

Risk Taking Behaviour and Emotional Intelligence in Visually Impaired and Sighted Young Adults

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ABSTRACT

Through our research we intend to emphasize on the emotional quotient and risk-taking ability of visually impaired individuals and ensure the necessary support for their contribution towards the nation. The attention has been given to the relationship between Emotional Quotient and Risk Taking, especially with regards to young adults in India. The aim to this research was to understand, the relationship between the risk-taking behavior and emotional intelligence among visually sighted and impaired young adults. The sample size was 120, through randomized sampling. The age group selected for this study was young adults that is between the ages of 17 to 25. The results show that the two groups differ noticeably in terms of risk-taking and related categories. However, there was no statistically significant difference observed in the realm of emotional intelligence.

Keywords: *Emotional Quotient, Visually Impaired Individuals, Sighted Individuals, Risk Taking*

Adolescence, which is widely acknowledged as a critical developmental period, marks the passage from childhood to adulthood. Each experiences different periods of life, but adolescence stands out as a crucial time that all people must go through. The way in which people get through this time with the help of others around them has a significant impact on the nature of the youth and adult years that follow (Oinam, 2019)

1.1 Risk Taking

Stanley Hall mentions, adolescence as having a phase called "storm and stress," featuring intergenerational conflicts, mood fluctuations, and a penchant for engaging in risky behaviors. In line with this viewpoint, conversations about adolescence commonly progress to discussions about substance use, delinquency, feelings of despondency, and deviations in sexual behavior (Buckingham, 2008)

In order to explore and define their identities, adolescents frequently take risks with their behaviour. This propensity for taking risks, especially in men, makes sense from an evolutionary perspective as it gives rise to opportunities for learning and experience that might prepare them for future problems. Taking risks is a natural tendency that facilitates

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self-discovery and understanding of oneself, other people, and the wider environment. Adolescent development is fundamentally characterized by this innate propensity for taking risks, which presents a time of great promise as well as danger (Balocchini et al., 2013)

Steinberg (2008), states that a child's or adolescent's propensity for taking risks increases because of changes in the brain's socio-emotional system around puberty. This change intensifies the need for rewards, especially when interacting with peers in social situations. The major reorganization of the brain's dopaminergic system is the main factor responsible for this acceleration.

1.2. Emotional Intelligence

Emotions are fundamental to human behaviour and thinking processes in all spheres of human endeavour. They have a great deal of power on matters of physical and mental health, social interactions, character development, learning, and adaptation. When our feelings get stronger and more intense, they become emotions. These feelings have a lasting and direct impact on how one lives their everyday life. While IQ, which is determined by academic achievements, is typically used to measure performance in the workplace, emotional intelligence, or unique resourcefulness, is required to appreciate a person's ability outside of the classroom (Kumar & Dullet, 2022).

Elevated emotional experiences are what define adolescence. During this stage, adolescents' capacity to sense, understand, control, and manage their emotions is very important as it affects their conduct and forms their personalities. Between the ages of 12 and 18, people undergo a significant shift from childhood to adulthood as they become more independent and begin to think about things like their future careers, relationships, and housing. Emotional intelligence becomes crucial during this crucial time. The ability to comprehend and control one's own emotions as well as those of others is referred to as emotional intelligence. It includes a variety of abilities such as self-motivation, persistence, empathy, self-control, self-awareness, and sensitivity to others' feelings (Karibeeran & Mohanty, 2019).

Higher emotional intelligence is associated with positive life outcomes, such as psychological health, educational accomplishment, and professional success. It has been suggested that emotional intelligence (EI) acts as a "stress buffer," albeit the precise processes are yet unknown. Study carried out by Por et al., (2011) looks at how students' emotional intelligence levels relate to stress, coping mechanisms, well-being, and professional performance. The results show that emotional intelligence and perceived competency, problem-focused coping, and well-being are positively correlated. On the other hand, there is a bad correlation with felt stress (Manlunas, Macalam, & Parreno, 2021).

The presence of emotional intelligence and risk taking in its right threshold is necessary in healthy functioning and adaptation to the society that an individual lives in. The inception and development of this aspect, is present in during the adolescents age period, which is why developing a healthy sense of risk-taking is crucial for learning new skills, becoming self-sufficient, and becoming ready for difficulties in the future.

