ACADEMIC ACHIEVEMENT OF VISUALLY IMPAIRED STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE AND SELF-EFFICACY

[1]Aditya Majee, [2]Prakash Sahoo,

[1]Student, [2]Student.

[1]Department of Education, [2]Department of Education

[1]Regional Institute of Education (NCERT), Bhubaneswar, India, [2] Central University of Jharkhand, Ranchi, India

Abstract: This study was focused to explore the relationship among emotional intelligence and self-efficacy of visually impaired students and academic achievement. The study was conducted on 60 blind students (UG and PG) pursuing from all Department of Ravenshaw University, Cuttack Purposive random sampling was used for selection for the participants. The correlation research design was employed for conducting the research. Emotional intelligence scale developed and standardised that Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2000) and Self-efficacy scale developed and standardized that Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar (2012) were used for measuring of emotional intelligence and self-efficacy of visually impaired students. For analysis of data descriptive statistics, product moment coefficient of correlation and multiple correlation techniques were used. The result of the study reveals that there are positive and significant relationship among emotional intelligence, self-efficacy and academic achievement of visually impaired students.

Key words: Emotional intelligence, Self-efficacy, Academic achievement and visually impaired students

I. INTRODUCTION

Inclusive education is a transformative process in present constructivist era, which is ensuring equitable and quality education to all children in a single platform. Every child has the right to getting education including children with special needs (CWSNs) (UDHR, 1948). However, Children with special needs are facing several problems during teaching learning process. Basically, visually impaired students are facing more difficulties to adjust in the classroom, (Maindi, A. B. 2018, Temesgen, Z. 2018) due to the lack of self-concept, self-confidence among them and lack of social acceptance within the peer groups (Eguavoen & Eniola, 2016). Development of self-concept, social adjustment ability and self- confidence are prerequisite characteristics determined by emotional intelligence and self-efficacy among visually impaired learners which helps to better psychological and social adjustment and self-adaptation (Moira and Oliver 2008; Balluerka, Aritzeta, Gorostiaga, Gartzia, & Soroa, 2013) and academic performance (Rice, 2013; Gharetepeh, Safari, Pashaei, Razaei, Kajbaf, 2015).Emotional intelligence is the ability in realizing one's own feelings as well as the feelings of others in order to build up self-inducement, to manage personal emotions and the emotions occurred from various associations (Goleman.1995). Emotional intelligence helps the learners for adapting their environment. People who are capable of expressing and understanding emotions, assigning meaning to emotional experience, and regulating their feelings will be better adjusted, psychologically and socially (Ciarrochi, Chan, Caputi, & Roberts, 2001) as well as intellectual development which leads to superior academic performance (Berndt, 1999; Ford & Smith, 2007; Schutte et al., 2001). Likewise EQ, self-efficacy is derived from Bandura's social constructivist theory, which emphasizes on individual self-organizing, self-regulation, self-reflecting and proactive in shaping an individual's own behavior (Haverback & Parault, 2008) and academic performance of normal

(Arbabisarjou, Zare, Shahrakipour and Ghoreishinia 2016; Dragoshi and Samuel 2016; Koseoglu, 2015; Ekeh & Oladayo, 2015; Meera and Jumana, 2015) as well as CWSNs (Ekeh & Oladayo, 2015; Shahed, Ilyas, and Hashmi, 2016).

II. RATIONALE OF THE STUDY

It is evident that those students who have exhibited better emotional intelligence their academic achievement was good (Pajares and Valiante, 2002, Chowdhury & Behjat, 2012) There are contrast finding revealed that the relationship between emotional intelligence and academic achievement are very weak (Malik and Shahid, 2016). Likewise Emotional intelligence, self-efficacy is also an important predictor which is positively related with the academic achievement of students (Hen & Goroshit, 2014, Gharetepeh, Safari. 2015). The researcher have found that emotional intelligence and academic achievement of visual impaired is positively correlated (Rai & Attri, 2013; Parua, 2015; Eniola& Busari, 2014). Though emotional intelligence and self-efficacy catalyse the academic performance of students (Rice, 2013, Gharetepeh, Safari, Pashaei, Razaei, Kajbaf, 2015) but very few studies have come across in the knowledge of the investigator in the field of children with special needs (CWSNs) especially in visually impaired students in the context of India. Thus the investigator was conducted this study, to ascertain how emotional intelligence and self-efficacy related with academic performance of the visually impaired students.

