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Emotional intelligence of physically challenged and normal secondary school students: A comparative study

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Abstract
The study was conducted to compare the emotional intelligence among physically challenged and normal students in Srinagar, J&K, India. The sample for the study consisted of 480 secondary school students (240 physically Challenged and 240 Normal).The physically challenged students were selected by purposive sampling and normal student by random sampling technique. The sample was taken from different Higher Secondary Schools of Kashmir both Govt. and Private The investigator constructed and standardized an Emotional Intelligence Inventory to measure emotional intelligence. The inventory consisted of 85 short statements measuring nine factors. Items were rated on a five-point scale. The data collected was subjected to various statistical treatments like mean, S.D. and t-test. After descriptively analyzing the data it was found that normal students possessed higher emotional intelligence than the physically challenged students. 83.75% of the students have low emotional intelligence and 11.67% have average emotional intelligence and just a few 4.58% have high emotional intelligence. On inferential analysis it was revealed that there was significant difference between the two groups as the calculated t-value exceeds the tabulated value on all nine factors of the inventory for the three categories of physically challenged.

Keywords: Emotional Intelligence, Physically Challenged, Normal

Introduction

Emotions are involved in every action, decision and judgment. Emotionally intelligent people recognize this and use their thinking to manage their emotions rather than being managed by their emotions. In the course of last two decades, Emotional Intelligence (EI) concept has become an important indicator of person‘s knowledge, skills and abilities in workplace, school and personal life. EI plays a significant role in the job performance, motivation, decision making, successful management and leadership. From the perspective of affective neuroscience, the defining boundary in brain activity between emotional intelligence and cognitive intelligence is the distinction between capacities that are largely neocortical and those that integrate neocortical and limbic circuitry. Intellectual abilities like verbal fluency, spatial logic, and abstract reasoning—in other words, the components of IQ—are based primarily in specific areas of the neocortex. In contrast, emotional intelligence encompasses the behavioral manifestations of underlying neurological circuitry that primarily links the limbic areas for emotion, centering on the amygdala and its extended networks throughout the brain, to areas in the prefrontal cortex, the brain’s executive center. In the 1900s even though traditional definitions of intelligence emphasized cognitive aspects such as memory and problem-solving, several researchers highlighted the importance of the non-cognitive aspects.

In 1920, E. L. Thorndike [1], used the term social intelligence to describe the skill of understanding and managing other people. He proposed that humans possess several types of intelligence, one form being called as social intelligence, or the ability to understand and manage men and women, boys and girls, and also to act wisely in human relations.

In 1940, David Wechsler [2], referred to both non-intellective and intellective elements of intelligence. The non-intellective elements included affective, personal, and social factors. Later, he hypothesized that they were essential for predicting one's ability to succeed in life.

In 1983, Howard Gardner's [3] in his book, *‘Frames of Mind’* explained the Theory of Multiple Intelligences in which he talked about seven types of intelligence that talked about both *Interpersonal intelligence* (the capacity to understand the intentions, motivations and desires of other people) and *Intrapersonal intelligence* (the capacity to understand oneself, to appreciate one's feelings, fears and motivations).

John Mayer and Peter Salovey, introduced the concept of emotional intelligence. According to Salovey and Mayer [4] (1990) emotional intelligence is: *“The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”*

According to Peter Salovey and John Mayer (2002) [5] emotional intelligence is: *“The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions in ways that promote emotional and intellectual growth.”*

John Mayer and Peter Salovey proposed the ability model of

[1] Thorndike, E.L, an American psychologist known for his work on learning and intelligence.

[2] David Wechsler, American psychologist, the originator of the Wechsler Adult Intelligence Scale (WAIS)and (WISC)

[3] Gardner, H. (1983).American developmental psychologist and gave the theory of multiple intelligence.

[4] Salovey and Mayer,*Peter Salovey* is an American social psychologist and current President of *Yale* University
John D. Mayer is an American psychologist at the Hampshire. He is a personality psychologist.