In addition, developing emotional intelligence gives teenagers the skills they need to recognize, control, and navigate their feelings. This promotes resilience, wise choices, and healthy interpersonal interactions. These two facets of development play a major role in

enabling teenagers to make educated decisions, negotiate intricate social interactions, and establish the groundwork for their general well-being as adults.

The term "visual impairment" describes a condition in which a student's academic performance is adversely affected by poor eyesight, even in the presence of remedial procedures. This illness is a difficult physical state that has important social and emotional ramifications that impact not just the sufferer but also their family and the larger society. For those who are visually impaired, vision loss, regardless of the source, produces significant lifestyle and habit changes that may provide social and psychological issues (Khurshid & Malik, 2011).

According to Bhagotra et al. (2008), social support is essential for those who are visually impaired. Support from friends, family, relatives, and the society at large is the most important kind of social support. In order to provide this support, it is necessary to acknowledge blind people as valuable members of society, support their active engagement in social gatherings, provide appropriate direction and counsel, assign tasks that will physically assist them, and help them regain their sense of self-worth while easing any tendencies towards self-pity. In order to accept their impairment with dignity and promote social amiability, psychological adaptation, and scholastic resilience, they need this kind of all-encompassing assistance.

METHODOLOGY

Design and Sampling

A quantitative research approach was taken, where a randomized sampling of 60 individuals each from the visually impaired and sighted individuals was carried out. The age group selected for the study was 17 - 25 years of age. Data collection was done in by, gathering both the sociodemographic details and response sheets of the questionnaires. The method that had been used was self-report, the participants were instructed to give the researcher, information about themselves directly. And the method of self-report used was questionnaires. The type of questionnaires used were close ended questionnaires. Taking into consideration the diversity of the participants, the questionnaires used were of Hindi.

Instruments

Two instruments were used in this study,

- 1. Risk Taking Scale:** The scale was developed by Dr. K. P. Nimbalkar and Dr. R. D. Helode. The questionnaire is in the Hindi language. The scale consists of 15 items, which cover four domains.
- 2. Emotional Intelligence Scale:** The Emotional Intelligence Scale was developed by Dr. Arun Kumar Singh and Dr. Shruti Narain. The questionnaire is in the Hindi language. The scale consists of 40 items divided into 4 dimensions.

Data Analysis

Quantitative Analysis

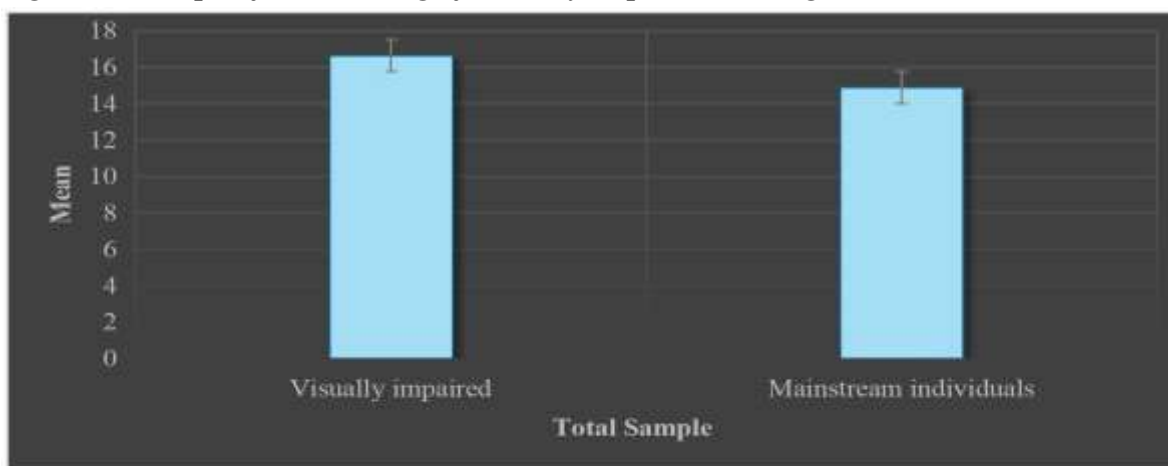
Ho1: There is no significant difference between Risk taking of visually impaired and sighted individuals.