III. OBJECTIVES OF THE STUDY

1. To study the relationship between emotional intelligence and academic achievement of visual impaired students.

2. To study the relationship between of self-efficacy and academic achievement of visual impaired students.

3. To study the contribution of emotional intelligence and self-efficacy on the academic achievement of visual impaired students.

IV. HYPOTHESES

H0.1 There will be no significant correlation between emotional intelligence and academic achievement of visual impaired students.

H0.2 There will be no significant correlation between self-efficacy and academic achievement of visual impaired students.

H0.3 Emotional intelligence and self-efficacy will be no significantly predictor of academic achievement of visual impaired students.

V. METHODOLOGY

DESIGN

With consideration of the objectives and related variables of the study the investigator was used correlation research design.

POPULATION AND SAMPLE

All blind students of Ravenshaw University were the target population of the present study. The investigator was purposively selected 60 blind students from UG and PG courses.

DATA COLLECTION TOOLS

For collection of data there are three tools were used.

- Emotional intelligence scale developed and standardised that Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2000) was used.

- Self-efficacy scale developed and standardised that Dr. G.P. Mathur and Dr. Raj Kumar. Bhatnagar (2012) was used.

- Last qualifying examination marks will be serving as the academic achievement score.

DATA ANALYSIS TOOLS

For analysis of the data the investigator was employed these below mentioned data analysis techniques-

- In order to see the relationship between emotional intelligence and academic achievement of visual impaired students, the product moment correlation method was used.

- In order to see the relationship between self-efficacy and academic achievement of visual impaired students, the product moment correlation method was used.

- In order to find out the contribution of emotional intelligence and self-efficacy on academic achievement, the multiple correlation method was used.

VI. RESULT AND DISCUSSION

In this section the investigator finding out the result objective wise, through product moment correlation and multiple correlation analysis.

Objective no: 1 to study the relationship between emotional intelligence and academic achievement of visual impaired students.

Table-1 Coefficient of Correlation among the components of Emotional intelligence and Academic achievement

Variables	N	Mean	Std. Deviation	Coefficient of correlation 'r'	P-value
Emotional intelligence	54	130.50	10.67	0.413**	0.002
Academic achievement	54	63.87	8.31		

** Correlation is significant at the 0.01 level (2-tailed).

Table- 1 indicates that the obtained value of coefficient of correlation (.413) of total value of emotional intelligence and academic achievement of visually impaired students are positively related and significant at 0.01 level of significance. Correlation coefficient value is greater than 'P' value. Thus, null hypothesis is rejected. It means there is a significantly correlation between emotional intelligence and academic achievement of visually impaired students. Further, in other word visually impaired students having high emotional intelligence have shown high academic achievement. From the above analysis and interpretation, it can be concluded that emotional intelligence was positively related with academic achievement of visually impaired students. The present result was supported the previous research conducted by Rani, (2017), Sharma & et all (2016), Mohzan, Hassan and Halil (2013), Yahaya, Ee and et all (2012), Zare (2001). Their study was impact and relationship between emotional intelligence and academic achievement of college level students. However, Panda (2009) concluded that emotional intelligence of visually impaired adolescent girls is positively correlated with their educational achievement.

Objectives-2. *To study the relationship between of self-efficacy and academic achievement of visual impaired students.*

Table-2 Coefficient of Correlation between self-efficacy and academic achievement

Variables	Mean	Std. Deviation	N	Coefficient of correlation or 'r'	Sig (2- tailed)
Self-efficacy	75.28	7.233	54	.443	.001
Academic achievement	63.89	8.302	54		