[5] Mayer, J. D., Salovey, P., &Carsuo, D. R., (2004). Emotional Intelligence: Theory, findings, and implications. Psychological Inquiry, 15(3), p. 197.

emotional intelligence with four interrelated branches. (See figure 1 below)

- Perception of emotion: includes the ability to identify and differentiate emotions in the self and others.
- Use of emotion: to facilitate thinking, refers to harnessing emotions to facilitate cognitive activities such as reasoning, problem solving, and interpersonal communication.
- Understanding and analyzing emotions: includes comprehension of the language and meaning of emotions and an understanding of the antecedents of emotions.
- Managing emotions: includes the ability to prevent, reduce, enhance, or modify an emotional response in oneself and others, as well as the ability to experience a range of emotions while making decisions about the appropriateness or usefulness of an emotion in a given situation.

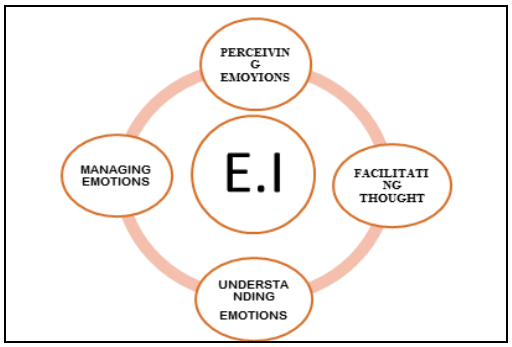

Fig 1: Mayer and Salovey's (1997) four branch model of emotional intelligence

Dr. Reuven Bar-On's coined the term Emotional Quotient (EQ) in 1985. [6] Bar-On mentioned that emotional intelligence develops over time and it can be improved through training, programming and therapy. He considers emotional intelligence and cognitive intelligence to contribute equally to a person's general intelligence, which then offers an indication of one's potential to succeed in life. According to Reuven Bar-On (1996) emotional intelligence is: "*An array of non-cognitive (emotional and social) capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures."*

Bar-On's [7] model outlines five components which are further classified into fifteen subcomponents. His model is known as the trait model of emotional intelligence. (See figure 2)

- Intrapersonal: Self Regard, Emotional Self-Awareness, Assertiveness, Independence, and Self-Actualization.
- Interpersonal: Empathy, Social Responsibility and Interpersonal Relationship
- Adaptability: Reality Testing, Flexibility and Problem Solving
- Stress Management: Stress Tolerance and Impulse Control
- General Mood Components: Optimism and Happiness

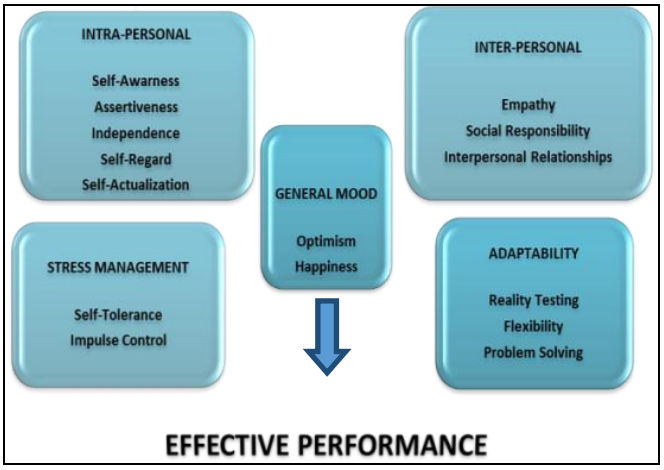

Fig 2: Bar-On's EI model

Daniel Goleman, a psychologist and science writer, discovered the work of Salovey and Mayer. Inspired by their findings, he began to conduct his own research in the area and eventually wrote Emotional Intelligence (1995), the landmark book which familiarized both the public and private sectors with the idea of emotional intelligence. Goleman define emotional intelligence as *—the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.* Goleman's (1998) [8] first model of emotional intelligence identified five domains, or dimensions, of emotional intelligence encompassing twenty-five competencies. Three dimensions, self-awareness, self-regulation, and motivation, described *personal competencies* related to knowing and managing emotions in one's self. The remaining two dimensions, empathy and social skills described *social competencies* related to knowing and managing emotions in others. However Goleman revised his 1998 model and in 2001 [9] gave the revised model collapsing the twenty five competencies into twenty and the five domains into the four (see a 1). His model is known as competency model of emotional intelligence.