Table 1.1 Comparison of Risk Taking of visually impaired and sighted individual.

Sample	Sample size	Mean(X)	Mean Difference	S.D	T value	Level of significance	Significance
Visually impaired	60	16.65	1.77	16.84	2.09	0.05	Significant
Sighted individuals	60	14.88		26.21			

Table 1.1 Presents comparison of empathy of visually impaired and sighted individuals and the t value is recorded at 2.09, which indicates that it is significant at 0.05 levels.

Figure 1.1 Graph of Risk Taking of Visually Impaired and Sighted Individuals.



The null hypothesis has been proved wrong as the t value attained after the statistical calculations has proven to be significant at level of 0.05. Hence, the null hypothesis is rejected, and significant difference is seen in Risk taking of visually impaired and Sighted individuals.

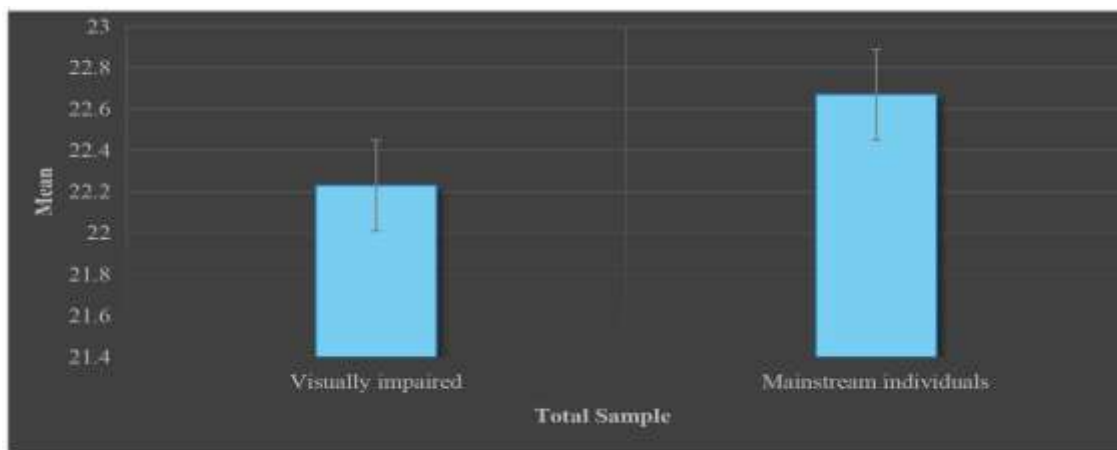
Ho2: There is no significant difference between Emotional Intelligence of Sighted individuals and visually impaired.

Table 1.2 Comparison of Emotional Intelligence of visually impaired and sighted individuals.

Sample	Sample size	Mean(X)	Mean Difference	S.D	T value	Level of significance	Significance
Visually impaired	60	22.23	0.43	10.83	0.62	0.05	NOT Significant
Sighted individuals	60	22.67		18.94			

Table 1.2 Presents comparison of empathy of visually impaired and sighted individuals and the t value is recorded at 0.62, which indicates that it is not significant at 0.05 levels.

Figure 1.2 Graph of Emotional Intelligence of Visually impaired and Sighted individuals.



The null hypothesis has been proved right as the t value attained after the statistical calculations has proven to be not significant at a level of 0.05 with a value of 0.62. Hence, the null hypothesis is retained, and no significant difference is seen in Emotional intelligence of visually impaired and sighted individuals.