Table-2 indicates that the mean value of self-efficacy is 75.28 and SD value is 7.233 on the others, the mean value of academic achievement is 63.89 and SD value is 8.302. Further, obtained value of coefficient of correlation (.443) of self-efficacy and academic achievement of visually impaired students are positively related and significant at 0.01 level of significance. It means self-efficacy of visually impaired students is positively significantly related with academic achievement. Further, it means visually impaired students having high self-efficacy exhibited high in academic achievement. The result of the above table depicts that higher level of self-efficacy of visually impaired students leads to their higher level of academic achievement. This finding does find support by few previous studies like, Shahed, Ilyas, and Hash (2016) who conclude that a Significant correlation between academic performance, self – efficacy, and perceived social support of visually impaired students. There are many study was conducted on relationship between self-efficacy and academic achievement and result indicates that there is significant correlation between self-efficacy and academic achievement (Dragoshi and Samuel, 2016; Arbabisarjou, Zare, Shahrakipour and Ghoreishinia, 2016; Meera and Jumana, 2015; Koseoglu, (2015); Safaria and Ahmad, 2013; Loo and Choy, 2013; Motlagh, Amrai, Yazdani and et. al., 2011). But these studies were not conducted on visually impaired students.

Objectives-3. To study the contribution of emotional intelligence and self-efficacy on the academic achievement of visual impaired students.

In order to find out the contribution of emotional intelligence and self-efficacy on the academic achievement of visual impaired students, coefficient of multiple regression correlation computed.

Table- 3 Model summary of emotional intelligence and self-efficacy as constant variables on academic achievement of visually impaired students

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.488[a]	.238	.208	7.389

Predictors: (Constant), Emotional intelligence, Self-efficacy

Model summary table no- 3 shows that 'R' square value are .238 which indicates that variation in dependent variables i.e. academic achievement score of visually impaired students were resulted due to the independent variables i.e. emotional intelligence and self-efficacy. This was an overall measure of association between dependent variables and independent variables. This value reflects the extent to which any particular independent variable (emotional intelligence and self-efficacy) is associated with the dependant variable (academic achievement).

Table- 4 Predicting emotional intelligence and self-efficacy as an independent variable about dependent variables academic achievement

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	868.888	2	434.444	7.957	.001[b]
Residual	2784.445	51	54.597		
Total	3653.333	53			

a. Dependent Variable: Academic achievement
Predictors: (Constant), Emotional intelligence, Self-efficacy

Table 4. Shows that the 'F' statistics was carried out to find out the overall significance test assessing whether the independent variables when used together reliable predict the dependent variables. The 'F' value (7.957) of emotional intelligence and self-efficacy visually impaired students with academic achievement. The 'P' value associated with this 'F' value was very small at 0.001 level of significance. Thus it was found that independent variables (emotional intelligence and self-efficacy) can reliable predict the dependent variables (academic achievement).

Table: 5 Coefficient of correlation between independent variables (Emotional intelligence and self-efficacy) and dependent variables (Academic achievement)

Model	Unstandardized Coefficients		Standardized coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.411	13.241		.937	.353
Self-efficacy	.356	.168	.310	2.123	.039
Emotional intelligence	.189	.114	.243	1.664	.102

a. Dependent Variable: Academic achievement

A sample linear regression was calculated to find out the contribution of emotional intelligence and self-efficacy factors as constant variables on academic achievement of visually impaired students. Table 4.5 shows that coefficient for self-efficacy (.310) and emotional intelligence (.243) factor as constant variables predicting the academic achievement of visually impaired students is positively significant at 0.01 level of significance as p value is less than alpha value level. Thus null hypothesis 3 has rejected. It means Emotional intelligence and self-efficacy was positively significantly predictor of academic achievement of visual impaired students. It reveals that self-efficacy as a strong predictor of academic achievement of visually impaired students than emotional intelligence. Further, it indicates that visually impaired students having self-efficacy and emotional intelligence shown high predictors of academic achievement. The present findings support some previous studies like Zare (2001), Ekeh & Oladayo (2015), and Arora & Singh (2014).

VII. EDUCATIONAL IMPLICATIONS

Main findings and discussion of results the present study has its greatest implication for the planer, policy maker, administrator, teacher and students in following way.

Emotional intelligence

- If emotional intelligence help make good relation with others, then teachers also try to understand the visually impaired student's emotion and develops this ability through organised different types of activities like collaborative work, self-motivational programme etc.

