



# Assessment of Emotional Intelligence for Psychological Well Being of Sighted and Visually Impaired Adolescents

 Fr. Jaison Joseph<sup>1\*</sup>

<sup>1</sup>Research Scholar, Kerala University, Thiruvananthapuram, Kerala, India.

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\*Corresponding Author: [jsn.joseph@gmail.com](mailto:jsn.joseph@gmail.com)

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Emotional Intelligence (EI) has generated a great deal of interest in the popular press, the field of social psychology and more recently in the field of industrial, organizational and educational psychology. Based on the conceptualization of emotional competence, Goleman considered that while effective performances required various competences, emotional intelligence was much more important than other competences for success in life. The study reveals that students' EI correlates positively with guidance, support and well-being at each time for their development. This study aimed to examine the subject of Emotional Intelligence which has received increased attention from scholars over the past few decades. The study utilized Psychological Well-Being by Dr. Devender Singh Sisodia and Miss Pooja Choudhary (1971) for the assessment of Emotional Intelligence of 40 Sighted Adolescents and 40 Visually Impaired Adolescents for Psychological Well-Being in various dimensions of Satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relations in High Schools of Ujjain district in Madhya Pradesh.

**Keywords:** *Emotional Intelligence, Psychological Well-Being, Sighted Adolescents, Visually Impaired.*



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## 1. Introduction

The significance of Emotional Intelligence is increasingly acknowledged and evaluated across a range of professions. Effectively managing emotions in social situations is evidently crucial for achieving success in various interpersonal and career-related fields. Recent academic research indicates that a substantial portion of our achievements and setbacks in life cannot be solely attributed to our cognitive skills as assessed by IQ tests. But they are linked to our capacity to establish and sustain social connections, present

ourselves favorably, and influence how others perceive us. Individuals who do not possess this understanding may be considered to lack Emotional Intelligence (EI), a form of intelligence that may be more critical for attaining one's objectives than traditional intelligence by IQ assessments.

In today's society, the term Emotional Intelligence has gained significant attention as a key factor in understanding and predicting an individual's performance at every stage of life. The concept of emotional intelligence was introduced

by Salovey and Mayer in the early 1990s. Daniel Goleman further popularized this idea in his 1995 book, *Why It Can Matter More Than IQ*. Emotional intelligence encompasses the ability to foster positive outcomes in relationships with others and oneself. It involves the capacity to monitor one's own emotions and those of others, to differentiate between them, and to utilize this information to inform one's thoughts and actions.

Research studies have clearly stated that emotions induce changes at three levels such as physiological, cognitive, and behavioural as well as that they have both positive and negative reactivity. For example, an individual gets frightened on seeing a snake which will be implied physiologically as an increase in heart beats, cognitively as racing thoughts about danger, and behaviorally as an urge to run away.

## 2. Psychological Well-Being of Adolescents

Psychological well-being, also called mental health, is a state of mind which includes internal balance. It involves the successful management of disorders and disturbances. Along with the abilities to cope with challenging situations, maintain positive relationships, and for cultivating personal growth. It is related to intellectual, spiritual, and emotional well-being. Intellectual well-being includes well-functioning cognitive abilities and traits, such as problem solving, critical thinking, and curiosity. Spiritual well-being is a state in which people find a purpose in life and inner peace. Emotional well-being involves the capacities to comprehend, articulate, and control emotions together with an effective positive mood. The measurement of adolescent well-being is a serious social and political objective. Psychological Well-Being of adolescent's means being content with life and understanding an abundance of positive emotions, when joined with the absence of psychopathology, is linked with the greatest academic function, social skills and support, and physical health, being a stage that lays a strong foundation for future personality. This is a critical period during human development in which life goals, values, direction and purpose in life are created, and guaranteeing psychological well-being of adolescents is a socio-psychological necessity. A number of studies confirm the power of well-being scales to predict outcomes, for example, longevity, physical health, quality of life, criminal activity, drug and alcohol use,

employment, earnings, and pro-social behavior (WHO, 2009). Moreover, complexities typical to their phase of development, researches into factors contributing to adolescent Psychological Well-Being was always a difficult task for the scientific community.

## 3. General components of Emotional Intelligence

In his book, Goleman (1998) outlines five key components of Emotional Intelligence:

### 3.1 Self-awareness

This involves recognizing one's own emotions and understanding how they influence thoughts and behaviors. By evaluating personal strengths and weaknesses, it enhances self-confidence. Individuals with self-awareness are typically open to feedback, accept constructive criticism, and are capable of learning from challenging experiences.

### 3.2 Self-regulation or self-management

This pertains to the capacity to manage impulsive emotions (feelings or behaviors), exercise restraint when expressing emotions, and handle emotions in healthier ways during stressful or challenging situations. It also includes being proactive, maintaining consistency in commitments, and adapting to changing circumstances.