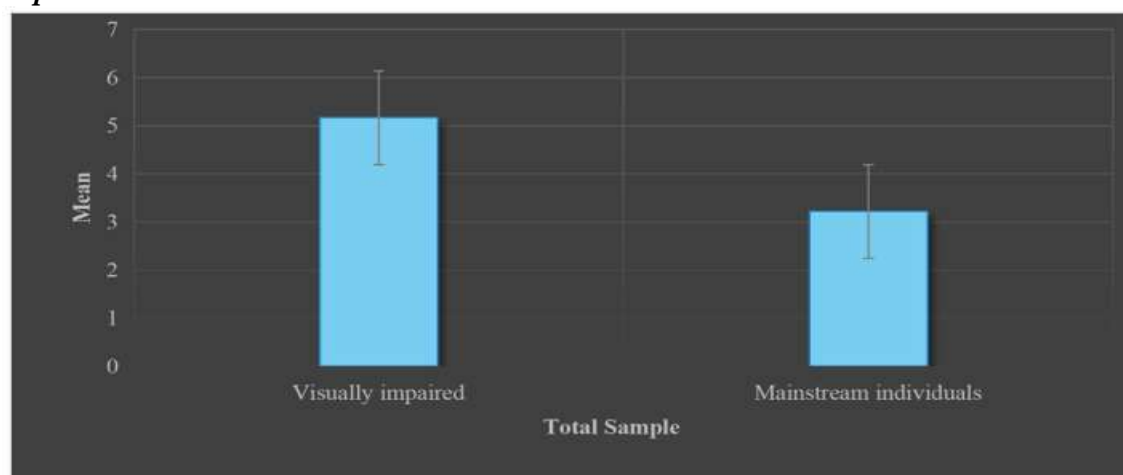
Ho3: There is no significant difference between Monetary related risk taking of Sighted individuals and visually impaired.

Table 1.3 Comparison of Monetary Related Risk Taking of Sighted individuals and Visually impaired.

Sample	Sample size	Mean(X)	Mean Difference	S.D	T value	Level of significance	Significance
Visually impaired	60	5.17	1.95	2.48	6.34	0.05	Significant
Sighted Adults	60	3.22		3.19			

Table 1.3 Presents comparison of empathy of visually impaired and sighted individuals and the t value is recorded at 6.32, which indicates that it is significant at 0.05 levels.

Figure 1.3 Graph of Monetary Related Risk Taking of Sighted individuals and Visually impaired.



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The null hypothesis has been proved wrong as the t value attained after the statistical calculations has proven to be significant at a level of 0.05. Hence, the null hypothesis is rejected, and significant difference is seen in monetary risk taking of visually impaired and Sighted individuals.

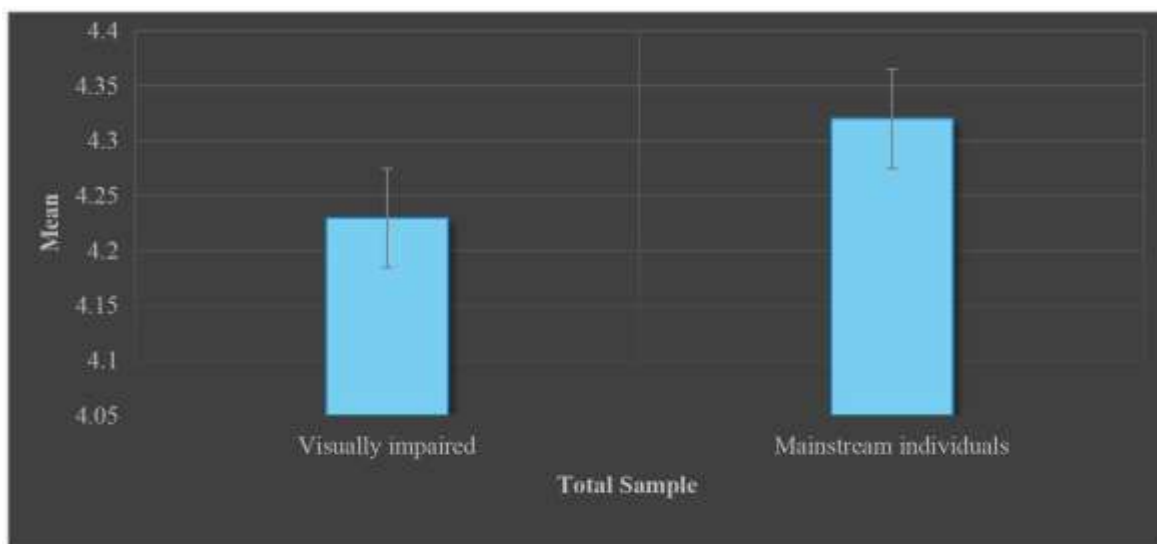
Ho4: There is no significant difference between Physical related risk taking of Sighted individuals and visually impaired.

Table 1.4 Comparison of Physical Related Risk Taking of Sighted individuals and Visually impaired.