- Emotional intelligence helps to visually impaired student for their adjustment in every situation and different school setting. So teacher will help to the students for developed their emotional intelligence.

Self-efficacy

- If self-efficacy is belief of one's capability, then teachers try create a belief about visually impaired students one's capability. Also try to developed student's self-belief and modify their internal ability. Teachers try to understand to their student's internal abilities, weakness and strangeness.

- Teachers also help to the students to select the goal according to their ability. Also try to develop their self-confidence and self-belief.

Implication for administrators: For nurturing high self-efficacy among visual impaired students educational administrator should organise guidance and counselling programme, self-awareness programme in the institution.

VIII. DELIMITATION OF THE STUDY

The present study was delimited on UG and PG Blind students of Ravenshaw University, Cuttack with 60 visual impaired students. It would conduct with a large sample across the nation.in this study the investigators was used correlational research design, it could conduct by using mixed method research design for better exploration of the problem.

IX. BIBLIOGRAPHY

Aghazade, S., & Moheb, N. (2017). Investigating the relationship between emotional intelligence with academic self-efficacy in Orumia high school students. *International Journal of Philosophy and Social-Psychological Sciences*. Vol, 3 (2): 19-27. Retrieved from www.sciarena.com

Annalaug, F., Torill, M. & Sigua, G. (2004). Towards inclusive schools: A study of inclusive education in practice. *European Journal of Special Education*.

Arbabisarjou, A., Zare, S., Shahrakipour, M., and Ghoreishinia, G. (2016). Relationship between self-efficacy and academic achievement of Zahedan medical sciences students in 2016. *International Journal of Medical Research & Health Sciences*. 5 (7S), P- 349-353, ISSN No: 2319-5886. Retrieved from http://www.ijmrhs.com/medicalresearch/relationship-between-selfefficacy-and-academic-achievementof-zahedan-medical-sciences-students-in-2016.pdf

Arora, P. & Singh, G. (2014). Self-efficacy and emotional intelligence as predictors of alienation among graduates. *International Journal of Innovative Research & Development.* Vol- 3(8), pp- 258-262. ISSN 2278 – 0211 (Online). Retrieved from www.ijird.com

Azimifar, M. (2013). The relationship between emotional intelligence and academic achievement among Iranian students in elementary schools. *European Online Journal of Natural and Social Sciences,* vol.2, No.2, pp.216-222, ISSN 1805-3602. Retrieved from file:///C:/Users/MAJEE/Downloads/47-261-1-PB.pdf

Bandura, A. (1977a). Self-efficacy: Toward a unifying theory of behavioural change. *Psychological Review*, 84(2), 191-215. Retrieved from http://psycnet.apa.org/doiLanding?doi=10.1037%2F0033-295X.84.2.191

Bandura, A. (1997). Self-efficacy: The exercise of control. New York, NY, US: W H Freeman/Times Books/ Henry Holt & Co.

Bandura. A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37, 122-147. DOI: 10.1037/0003-066X.37.2.122. Retrieved from https://www.researchgate.net/publication/230557429_SelfEfficacy_Mechanism_in_Human_Agency

Bar-On, R. (1997). Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual. Toronto, Canada: Multi-Health Systems.

Bar-On, R. (2002). Bar-On Emotional Quotient Inventory (EQ-I): Technical Manual. Toronto, Canada: Multi-Health Systems.

Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On & J. D. A. Parker (Eds.), Handbook of emotional intelligence (pp. 363-388). San Francisco: Jossey-Bass.

Bar-On, R. (2005). The Bar-on Model of emotional-social intelligence, In: P. Famandez-Berrocal and N.Extreoneal (Guest Eds.), Special issue on emotional intelligence. Psichotema, pp: 17.

Behjat, S. & Chowdhury, M. S. (2012). Emotional intelligence, self-efficacy and diversity receptiveness of university students: A correlation study. *International Journal of Academic Research in Business and Social Sciences,* Vol. 2(4), 3021-312. ISSN: 2222-6990. Retrieved from http://www.hrmars.com/admin/pics/721.pdf

Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). In R. Bar-On, & J. D. A. Parker (Eds.), Handbook of emotional intelligence (pp. 343-362). San Francisco: Jossey-Bass.

Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Campus*, 5(1), 88-103. DOI 10.1111/j.1751-9004.2010.00334. x. Retrieved from http://ei.yale.edu/wpcontent/uploads/2013/09/pub184_Brackett_Rivers_Salovey_2011_Comp ass-1.pdf

Carroll, J. B. (1993). Human cognitive abilities: A survey of factor analytic studies. New York: Cambridge University press. Retrieved from http://steinhardtapps.es.its.nyu.edu/create/courses/2174/reading/Carroll_1 .pdf

Chandra, U. (2010). A comparative study of adjustment of the visually impaired children studying in special and inclusive schools. *Journal of Research and Exploration in Teacher Education*. 3 (1), 48-52. Retrieved from http://www.crsce.in/Edu-NovVol%203%20-1.pdf

Cherniss, C. (2004). School change and the micro society program. Sage publication, Retrieved from http//www.sagepub.com/. content/uploads/2015/09/full-paper-optimism-and-self-efficacy-aspredictors-of-academic-achievement.pdf

Creswell, J. W. (2017). Educational research: Planning, conducting and evaluating quantitative and qualitative research (Fourth edition). Pearson India Education Services Pvt, Ltd: Noida (UP), India

Darwin, C. (1872/1998). The expression of emotions in man and animals; with an introduction, afterword and commentaries by Paul Ekman (3rd ed.). New York: Oxford University Press.

Dragoshi, R. and Samuel, E. (2016). Self-efficacy: Multiple intelligences and Canadian students' academic performance. *American International Journal of Humanities and Social Science*. Vol. 2(4), P76-88. Retrieved from www.cgrd.org.

Ekeh, P. U. & Oladayo, O. T. (2015). Optimism and self-efficacy as predictors of academic achievement among special needs learners. *International Journal of Academic Research and Reflection*. 3(7), 35-46, ISSN 23090405. Retrieved from http://www.idpublications.org/wp-

Ekman, P. (1973). Darwin and facial expression: A century of research in review. New York: Academic.

Ekman, P. (2003). Emotion revealed. New York: times books.

Eniola, S.M., &Busari, A.O., (2014). Emotional intelligence in promoting self-efficacy of the visually impaired fresh students of Federal College of Education (Special) Oyo, Nigeria. *International Journal of Humanities and Social Science,* Vol. 4 (14), 170-178. Retrieved from www.ijhssnet.com

Ersanli, C. Y. (2015). The relationship between students' academic self-efficacy and language learning motivation: A study of 8th graders. *Procedia - Social and Behavioural Sciences*. 199 (2015) 472 – 478. doi:

Gardner, H. (1985). Frames of mind: The theory of multiple intelligences. New York: Basic Books.

Gay, L. R., Mills, G.E., & Airasuan, P. W. (2015). Educational research: Competencies for analysis and applications (Tenth edition). Pearson India Education Services Pvt, Ltd: Noida (UP), India

Gharetepeh, A., Safari, Y., Pashaei, T., Razaei, M. & Kajbaf, M. B. (2015). Emotional intelligence as a predictor of self-efficacy among students with different levels of academic achievement at Kermanshah University of Medical Sciences. J Adv Med Educ Prof. 3(2): 50–55. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4403564/

Izard, C.E. (1993). Four systems for emotion activation: cognitive and non-cognitive processes. *Psychological review*.100, 68-90. Retrieved from https://pdfs.semanticscholar.org/a6b1/36a13f0b3122ef62d687038b174eca 74d1a3.pdf

Loo, C.W. and Choy, J.L.F. (2013). Sources of self-efficacy influencing academic performance of engineering students. *American Journal of Educational Research*. 1(3), 86-92. DOI: 10.12691/education-1-3-4. Retrieved from http://www.sciepub.com/journal/education Makkiya, R.A, Malekitabar, M., and Farahbakhsh, K. (2016). Attachment styles and self-efficacy in blind and non-blind female high school students. *Journal of Practice in Clinical Psychology*. Vol 4(4), 237-248. Retrieved from https://doi.org/10.18869/acadpub.jpcp.4.4.237

