

## Emotional competence of visually challenged students in relation to their gender and medium

Md. Amzad<sup>1\*</sup>

### ABSTRACT

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others. The present study was conducted on 100 visually challenged students from Hyderabad and Medchal districts of Telangana State. The result reveals that there was a significant difference in emotional competence among visually challenged students with respect to gender and location.

**Keywords:** *Emotional Competence, Visually Challenged Students*

**E**motional competence is the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development. It is efficiency acquired by the individual to deal with emotional situations effectively. It plays a vital role in the manifestation of human behaviour by which one attempts to deal with different emotive situations and meets his needs including the efforts to maintain harmonious relationships with the environment.

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Ellis (1987) defines “emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adopting to the complex demands of growth and development”. Emotional competence can lead to improved health through avoiding stress that would otherwise result from suppressing emotions.

<sup>1</sup> PhD Research Scholar, Faculty of Education, Osmania University, Hyderabad, Telangana State, India

\*[Responding Author](#)

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Emotional competence is what results and enhances our personal, relational and professional performance, and what ultimately helps us attain an overall increase in our quality of life. According to Daniel Goleman, Emotional Competence is a learned ability grounded in Emotional Intelligence. Emotional Intelligence influences our potential for learning the practical emotional competencies, and developing the emotional literacy necessary for quality of life, life satisfaction, and overall happiness. Such skills include the development of the following: Self/Social/Relational Awareness and Competence, and Self/Social/ Relational Management and Competence. Emotional Competence is the ability to recognize and appropriately respond to the experience of your emotions. Appropriately, responding to your emotions means that you are able to make the distinction between useful and not-useful emotions. In addition, it means that you have learned and consistently use the skills of resolving not-useful emotions quickly and thoroughly. It means that the not-useful emotions do not cause you suffering or interfere with your thinking and decision making. When you are emotionally competent, you have the ability to act from a calm inner clarity and are adept at regaining that calm clarity whenever it may become temporarily masked by the presence of not-useful emotions. The concept of emotional competence is rooted in understanding emotions as normal, useful aspects of being human. Anger is a reaction to aggression and gives a person the strength to repel the aggression. Grief is a reaction to abandonment or feeling unloved and it has the effect of eliciting sympathetic responses from others. Fear is a response to danger and has a clear physiological effect of heightening our senses and speeding up our reactions.

### *Objectives of the Study*

1. To study the Emotional Competence among children with visual challenged with respect to gender.
2. To study the Emotional Competence among children with visual challenged with respect to medium.

### *Hypothesis of the Study*

**Hypothesis – 1:** There will be no significant difference between Emotional Competence among children with visual challenged in relation to their gender.

**Hypothesis – 2:** There will be no significant difference between Emotional Competence among children with visual challenged in relation to their medium.

### *Sample of the Study*

Survey method was adopted. Sample was selected in three phases.

- Selection of districts
- Selection of students (8th & 9th)

**Selection of districts:** In Telangana there are 33 districts. Out of which two districts were chosen viz. Hyderabad and Medchal Malkajiri.

**Table: Showing selected sample “District wise”**

<i>S.No</i>	<i>District</i>	<i>Number of Students</i>
1	Hyderabad	60
2	Medchal Malkajiri	40
<b>Total</b>		<b>100</b>

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**Selection of students:** After selection of schools, students were selected from 4 schools. From each school all students studying in 8<sup>th</sup>& 9<sup>th</sup> class were selected. Thus, total students sample was 100.

*Table: Showing selected sample "Class- wise"*

S.No	Class	Number of Students
1	8 <sup>th</sup>	50
2	9 <sup>th</sup>	50
<b>Total</b>		<b>100</b>

### Tool of the Study

**Emotional Competency Scale:** The investigator used Scale of Emotional Competence (SEC) developed by Sharma and Bhardwaj (2007) to measure emotional competence of visually impaired students. The scale has 30 items to measure five emotional competencies where each competency was measured by six items selected for the purpose. The reliability of total emotional competence was 0.76 that was determined by split-half method. The validity of this scale has been determined with factor A and C of 16-personality factor questionnaire and found to be 0.64 and 0.69 respectively.

## ANALYSIS AND INTERPRETATION

**Hypothesis – 1:** There will be no significant difference between Emotional Competence among children with visual challenged in relation to their gender.

To test the above hypothesis t-test was employed to test the sample.

*Table 1 : Distribution of scores gender wise*

Emotional Competence	Gender	N	Mean	SD	t	Sig.	Df
	Boys	50	42.83	3.52	2.385	0.05	1, 98
	Girls	50	40.33	4.71			
	<b>Total</b>	<b>100</b>	<b>41.58</b>	<b>4.12</b>			

The above table gives the emotional competence of visually challenged students with respect to gender. From the above table, the mean score obtained for boys was 42.83 and girls was 40.33. The obtained t value 2.385 with a df of 1, 98 was found to be statistically significant at 0.05 level of significance. On the basis of this, the Hypothesis - 1 stated as 'There will be no significant difference between Emotional Competence among children with visually challenged in relation to their gender' is **rejected** as majority of the sample was clear in not accepting the significant role of gender in the emotional competence among visually challenged students.

**Hypothesis – 2:** There will be no significant difference between Emotional Competence among children with visual challenged in relation to their medium.

To test the above hypothesis t-test was employed to test the sample.

*Table 2: Distribution of scores medium wise*

Emotional Competence	Medium	N	Mean	SD	t	Sig.	Df
	English	50	46.97	6.24	1.485	0.95	1, 98
	Telugu	50	42.92	4.55			
	<b>Total</b>	<b>100</b>	<b>44.95</b>	<b>5.39</b>			

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From the above table, the mean score obtained for English medium students were 46.97, and for Telugu medium students were 42.92. The obtained t value 1.485 with a df of 1, 98 was found to be statistically not significant. On the basis of this the Hypothesis - 2 stated as 'There will be no significant difference between Emotional Competence among children with visual challenged in relation to their medium' is **accepted** as the majority of sample were clear in accepting the significant role of medium in the emotional competence among visually challenged Students.

### FINDINGS

1. There is a significant difference in the emotional competence among visually challenged Students with respect to gender.
2. There is no significant difference in the emotional competence among visually challenged Students with respect to medium.

### CONCLUSION

Emotional competence is what results and enhances our personal, relational and professional performance, and what ultimately helps us attain an overall increase in our quality of life. The result of the study reveals that there is a significant difference with respect to gender whereas there exists no significant difference with respect to medium in the emotional competence among visually challenged Students.

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### ***Conflict of Interest***

The author declared no conflict of interest.

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