently receives challenge in the daily life skills with society members. They seem to have the ability to achieve, but, actually they have difficulty with some peoples. School is the place where the students were able to enhance the ability of maintaining relationship among individuals and they may develop social intelligence among themselves. According to Cantor and Harlowe (1994), problem solving strategies, schemas, and procedural rules for processing social information together represent the social intelligence repertoire reflected in knowledge structures.

Students with Visual Impairment are identified as those with a corrected visual acuity of 20/70 or less in the better eye or field restriction of less than 20 degrees at its widest point or identified as cortically visually impaired and functioning at the definition of legal blindness. Normal visual acuity is 6/6, Low visual acuity means vision between 20/70 and 20/400, visual acuity of 20/70 to 20/400 and low vision between 20/70-20/160 are the types of visual impairment. Crossed eyes, Inflamed or watery eyes and Recurring styles are some of the characteristics of Visual impairment.

Habib (1994) described social intelligence as a person's ability to behave in social situations and to differentiate the mental situations of others from their expressions, decide human conduct, don't forget names and faces, recognize jokes, participate with others of their unfasted time and have the expertise of proverbs and awareness.

Raymond H. Hartjen explained that elevated opportunities for social interaction enhance the Social Intelligence among individuals. conventional classrooms in colleges and schools do not allow the

interplay of complicated social conduct. college students in traditional settings are handled as inexperienced persons who need to be infused with increasingly complicated varieties of records. different and new improvements within the study room deliver the outcome of social intelligence amongst students in colleges and faculties. So, social intelligence among students with visual impairment will help to recognize the behavior and mindset of the individual closer to society. for that reason, social intelligence is one of the predominant factors of the lifestyles of students with visible Impairment. This study deals with the social intelligence and scholastic success of college students with Visual Impairment.

Need for the study

Bosuwon, Takwa. (2017) investigated the level of intercultural sensitivity of foreign international undergraduates and its possible predictors. Sample participants included 269 foreign international undergraduates of both government and private universities in Thailand. The research instrument was the three-page survey constructed questionnaire based on the combination of three self-evaluation scales: Chen and Starosta's (2000) Intercultural Sensitivity Scale (ISS), McCroskey and McCroskey's (1988) Self-Perceived Communication Competence Scale (SPCC), and Silvera et al's (2001) Tromso Social Intelligence Scale (TSIS). From the pilot test, the instrument's internal consistency was 0.789. Data collected were analyzed by using Descriptive Statistics (SPSS for Windows), Pearson product-moment Correlations, Independent-sample t-test, F-test (ANOVA), and Multiple Regression Analysis. The findings showed that the average level of intercultural sensitivity of the participants was at a high level ($X = 4.3$) with nationality and intercultural experience as significant factors. It was also found that both self-perceived communication competence and social intelligence were statistically significant predictors of intercultural sensitivity.

Julka (2005) studied the features of the cognitive architecture in kids with visual impairments by comparing them to the sighted children by making use of the manufacturing machine framework. The pattern consisted of 38 completely blind topics within the age variety of thirteen-16 years from the special colleges in Delhi and fifty-six sighted children reading in a faculty having the identical syllabus, medium of preparation, and age variety. the students have been administered the verbal portion of the Wechsler Intelligence Scale for kids. consequences showed a vast effect of the vision fame on the functioning of the cognitive structure. The children with visual

impairments confirmed a slowness of functioning of cognitive structure. however, regardless of this, the children with visual impairments functioned at an equal level with the sighted children, within the framework of the prevailing study.

Meijs, Noortje et al. (2010) compared the outcomes of social intelligence and cognitive intelligence, as measured by way of academic achievement, on adolescent reputation in two school contexts. A distinction was made between sociometric recognition, a degree of recognition, and perceived popularity, a degree of social dominance. members have been 512, 14-15-year-old teenagers (56% ladies, forty-four% boys) in vocational and university preparatory schools in Northwestern Europe. Perceived reputation changed extensively related to social intelligence, however now not to instructional achievement, in each context. Sociometric popularity was predicted by an interplay among academic success and social intelligence, further certified by using faculty context. while college-bound students received sociometric reputation by using excelling each socially and academically, vocational students benefited from doing well both socially and academically, however no longer in aggregate.

From the above research, it's far clear that the common degree of intercultural sensitivity of the participants turned into at a high stage (X = four. three) with nationality and intercultural revel in as big elements. It changed into also located that each self-perceived communication competence and social intelligence have been statistically vast predictors of intercultural sensitivity (Bosuwon, Takwa, 2017). The youngsters with visible impairments confirmed a slowness of functioning of cognitive architecture and the kids with visual impairments functioned at an equal stage with the sighted children, in the framework of the prevailing look (Julka, 2005). in keeping with Meijs, Noortje et al. (2010), the blind college students carried out the category responsibilities with a figurative baseless effectively than did their sighted opposite numbers and the more youthful blind youngsters have been notably much less efficient on each corporation of duties and at the vocabulary take a look at. Many studies are performed in the discipline of social intelligence and college students with visible impairment, but much less range/ no studies are conducted on social intelligence and scholastic fulfillment of college students with visual impairment. So, at this juncture, this study is considered necessary.