Table 1: Goleman's Emotional Intelligence competencies

	Self **Personal Competence**	**Other** **Social Competence**
Recognition	Self-Awareness *- Emotional self-awareness* *- Accurate self-assessment* *- Self-confidence*	Social Awareness *- Empathy* *- Service orientation* *- Organizational awareness*
Regulation	Self-Management *- Self-control* *- Trustworthiness* *- Conscientiousness* *- Adaptability* *- Achievement drive* *- Initiative*	Relationship Management *- Developing others* *- Influence* *- Communication* *- Conflict management* *- Leadership* *- Change catalyst* *- Building bonds* *- Teamwork & collaboration*

[6] Bar-On, R. was the director of the Institute of Applied Intelligences in Denmark.

[7] Bar-On, R., (2006).The Bar-On Model of Emotional-Social Intelligence (ESI).Consortium for Research on Emotional Intelligence in Organizations–Issues in Emotional Intelligence.

[8] Goleman, D. (1998). Working with emotional intelligence.New York: Bantam Books

[9] Goleman, D. (2001). Emotional Intelligence: Issues in Paradigm Building. In Cherniss and Goleman's Ed. San Fransisco.

The National Policy on Education (NPE) [10] framed in 1986 stated that children with "mild disabilities be included in mainstream classrooms, to prepare them for normal growth and to facilitate them to face life with courage and confidence." In 1987, MHRD [11] in association with the National Council of Education Research and training (NCERT) joined hands with UNICEF and launched Project Integrated Education for disabled. The most important legislation in India is the People with Disabilities Act (PDA-1995) [12] which states that children with disabilities have the right to access education in a free and appropriate environment until they are 18 years of age "promoting integration into normal school".

In 2000-2001 Government of India in conjunction with World Bank created Sarva Shiksha Abhiyan (SSA) which laid emphasis on "Education for All". SSA is not disability specific but disability-inclusive programme, set with a goal to have Universal Education by 2010 for children between the ages of 6-14years. Though this goal was not attained but SSA programme still continues. The Right to Education Bill was drafted by MHRD in 2005. This act was however passed in 2009 and laid into full effect in 2010 emphasizing on educational rights of students with disabilities.

Census of India2001 shows disability of 2.19%, NSSO 2002 shows disability of 1.80%, Census 2011 shows disability of 2.1%;an estimated 21 million suffering from disability [13].

The prevalence of different types of disabilities in India, a glance as shown in table 2 below

Table 2

Types of Disability	Census of India 2001	NSSO (2002)	Census 2011
Movement (Locomotor)	28%	51%	27.9%
Seeing (Visual)	49%	14%	48.50%
Hearing	6%	15%	5.8%
Speech	7%	10%	7.5%
Mental	10%	10%	10.3%