Sample	Sample size	Mean(X)	Mean Difference	S.D	T value	Level of significance	Significance
Visually impaired	60	4.23	0.09	2.96	0.24	0.05	NOT Significant
Sighted Adults	60	4.32		3.91			

Table 1.4 Presents comparison of empathy of visually impaired and sighted individuals and the t value is recorded at 0.24, which indicates that it is not significant at 0.05 levels.

Figure 1.4 Graph of Physical Related Risk Taking of Sighted individuals and Visually impaired.



The null hypothesis has been proved right as the t value attained after the statistical calculations has proven to be not significant at a level of 0.05. Hence, the null hypothesis is retained, and significant difference is not seen in physical related risk taking of visually impaired and Sighted individuals

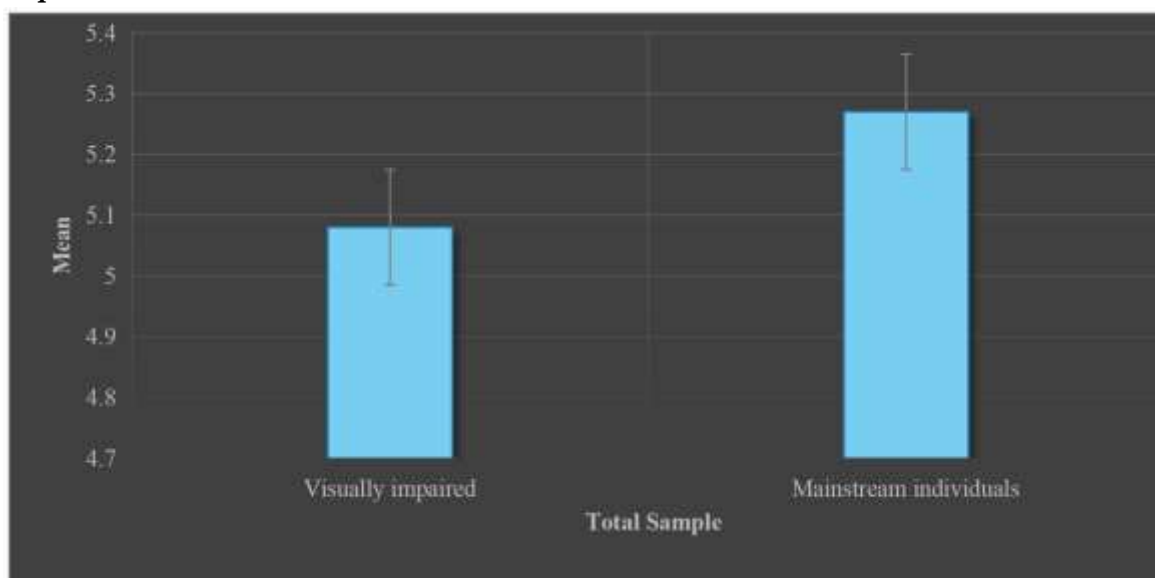
Ho5: There is no significant difference between Social related risk taking of Sighted individuals and visually impaired.

Table 1.5 Comparison of Social Related Risk Taking of Sighted individuals and Visually impaired

Sample	Sample size	Mean(X)	Mean Difference	S.D	T value	Level of significance	Significance
Visually impaired	60	5.08		2.31			NOT Significant
Sighted individuals	60	5.27	0.19	2.33	0.65	0.05	

Table 1.5 Presents comparison of empathy of visually impaired and sighted individuals and the t value is recorded at 0.65, which indicates that it is not significant at 0.05 levels.

Figure 1.5 Graph of Social Related Risk Taking of Sighted individuals and Visually impaired



The null hypothesis has been proved right as the t value attained after the statistical calculations has proven to be not significant at a level of 0.05. Hence, the null hypothesis is retained, and significant difference is not seen in social related risk taking of visually impaired and Sighted individuals.