METHODOLOGY

The investigator selected survey method for the present study. In Tamilnadu, Chennai and Thiruvannamalai are selected as locale of the study. The sample of the present study covers the secondary students with visually impairment of Chennai and Thiruvannamalai district. Based on the simple random sampling technique, secondary level 100 visually impaired students in various groups including both male and female were selected for the present study. From the split half-test reliability, the reliability of the Social Intelligence Scale was estimated by using Spearman Brown's Prophecy formula is 0.85. The value is high (0.85) indicating the reliability of Social Intelligence Scale to identify the Social Intelligence among students with visual impairment for the study.

OBJECTIVES OF THE STUDY

- To administer social intelligence tool to measure social intelligence of students with visual impairment.
- To know the different levels of social intelligence of the students with visual impairment.
- To assess the scholastic achievement of students with visual impairment.
- To find out significant difference in social intelligence due to variation in their personal variables (gender, class, location of school).
- To find out significant difference if any in the scholastic achievement of the students with visual impairment due to variation in personal variables (gender, class, location of school).

HYPOTHESES OF THE STUDY

- There exists different levels of social intelligence and scholastic achievement of students with visual impairment.
- There exists significant difference between the social intelligence of students with visual impairment due to variation in their personal variables.
- There exists significant difference between scholastic achievement of students with visual impairment due to variation in

their personal variables.

RESULTS AND DISCUSSION

Table 1: Summary of Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis of Social Intelligence and scholastic achievement among students with Visual Impairment

Variable	N	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Social Intelligence	100	48.48	49	61	9.32	-0.10	-0.62
Scholastic Achievement	100	349.3	354	375	29.71	0.16	-0.81

From the table, the mean, median, mode and standard deviation of students with visual impairment in the social intelligence scores are 48.48, 49, 61 and 9.32 respectively and for scholastic achievement scores are 349.3, 354, 375 and 29.71. The values obtained for skewness and kurtosis in the social intelligence are -0.10 and -0.62 and for scholastic achievement are 0.16 and -0.81 respectively. The values of skewness indicate that the distributions of scores are both positively and negatively skewed in social intelligence and scholastic achievement. The values of kurtosis indicate that the curve in the social intelligence and scholastic achievement are platykurtic.

Table 2: Number and Percentage of Students with Visual Impairment in Social Intelligence and Scholastic Achievement

Variable	Level of Social Intelligence and Scholastic Achievement					
	Low		Moderate		High	
	No.	%	No.	%	No.	%
Social Intelligence	46	46%	7	7%	47	47%
Scholastic Achievement	37	37%	28	28%	35	35%

From the table, students were categorized under three levels as High, Moderate and Low. Out of 100 students, 46 students (46%) fall under low level, 7 students (7%) fall under Moderate level and 47 students (47%) fall under high level of social intelligence. Thus, 47 students with visual impairment (47%) are having High level of social intelligence. From the table, out of 100 students, 37 students (37%) fall under low level, 28 students (28%) fall under Moderate level and 35 students (35%) fall under high level of scholastic achievement among students with visual impairment. 35 students with visual impairment (35%) are having High level of scholastic achievement.

Table 3: Mean, Standard Deviation and Correlated 't' value of students with visual impairment in social intelligence and scholastic achievement according to Gender, Class of study and Location of School

Variable	Demographic Variables	N	Mean	SD	Correlated t value
Social intelligence	Male	50	50.86	8.64	2.63**
	Female	50	46.1	9.46	
	9 th	50	47.36	9.65	1.20*
	10 th	50	49.6	8.93	
	Rural	50	50.5	8.78	2.21**
	Urban	50	46.46	9.49	
Scholastic Achievement	Male	50	347.7	24.52	0.54*
	Female	50	350.9	34.32	
	9 th	50	47.36	9.65	0.25*
	10 th	50	49.6	8.93	
	Rural	50	50.5	8.78	1.12*
	Urban	50	46.46	9.49	

** indicates significant at 0.01 level and * indicates not significant at 0.01 level

From the table, the obtained 't' value 2.63 is significant at 0.01 level which revealed that, there exist significant difference in the social intelligence among male and female students with visual impairment.

The obtained 't' values 1.20 and 0.25 are not significant at 0.01 level which revealed that there exist no significant difference in the social intelligence and scholastic achievement among 9th and 10th class students with visual impairment. The obtained 't' value 2.21 is significant at 0.01 level which revealed that there exists significant difference in the social intelligence among rural and urban location of school students with visual impairment. The obtained 't' value 0.54 is not significant at 0.01 level which revealed that there exist no significant difference in the scholastic achievement among male and female students with visual impairment. The obtained 't' value 1.12 is not significant at 0.01 level which revealed that there exists no significant difference in the scholastic achievement among rural and urban location of school students with visual impairment.

To conclude, there exists significant difference in the social intelligence according to gender of students with visual impairment and social intelligence of male students with visual impairment is high. There exists no significant difference in the scholastic achievement according to gender of students with visual impairment and scholastic achievement of male and female, class of study, location of school and rural and urban students with visual impairment remains same. There exists significant difference in the social intelligence according to location of school students with visual impairment and social intelligence of rural students with visual impairment is high.

CONCLUSION

The findings of the study implied the need for social intelligence for students with Visual Impairment. The study can be stimulated on the students with other abilities and disabilities. From the study, it was found that the social intelligence influence the scholastic achievement of students with Visual Impairment. It demands the need of social intelligence among students with Visual Impairment for equipping themselves to lead a healthy and prosperous life. This study also paves a way for students with Visual Impairment to know and understand about the role and responsibilities in the society.

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