***Source*:** www.WHO.int/factsheet/en

The disabled are not a homogenous group. There are different types of disabilities with different requirements. Disability is no more taken as an impediment but as a challenge, (WHO 1980) so the term used to denote such children is "Physically Challenged". For the purpose of the present investigation under the umbrella term "Physically Challenged" includes the Visually Impaired, Hearing Impaired and Orthopedically Impaired. Visual impairment is a condition in which an individual's vision is deficient to such an extent that it considerably affects his/her working. There are four major categories of visually impaired children such as partially sighted, low vision, legally blind and totally blind. A partially sighted child is the child who has some complication in seeing and in overall impression, requires special assistance with learning. Low vision indicates a more serious problem, where reading at normal distances is not possible. Children with low vision have to use supportive tools to read and see in their environments. They may even learn through the use of Braille. Legally blind refers to a vision less than 20/200. Children who are legally blind cannot see things clearly, whether it is near or far. They haven't lost their sight completely but have lost enough vision that they do have to stand 20 feet from an object to see it as well as someone with perfect vision could see from 200 feet away. Thoroughly blind means that the person has no vision at all. Their eyes are not able to process images, and they learn through non-visual resources, including Braille. Hearing impaired are those in whom the sense of hearing is non-functional for ordinary purposes of life. They do not hear or understand sound at all even with amplified speech. The cases included in this category will be those having hearing loss of more than 70 decibels (Graham Bell's Scale) in the better ear (profound) loss of hearing in both ears (ministry of social welfare 1987). A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. The Orthopedically impaired children are those who have a physical defect or deformity, which causes a hindrance with the normal functioning of the bones, muscles and joints." According to the Individuals with Disabilities Education Improvement Act (IDEA), orthopedic impairment is defined as a severe orthopedic impairment that adversely affects a child's educational performance. The term includes those born with dislocated hips, club feet, spina bifida (a congenital deformity of the spinal cord), and children who are victims of such crippling diseases as polio and Osteomyelitis.

Objectives

This study focuses on emotional intelligence of the physically challenged and normal secondary school students. Following objectives become significant for the present study:

1. To compare emotional intelligence of the physically challenged and normal secondary school students. (composite-score)
2. To compare emotional intelligence of the physically challenged and normal secondary school students. (factor-wise)
3. To compare emotional intelligence of the normal and orthopedically impaired secondary school students.
4. To compare emotional intelligence of the normal and visually impaired secondary school students.
5. To compare emotional intelligence of the normal and hearing impaired secondary school students.

Hypothesis

1. There is no significant difference between physically challenged and normal secondary school students on emotional intelligence.(composite score)
2. There is no significant difference between physically challenged and normal secondary school students on emotional intelligence.(Factor-wise.
3. There is no significant difference between orthopedically impaired and normal secondary school students on emotional intelligence.
4. There is no significant difference between visually impaired and normal secondary school students on emotional intelligence.

[10] The credit goes to Late Prime Minister Rajiv Gandhi who took initiative in presenting the National Policy of Education. The Parliament of India during the Budget session in 1986explained and discussed the National Policy on Education 1986 and adopted it.

[11] Ministry of Human Resource Development focuses on imparting quality education.

[12] Persons with Disability Act proclaims, "Equal Opportunities, Protection of Rights and Full Participation of people with disabilities."

[13]Information and guidance booklet for persons with disabilities, published by rehabilitation council of India, New Delhi.

5. There is no significant difference between hearing impaired and normal secondary school students on emotional intelligence.

Operational Definition of Terms and Variables

Physically challenged

Physically challenged students are those who have some form of physical impairment which hinders with their participation in any activity. The following categories of physically challenged have been chosen for the present investigation.

1. Visually impaired
2. Hearing impaired
3. Orthopedically impaired

Normal

Normal students are those who do not have any physical impairment.

Emotional Intelligence

In the present study, emotional intelligence refers to the scores obtained by the students on the different traits; Self Awareness, Trustworthiness, Adaptability, Emotional Self-Control, Empathy, Interpersonal Communication /Interpersonal Influence, Initiative/Achievement Drive, Managing Relations and Optimism of the self-constructed Emotional Intelligence Inventory (E.I. I).

Methodology

Sample

The sample for the present investigation will comprise 480 higher secondary school students among which 240 are physically challenged and 240 normal. The description of the sample is given in the following tables.

Table 3

Type of Students	No. of Students
Normal Students	240
Physically Challenged Students	240
Total	480

Table 4

Type of Deformity	No. of Students
Students with Visual Impairment	80
Students with Hearing Impairment	80
Students with Orthopedic Impairment	80
Total	240

The physically challenged students have been selected by purposive cum quota sampling technique and normal student by way of simple random sampling technique. The sample is taken from different Higher Secondary Schools of Kashmir both Govt. and Private.