### 3.3 Social skills

This refers to the ability to comprehend the emotions, needs, and concerns of others, recognize their emotional cues, feel at ease in social contexts, and identify complex power dynamics within various settings such as groups, companies, or organizations. Individuals with strong social skills can quickly connect with others, build trust, and earn respect.

### 3.4 Empathy

Empathy plays a vital role in fostering and sustaining positive relationships as well as effectively managing a successful team or organization. Empathetic individuals communicate effectively, inspire and influence others, are valuable team players, and adeptly navigate conflicts. They respond sincerely to the concerns of others, thereby enhancing the self-efficacy of their team members, challenging the self-esteem

of those who act unfairly, providing constructive feedback, and listening to the needs of others.

### 3.5 Motivation

This refers to the enduring enthusiasm to work diligently towards goals. Self-motivated individuals exhibit resilience, are driven by intrinsic ambition, and maintain high standards in their work quality while adhering strictly to their commitments.

### 3.6 Significance of the study

Impacts of Emotional Intelligence on Social Relationships in Adulthood: A Normative Survey Study by Roy Parth and Chandi Swarup created an interest to do further research for the assessment of Emotional Intelligence. The study revealed that Psychological Well-Being is essential for adolescents in various dimensions of Life Satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relations.

## 4. Review of Literature

In the research paper, A Comparative Study of Emotional Intelligence among **Sighted and Visually Impaired School children (2016)**. The researcher **Nazir Nadia and Kurshid F.** revealed that an eye is important sensory organ and this insufficiency of sight makes the individual distant from physical world. The objective of education is not just to develop the cognitive skills but also to develop the overall development of child either sighted or visually impaired. Visually impaired children suffer from defects of their eyes that make them handicapped in terms of their visual ability and sense.

Examinations of the Measures of **Emotional Intelligence (2003)**. The researcher **Zeng, X. and Miller, C.E.** highlighted that research has been slow to define the construct, its measurement, and how it might be related to job performance. Much of the research on emotional intelligence attempts to answer the question: Is the construct of emotional intelligence related to cognitive ability, personality, both or neither? This study sheds light on this question as well. These findings demonstrated that all emotional intelligence measures are not created equal, and different measurement approaches based on the same underlying theoretical construct can have different correlations with intelligence and personality and so it affects the construct.

**Amin M, Patel Payal & Shrivastav A.K.(2016)**. Emotional Intelligence and Adjustment among Adolescents. The present study demonstrated that there is insignificant difference between emotional intelligence scores of boys and girls but same time there is significant difference between adjustment scores of the same group. Also there is insignificant difference between emotional intelligence scores and adjustment scores of high socioeconomic status and low socioeconomic status students.

**Radha Arora &Monika Sharma (2018)**. Social Maturity of Senior Secondary School Students in Relation to their Psychological Well Being and Emotional Intelligence. The study was conducted on 100 students, were selected through simple random sampling method from the Jalandhar city of Punjab state, India. The age range of the sample is 14 to 16 years. Social maturity scale developed by **Dr. Nalini Rao (1971)** for Psychological Well- Being was utilized. Data was analyzed using mean, SD and two way analysis of variance. Results revealed that Emotional Intelligence is required to understand the nature of social world they live within. There exists significant interaction effect between psychological well-being & Emotional intelligence on the score of Social Maturity. High psychological well-being is essential for Social Commitment, Social Tolerance, and Openness to change. Emotional intelligence is important for Work Orientation, Self-Direction, and Ability to take stress, Communication, Enlightened Trust, Cooperation, Social Commitment, Social Tolerance, and Openness to Change. There is significant difference in Personal adequacy and social adequacy of Senior Secondary school students in relation to Psychological Well-Being and Emotional Intelligence.

**Subramanyam, K. (2011)**. Impact of Emotional intelligence and Study Skills of High School Students. The researcher investigated into emotional intelligence and study skills of high school students. It explores the relationship between emotional intelligence, study skills, and academic performance in high school students. The study investigates how emotional intelligence (EI) and study skills influence academic outcomes and how these factors might be related to each other. Findings of the study are that there is significant difference between boys and girls with regard to their emotional intelligence and there is

no significant difference between boys and girls with regard to their study skills.

## 5. Objectives of the study

- To study the impact of Psychological Well-Being on Sighted Adolescents and Visually Impaired Adolescents.
- To study the impact of various dimensions of Psychological Well-Being on Sighted Adolescents and Visually Impaired Adolescents.

## 6. Null Hypotheses

- There is no significant impact of Psychological Well-Being on Sighted Adolescents and Visually Impaired Adolescents.
- There is no significant impact of various dimensions of Psychological Well-Being on Sighted Adolescents and Visually Impaired Adolescents.