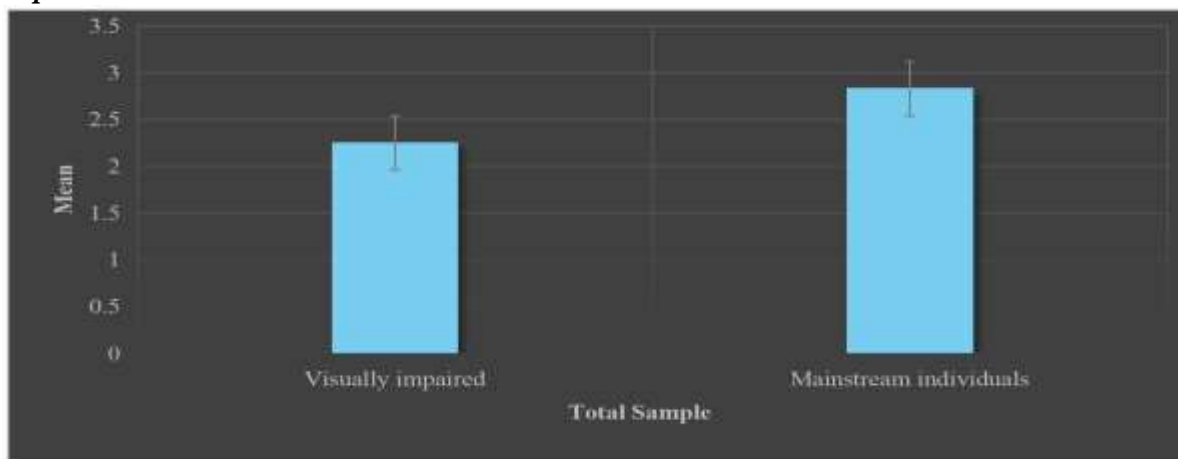
H06: There is no significant difference in Understanding Emotions of Sighted individuals and visually impaired.

Table 1.6 Comparison of Understanding emotions of Sighted individuals and Visually impaired

Sample	Sample size	Mean(X)	Mean Difference	S.D	T value	Level of significance	Significance
Visually impaired	60	2.25		1.17			Significant
Sighted individuals	60	2.83	0.58	0.85	3.17	0.05	

Table 1.6 Presents comparison of empathy of visually impaired and sighted individuals and the t value is recorded at 3.17, which indicates that it is significant at 0.05 levels.

Figure 1.6 Graph of Understanding Emotions of Sighted individuals and Visually impaired



The null hypothesis has been proved right as the t value attained after the statistical calculations has proven to be significant at a level of 0.05. Hence, the null hypothesis is rejected, and significant differences are seen in understanding emotions of visually impaired and Sighted individuals.

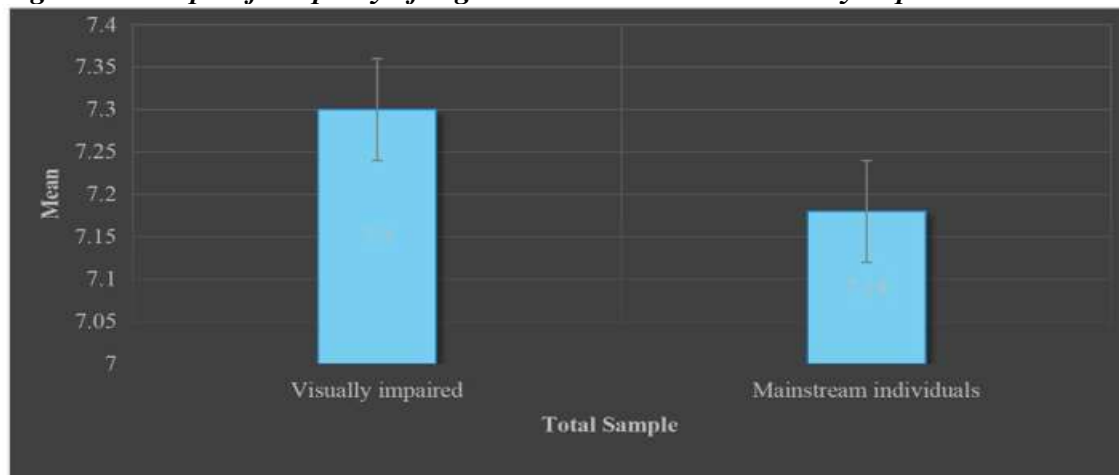
Ho7: There is no significant difference in Empathy of Sighted individuals and visually impaired.