Target Population

This tool is designed to study emotional intelligence of adolescents studying in class IX to XII i.e. Secondary and Higher Secondary School students [14] of Kashmir [15].

Tool Used

A self-constructed questionnaire was used to measure the emotional intelligence.

Since Emotional Intelligence is an emerging field, the investigator felt the need to construct a scale with items suitable to measure emotional intelligence especially for Higher Secondary School students. The items in the test are an ability measure of intelligence rather than self-report measure. They do not reflect cognitive abilities but rather self-perceived abilities and behavioural dispositions. Statements using simple wording and syntactic style are used. The inventory consists of 85 short statements measuring different traits: Self Awareness, Trustworthiness, Adaptability, Emotional Self-Control, Empathy, Interpersonal Communication /Interpersonal Influence, Initiative/Achievement Drive, Managing Relations and Optimism. Items arerated on 5-point response scale with a response format ranging from "Almost Never, Rarely, Seldom, Usually to Almost Always .The tool uses both positive and negative statements under all the traits measured to add variety and to reduce student's tendency to respond perfunctorily. It will also help in better interpretation and for exhaustive coverage of all dimensions. For positive items the scoring is 1, 2, 3, 4, 5 and is reserved for negative items 5, 4, 3, 2, 1.

Analysis of Results

The two groups of students, i.e., physically challenged and normal were compared on emotional intelligence. The statistical analysis based on this technique has been presented in a tabular form below. These tables are presented in both descriptive form and inferential form in the pages as follows:-

Table 5: Distribution of Physically Challenged and Normal Secondary School Students on the Levels of Emotional Intelligence (N=240 in each case)

Levels	Physically challenged	Normal
High emotional intelligence	11 (4.58%)	75 (31.25%)
Average emotional intelligence	28 (11.67%)	93 (38.75%)
Low emotional intelligence	201 (83.75%)	72 (30%)

The table 5 shows the distribution of physically challenged and normal secondary school students on Emotional Intelligence. In the case of physically challenged(N=240) secondary school students the table reveals that the majority, 83.75% of these students have low emotional intelligence and 11.67% have average emotional intelligence and just a few 4.58% have high emotional intelligence. The physically challenged students face peer rejection, and have ineffective communication with peers and teachers which leads to low emotional intelligence. Because of the inter-personal and intra-personal problems, students with emotional

[14]Different Stages of Education in the present study has been taken according to the Indian Education Commission (1964-66). According to Indian Education Commission (1964-66), School Education comprises of following stages: Primary Stage (I-VIII), Lower Primary (I-V), Upper Primary (VI-VIII), Secondary Stage (IX-X) and Higher Secondary Stage (XI-XII).Secondary school students are of ages fourteen to fifteen and higher secondary school students are of ages sixteen to seventeen years

[15]Jammu and Kashmir State came into existence in 1846, after the first Anglo-Sikh war of 1845-46, with Maharaja Ghulab Singh as its first ruler. Until then, there was no such distinct political entity. The State was not the personal creation of Ghulab Singh but was rather the outcome of an agreement between him and the representatives of the British East India Company. Jammu& Kashmir consist of three divisions: Jammu, Kashmir & Ladakh.

disturbances are at a greater risk for social isolation and rejection. In the case of normal students 31.25% have high emotional intelligence, 38.75% have average emotional intelligence and 30% have low emotional intelligence.