## 7. Methodology

### 7.1 Variables

The experimental variables were various dimensions of Psychological Well Being on Sighted Adolescents and Visually Impaired Adolescents.

## 7.2 Sample

The present study consisted of 80 adolescents selected by purposive sampling technique, 40 were Sighted Adolescents and 40 were Visually Impaired Adolescents from Manovikas Special Education School of Ujjain district in Madhya Pradesh.

## 7.3. Tools of the study

**Psychological Well-Being by Dr. Devender Singh Sisodia And Miss Pooja Choudhary (1971)**

The data was collected using a standard scale developed by D. S. Sisodia and Pooja Choudhary and published by National Psychological Corporation Agra. The scale comprises of 50 items measured on the scale of 1 to 5. The scale considers five dimensions of psychological well-being which are Life satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relation. Norms for the scale are available for all the age group. The test-retest reliability was 0.87 and the consistency value for the scale is 0.90. The scale was validated against the external criteria and coefficient obtained was 0.94. The scale consists of 50 statements. All statements are of positive manner. 5 marks strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree responses are assigned.

## 8. Data Analysis and Interpretation

Variables	Type of group	N	Mean	SD	t value
<b>Dimension 1 Satisfaction</b>	Sighted Adolescents	40	41.50	2.532	4.06**
	Visually Impaired Adolescents	40	37.70	5.336	
<b>Dimension 2 Efficiency</b>	Sighted Adolescents	40	42.08	1.492	5.85**
	Visually Impaired Adolescents	40	35.88	6.525	
<b>Dimension 3 Sociability</b>	Sighted Adolescents	40	37.90	1.411	0.91
	Visually Impaired Adolescents	40	37.10	5.377	
<b>Dimension 4 Mental Health</b>	Sighted Adolescents	40	40.30	3.212	0.84
	Visually Impaired Adolescents	40	39.50	5.048	
<b>Dimension 5 Interpersonal Relationship</b>	Sighted Adolescents	40	40.23	2.190	3.35**
	Visually Impaired Adolescents	40	37.95	3.693	
<b>Psychological Well Being (entire)</b>	Sighted Adolescents	40	202.00	6.913	6.59**
	Visually Impaired Adolescents	40	188.13	11.377	

\*\*t value is significant at 0.01 level

\*t value is significant at 0.05 level

The above table reveals the descriptive statistics for Psychological Wellbeing between Sighted adolescents and Visually Impaired Adolescents. The mean differences for various dimensions of Psychological Well Being between Sighted adolescents and Visually Impaired Adolescents was analyzed by using t test.

### 8. Hypothesis 1

There is no significant difference for Psychological Well Being between Sighted adolescents and Visually Impaired Adolescents. The table shows that the mean of sighted adolescents is 202 and for visually impaired adolescent is 188.13 SD 6.91 and 11.37. The difference between Sighted adolescents and Visually Impaired Adolescents with respect to Psychological Well-Being was analyzed with the help of t test. The obtained t value for Psychological Well-Being (entire scale) is 6.59 was significant at 0.05 level. The hypothesis there is no significant difference between Sighted adolescents and Visually Impaired Adolescents for Psychological Well-Being was rejected.

### 9. Hypothesis 2

There is no significant difference between sighted adolescents and Visually Impaired Adolescents with respect to various dimensions of Psychological Well-Being namely Satisfaction, Efficiency, Sociability, Mental health, and Interpersonal Relations.

The obtained t value for these dimensions are 4.06, 5.85, 0.91, 0.84, and 3.35 respectively. t value for Satisfaction, Efficiency, and Interpersonal relations dimension is significant at 0.01 level.

### 10. Findings of the study

- The findings are useful for the teachers, parents and society at large.
- The curriculum can be reformed that provide ample opportunities to involve in practical knowledge related to emotional development and social maturity. So that students can become strong psychologically.
- Parenting is in the process of changing. Such type of study proves beneficial for

parents in making strategies for their adolescent children.

- Proper guidance, support and counselling is essential for parents and students.

### 11. Suggestions

- Institutions should take initiatives in creating awareness among parental community and community in general regarding their role in developing socially mature and emotionally intelligent students.
- Teachers should adopt strategies and use the method of teaching that leads to development of emotionally intelligent and socially mature students.
- Schools should play role in developing the skills of emotional intelligence and social maturity through implementing programs like seminars, special lecture, the life skills training programme etc.
- Parenting programs should be organized by schools and colleges. Workshops, seminars and orientation programs on parenting is need of the hour.

### 12. Conclusion

The emotional intelligence and social maturity are related to each other. Together they affect the development of students in stable personality which helps them for psychological well-being. The study also found significant difference in social maturity of students. Today parents don't have enough time to teach social skills to their children to be socially mature individual which is fundamental to humans as social beings. A holistic environment is essential for their proper growth and development which will help them in development of personality.

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