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Topic of the Study- A Study Of The Relationship Of Emotional Intelligence, Self Concept And Adjustment Of Learning Disabled And Non Disabled Children Studying In Schools Of Delhi.

Abstract

Background Emotional intelligence is an important element in enhancing individual's ability and skills in communication and interpersonal relations. Emotional intelligence entails the use of emotional information to behave intelligently. Emotional Intelligence describes abilities distinct from academic intelligence or purely cognitive capacities measured by IQ. The affective or emotional learning domain is central to student development. Learning disabled children have often spent many years struggling in schools and feeling imprudent that can lead to psychological difficulties which have impact on their adjustment.

Aim The aim of the present research was to study the emotional intelligence, self concept and adjustment of learning disabled and non disabled children studying in schools of Delhi. Emotional intelligence, the key variable that was studied by the researcher for Learning Disabled and Non disabled comprises self-awareness, managing emotions, motivating ones to achieve goals, recognizing emotions in others (Empathy) and managing relationship with others (social skills). Self concept and its dimensions i.e. power, social, ability, physical, psychological and academic self concept was studied.

Method The present study is descriptive and co-relational in nature in which all the three variables were studied with the help of Standardized tools, inventory and self constructed questionnaire. The sample was 100 children in which 50 LD and 50 ND in age range from 11 to 16 years were selected from the eight schools of Delhi. The Emotional Intelligence Test comprises of five domains i.e. self awareness, managing emotions, motinating oneself, empathy and handling relationship constructed by Dr Ekta Sharma was used. The self-concept questionnaire (SCQ) by Dr. R. K. Saraswat that provides six separate dimensions of self-concept i.e. Power, social, Ability, physical, and psychological self-concept. It also gives a total self-concept score. Adjustment inventory for school students by A.K.P. Sinha and R.P.Singh was used. The inventory provides three separate dimensions of adjustment, viz;

emotional, social and educational adjustment. A tool was constructed to study Academic self-concept by the researcher . This tool has three dimensions and each dimension has 20 questions. It measures Self-concept in Reading, Self-concept in writing and Self-concept in mathematics. Mean, Standard Deviation, T-test, Correlation and Partial correlation were used to analyze the data.

Result Significant differences were found in emotional intelligence, self concept and adjustment of learning disabled as compared to the non disabled. Emotional intelligence of learning disabled children has been found to be low but there is a significant number of learning disabled children who have good emotional intelligence in two domain of emotional intelligence. Self-concept in total as well as in its separate dimensions are also found to be low among Learning disabled. In both the groups, positive correlation between emotional intelligence, Self-concept and adjustment was found.

Conclusion To conclude it can be said that emotional intelligence is helpful for learning and enhancing adjustment among children with special need which should be developed with conscious efforts to minimize their problems and fostering healthy personality. Continuous learning and application of this concept will be beneficial to the individual and to society at large. The essential skill of emotional intelligence has to be taught as indispensable similar to traditional measures like intelligence quotient. The emotional mind of learning disabled children need to be understood and should consider central to education by emphasising on the development of affective aspect in our current education system. Children with learning disabilities struggle with their academics. Teachers and parent do not realise that these problems may affect their self concept and adjustment in school and home environment. Conscious and holistic efforts by the professionals, Paraprofessional, community and the parents must be processed to develop a positive self-concept. This will definitely affect the development of the children and transforming them into better persons, showing respect for others' opinions and practising harmonious interaction.