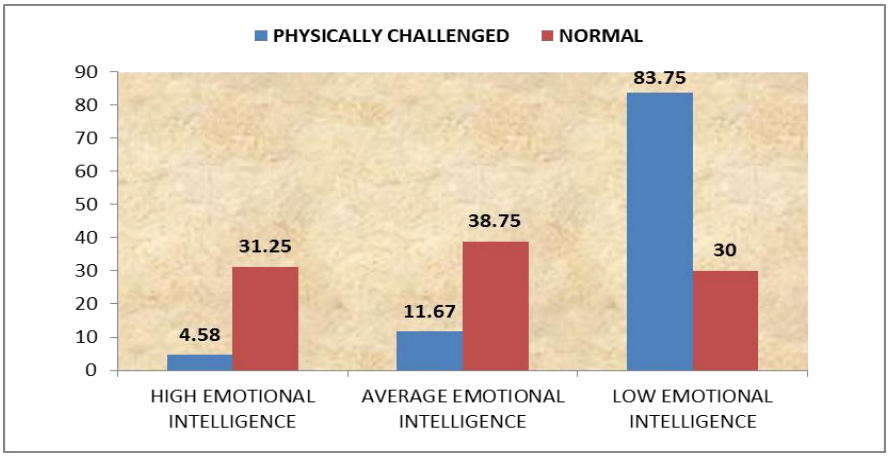

Table 6: Showing the mean comparison of physically challenged and normal secondary school students on emotional intelligence composite score (N=240 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Physically Challenged	240	257.18	39.67	17.77	Significant at.01 level.
Normal	240	314.71	30.93		

The Table 6 shows the mean comparison of physically challenged and normal secondary school students on emotional intelligence. The calculated t-value (17.77) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is significant difference between physically challenged and normal secondary school students on emotional intelligence. A quick look at the means of the above table clearly shows that physically challenged secondary school students have low level of emotional intelligence as compared to normal secondary school students. Due to their physical impairments viz. visual, hearing and orthopedic impairment they are emotionally, socially and interpersonally inept and not able to deal constructively with emotions. Thus from the confirmation of the results from the above table, the null hypothesis no.1 which reads as, "*There is no significant difference between physically challenged and normal secondary school students on emotional intelligence (composite score)", stands rejected.*

Table 7: Showing the mean comparison of physically challenged and normal secondary school students on emotional intelligence-factor wise (N=240 in each group)

Variables/ Dimensions	Groups	N	Mean	SD	df	t-value	Level of Significance
EI-A Self-awareness	Physically Challenged	240	32.29	6.592	480	16.182	Significant at .01 level
	Normal	240	41.17	5.422			
EI-B Trust-worthiness	Physically Challenged	240	19.74	4.229	480	10.058	significant at .01 level
	Normal	240	23.04	2.841			
EI-C Adaptability	Physically Challenged	240	27.62	6.035	480	11.016	Significant at .01 level
	Normal	240	33.10	4.844			
EI-D EmotionalSelf-Control	Physically Challenged	240	36.95	6.759	480	13.358	Significant at .01 level
	Normal	240	44.92	6.367			
EI-E Empathy	Physically Challenged	240	24.77	5.454	480	9.986	Significant at .01 level
	Normal	240	29.52	5.015			
EI-F Interpersonal communication/Interpersonal Influence	Physically Challenged	240	36.05	7.807	480	12.381	Significant at .01 level
	Normal	240	44.06	6.351			
EI- G Initiative/Achievement drive	Physically Challenged	240	30.05	6.443	480	13.914	Significant at .01 level
	Normal	240	37.39	5.078			
EI-H Managing Relations	Physically Challenged	240	27.43	5.691	480	13.457	Significant at.01 level
	Normal	240	33.99	5.001			
EI-I Optimism	Physically Challenged	240	22.26	5.853	480	11.235	Significant at .01 level
	Normal	240	27.59	4.498			
Emotional Intelligence Total	Physically Challenged	240	257.18	39.676	480	17.778	Significant at.01 level
	Normal	240	314.71	30.939			

The Table 7 shows the mean comparison of physically challenged and normal secondary school students on emotional intelligence (factor-wise). The calculated t-value for each factor exceeds the tabulated t-value (2.59) at 0.01

level of significance, which depicts that there is significant difference between physically challenged and normal secondary school students on emotional intelligence (factor-wise). A quick look at the means of the above table clearly shows that physically challenged secondary school students have low level of emotional intelligence as compared to normal secondary school students also on each sub-factor of the emotional intelligence inventory. The normal students show adaptability, have a desire to achieve, are optimistic, have initiative, good at interpersonal communication and show emotional self-control. Due to their physical impairments viz. visual, hearing and orthopedic impairment they are emotionally, socially and interpersonally inept and not able to deal constructively with emotions. They lack ability to empathize, poor in relation management and lack motivation. Thus from the confirmation of the results from the above table, the null hypothesis no. 2 which reads as, "*There is no significant difference between physically challenged and normal secondary school students on emotional intelligence, (factor-wise)", stands rejected.*