Table 1.7 Comparison of Empathy of Sighted individuals and Visually impaired

Sample	Sample size	Mean(X)	Mean Difference	S.D	T value	Level of significance	Significance
Visually impaired	60	7.30		3.16			NOT Significant
Sighted individuals	60	7.18	0.12	3.75	0.34	0.05	

Table 1.7 Presents comparison of empathy of visually impaired and sighted individuals and the t value is recorded at 0.34, which indicates that it is not significant at 0.05 levels.

Figure 1.7 Graph of Empathy of Sighted individuals and Visually impaired.



The null hypothesis has been proved wrong as the t value attained after the statistical calculations has proven to not be significant at a level of 0.05. Hence, the null hypothesis is retained, and significant difference is not seen in understanding empathy of visually impaired and Sighted individuals.

DISCUSSION

The objective of the research was to study and understand the risk taking and emotional intelligence of visually impaired individuals and sighted young adults. The results suggest higher scores in risk taking especially in monetary related risk taking and in empathy as well for visually impaired individuals. And higher scores are seen in emotional intelligence especially in, understanding emotions and in social related and physical related risk taking domains for sighted individuals.

Emotional intelligence (EI) levels were shown to differ significantly between visually impaired (VI) and sighted school kids in a research by Kumar and Singh (2013), with sighted students having higher EI levels. This result supports the hypothesis that sighted people often score higher on emotional intelligence tests than visually impaired people, and it is consistent with my study. The body of research highlights the need of taking emotional intelligence into account when evaluating visual impairment and offers possible directions for therapies aimed at improving emotional intelligence in those with visual impairment.

Visually impaired individuals were able to score higher in all other domains except for physical and social related risk taking, this could be because during adolescence, there is a heightened susceptibility to engaging in risky behaviors due to the simultaneous surge in novelty and sensation-seeking tendencies, which significantly escalate during puberty. This increased inclination towards exploration and thrill-seeking is coupled with an underdeveloped capacity for self-regulation, which only reaches full maturity in early adulthood. This biological misalignment is considered a normative aspect of adolescent development (Steinberg, 2004).

The high risk taking scores of visually impaired individuals could be due to the fact that people who are blind or visually impaired frequently take risks in many facets of their lives. When it comes to travelling, they could do risky things like traversing busy streets, taking the bus, or visiting new locations in an effort to become more mobile, independent, or adventurous. When it comes to sports, visually impaired people could take part in dangerous pursuits like rock climbing, cycling, or skiing, etc.

Limitations

- The results of this study could not apply to all visually challenged people because this population varies widely in terms of age, cultural background, level of visual impairment, and other characteristics.
- Bias may be introduced if emotional intelligence and risk-taking behaviour are determined only by self-reporting. Subsequent studies may include several techniques of evaluation, including interviews or observations, to corroborate self-reported information.
- The intricate interactions between coping strategies, social support, personality characteristics, and other elements that influence risk-taking and emotional intelligence may not have been fully captured by the study.

Implications

- **Inclusive Policies and Programmes:** The study may draw attention to the necessity of inclusive policies and initiatives in a number of fields, including work and education. Comprehending the risk-taking tendencies and emotional intelligence of visually impaired people might lead to the creation of focused interventions and assistance networks.
- **Educational Strategies:** Based on the findings, schools and other educational establishments might modify their curriculum and methods of instruction to better meet the requirements of visually impaired pupils. Acknowledging risk-taking behaviours and emotional intelligence levels can help instructors create a supportive learning environment.
- **Psychological Support Services:** By utilising the insights, mental health practitioners may customise psychological support services for people with visual impairments. Therapists can help patients overcome specific obstacles and build resilience by having a better understanding of their emotional intelligence.

Future Directions

- **Longitudinal Studies:** Researching visually impaired people over time may help us better understand how their risk-taking and emotional intelligence change. This might help with the creation of focused therapies during various phases of life.
- **Cultural and Social environments:** Future study may look at how cultural and social environments affect visually impaired people's risk-taking and emotional intelligence. This can assist in modifying treatments to fit certain cultural contexts.
- **Technological Interventions:** Future studies might look into how technology affects visually impaired people's risk-taking behaviour and emotional intelligence in light of advances in assistive technologies. Examining how technology affects their everyday activities, job, and social relationships may fall under this category.

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Conflict of Interest

The author(s) declared no conflict of interest.

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