Table 8: Showing the mean comparison of orthopedically impaired and normal secondary school students on emotional intelligence (N=80 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Crippled	80	258.02	37.49	11.264	Significant at .01 level
Normal First	80	318.01	29.40		

The Table 8 shows the mean comparison of physically challenged (crippled) and normal secondary school students on emotional intelligence. The calculated t-value (11.264) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is significant difference between physically challenged(crippled) and normal secondary school students on emotional intelligence. A quick look at the means of the above table clearly shows that crippled secondary school students have low level of emotional intelligence as compared to normal secondary school students. Social relationships constitute a problem area for many crippled youngsters as they feel inferior and depressed. Thus from the confirmation of the results from the above table, the null hypothesis no.3 which reads as, "*There is no significant difference between orthopedically impaired and normal secondary school students on emotional intelligence", stands rejected.*

Table 9: Showing the mean comparison of physically challenged (visually impaired) and normal secondary school students on emotional intelligence (N=80 in each group).

Group	N	Mean	S.D	t-value	Level of Significance
Visually impaired	80	278.15	35.60	7.102	Significant at .01 level
Normal Second	80	317.00	33.53		

The Table 9 shows the mean comparison of physically challenged (visually impaired) and normal secondary school students on emotional intelligence. The calculated t-value (7.102) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is significant difference between physically challenged (visually impaired) and normal secondary school students on emotional intelligence. A quick look at the means of the above table clearly shows that visually impaired secondary school students have low level of emotional intelligence as compared to normal secondary school students. The emotions aroused do not depend so much on the event themselves, as on how they are appraised and the lower level indicates that it's due to their visual impairment. Thus from the confirmation of the results from the above table, the null hypothesis no.4 which reads as, "*There is no significant difference between visually impaired and normal secondary school students on emotional intelligence", stands rejected.*

Table 10: Showing the mean comparison of hearing impaired and normal secondary school students on emotional intelligence (N=80 in each group).

Group	N	mean	S.D	t-value	Level of Significance
Hearing impaired	80	236.16	34.53	14.420	Significant at .01 level
Normal	80	309.19	29.32		

The Table 10 shows the mean comparison of hearing impaired and normal secondary school students on emotional intelligence. The calculated t-value (14.420) exceeds the tabulated t-value (2.59) at 0.01 level of significance, which depicts that there is significant difference between physically challenged (hearing impaired) and normal secondary school students on emotional intelligence. A quick look at the means of the above table clearly shows that hearing impaired secondary school students have low level of emotional intelligence as compared to normal secondary school students. Thus from the confirmation of the results from the above table, the null hypothesis no.5which reads as, "*There is no significant difference between hearing impaired and normal secondary school students on emotional intelligence", stands rejected.*

Discussion

The two groups' viz. physically challenged and normal secondary school students were compared with each other on a self-constructed emotional intelligence inventory. It was found that there is significant difference between physically challenged and normal secondary school students on emotional intelligence inventory. The empirical data clearly reveals that physically challenged students have low emotional intelligence as compared to normal students. On analysis of data obtained on all nine factor viz. Self-awareness, Trustworthiness, Adaptability, Emotional self-control, Empathy, Interpersonal Communication / Interpersonal Influence, Initiative / Achievement Drive, Managing relations and Optimism of emotional intelligence inventory it was seen that there was significant difference between the physically challenged and normal students on each independent factor. The calculated t-value reflected significant difference on each factor. Due to their disability the physically challenged children experience helplessness, lack initiative and drive and feel insecure. They tend to be withdrawn, unmotivated, lazy, overly sensitive to criticism, distrustful, ability to communicate and are pessimistic. They don't feel good about themselves, often they feel like failures. Other findings in support of this are asShalini Rajput (2013) revealed that able bodied students were better than their peers with disability counterparts on self-confidence and emotional intelligence. It implies that disability adversely effects

emotional intelligence. ZebaAqil (2014) revealed that there is significant difference found in disabled and able, males and females on Intelligence quotient and Emotional quotient. The disabled have a lot of emotional problems and score low on emotional quotient. Further on comparing the orthopedically impaired, visually impaired and hearing impaired with their normal peers on emotional intelligence revealed that the mean score of normal students was much higher than their disabled peers thus indicating that there is significant difference between the normal and the orthopedically impaired, normal and the visually impaired, normal and the hearing impaired secondary school students on the emotional intelligence inventory.

The two categories of physically challenged secondary school students' viz. orthopedically impaired and visually impaired secondary school students were compared with each other on emotional intelligence inventory. It was found that there is significant difference between orthopedically impaired and visually impaired secondary school students on emotional intelligence. The mean score of the orthopedically impaired was lower than the visually impaired secondary school students on emotional intelligence. Further, the two categories of physically challenged secondary school students' viz. visually impaired and hearing impaired secondary school students were compared with each other on emotional intelligence inventory. It was revealed that there exists significant difference between visually impaired and hearing impaired secondary school students on emotional intelligence. The mean score of hearing impaired on emotional intelligence is lower than the mean score of visually impaired students. Lastly, on comparing the two categories of physically challenged secondary school students' viz. hearing impaired and orthopedically impaired secondary school students with each other on emotional intelligence inventory, it was seen that there exists significant difference between hearing impaired and orthopedically impaired secondary school students on emotional intelligence. The mean score of hearing impaired on emotional intelligence is lower than the mean score of orthopedically impaired students. This reveals that the hearing impaired students have the least mean value on the emotional intelligence inventory. The deaf tend to isolation and they have less interpersonal interaction with the normal when compared with the visually impaired. Additionally, the deaf/ hearing impaired are more vulnerable to psychological problems, anxiety and psychological stress than the blind which affects their performance on the emotional intelligence inventory. This result is logical and it agrees with the previous studies and the theoretical literature regarding the deaf and blind students' emotional and interpersonal intelligence. There are findings in support of this, Akram, Bushra and Hameed (2014) explored the levels of adaptive emotional abilities of adolescents with hearing impairment. Results indicated that hearing participants were significantly higher on Adaptive Emotional Ability Scale than the adolescents with hearing impairment. Monzani *et al.*, (2008) while investigating the psychological distress dimension of the hearing-impaired subjects, it emerged that they were more prone to depression, anxiety, interpersonal sensitivity, and hostility than subjects with no hearing problems ($p < 0.05$).

Feryal Shnekat (2015) studied emotional intelligence in the normal, blind and deaf adolescence. Results showed the highest mean of emotional intelligence level was for the normal students, the blind and the deaf respectively. Sushil Kumar (2013) revealed that the visually impaired and sighted school student differs significantly on their emotional intelligence. The calculated t-value of (21.94) which is significant at 0.01 level of significance indicated that the visually impaired and sighted school student differ significantly on emotional intelligence. Al-Farah (2006) showed the people with visual disability have better degrees of positive emotional adaptability than people with physical and hearing disability. Similar results are revealed by Al-Dahir (2012). Mohd.Hanafi (2012) revealed that hearing impaired children have not attained satisfactory level of emotional intelligence. Terwogt and Rieffe (2004), Marschark (2007) also stated similar findings that hearing impaired children have low emotional intelligence and face emotional difficulties. They have low emotional intelligence due to the inability to speak or express their emotions to their parents, teachers and friends. RakeshRai (2012) found that in the respect of Emotional intelligence, Learning Disabled students have more emotional intelligence than Children with Hearing Impairment. This may be due to the presence of hearing impairment which always brings negative emotions like anger, anxiety, guilty and wondering why he is unable to communicate their feelings normally.

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