Maindi, A. B. (2018). Challenges faced by students with visual impairments when learning physics in regular secondary schools. *International Journal of Education, Learning and Development*. Vol.6, No.9, pp.38-50, Print ISSN: ISSN 2054-6297, Online ISSN: ISSN 2054-6300. Retrieved from http://www.eajournals.org/wp-content/uploads/Challenges-Faced-by-Students-with-Visual-Impairments-When-Learning-Physics-in-Regular-Secondary-Schools.pdf

Malik, S. Z., and Shahid, S. (2016). Effect of emotional intelligence on academic performance among business students in Pakistan. *Bulletin of Education and Research*, Vol. 38, No. 1 pp. 197-208. Retrieved from http://pu.edu.pk/images/journal/ier/pdffiles/13_Sania%20&%20Sehrish_v 38_1_2016.pdf

Mangal, S.K. (2009). Intelligence: Advance educational psychology (Second ed.). New Delhi-110001: PHI Learning Privet Limited, p- 279-313.

Martins, A., Ramalho, N., & Morin, E. (2010). A comprehensive meta-analysis of the relationship between Emotional Intelligence and health. Personality and Individual Differences, 49(6), 554-564. doi: 10.1016/j.paid.2010.05.029. Retrieved from http://www.psychometriclab.com/adminsdata/files/Martins%20et%20al. %20(2010).pdf

Mavroveli, S., Petrides, K. V., Rieffe, C., & Bakker, F. (2007). Trait emotional intelligence, psychological well-being and peer-rated social competence in adolescence. *British Journal of Developmental Psychology*. 25(2), 263–275. doi: 10.1348/026151006X118577

Mayer, J. D., & DiPaolo, M. T., & Salovey, P. (1990). Perceiving affective content in ambiguous visual stimuli: A component of emotional intelligence. *Journal of Personality Assessment*, 54, 722-781. Retrieved from https://www.ncbi.nlm.nih.gov/pubmed/2348356

Mayer, J.D., Salovey, P., and Caruso, D.R. (2004). Emotional intelligence: Theory, practice and implications. Psychological Inquiry, 15(3), 197-215. Retrieved from http://ei.yale.edu/publication/emotional-intelligencetheory-findings-implications/

McDougall, W.G. (1949). An outline of psychology (13th ed.). London: Methuen.

Meera, K. P. and Jumana, M. K. (2015). Self-efficacy and academic performance in English. Original scientific paper, UDK: 371.212.5, DOI: 10.17810/2015.13. retrieved from http://research.rs/wpcontent/uploads/2015/12/03-Meera-Jumana.pdf

Mirzaei, S. & Saeedi, R. (2013). Comparison of emotional intelligence and personality traits of the successful and normal individual with visual impairments in Tehran City. *International Journal of Applied Psychology*. 3(3): 83-87 DOI: 10.5923/j.ijap.20130303.08. Retrieved from http://article.sapub.org/pdf/10.5923.j.ijap.20130303.08.pdf

Mohzan, M. A. M., Hassan, N. and Halil, N. A. (2013). The influence of emotional intelligence on academic achievement. *Procedia - Social and Behavioural Sciences*. Vol. 90(2013) p. 303 – 312. Retrieved from www.sciencedirect.com

Motlagh, S. E., Amrai, K., Yazdani, M. J., Abderahim, H., and Souri, H. (2011). The relationship between self-efficacy and academic achievement in high school students. *Procedia Social and behavioural sciences.* 15(2011) 765–768. doi: 10.1016/j.sbspro. Retrieved from www.sciencedirect.com

Pajares   (2002).   Overview   of   social   cognitive   theory   and   of   self-efficacy.   Retrieved   from http://www.emory.edu/education/mfp/eff.html

Pajares, F., & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of Educational Psychology*, 86(2), 193-203. Retrieved from http://dx.doi.org/10.1037/0022-0663.86.2.193

Panda, A. (2009) Emotional intelligence of visually impaired adolescent girls in relation to their level of aspiration and educational achievement, Ph.D. (Education), Jamia Milia Islamia University, New Delhi.

Parua, R.K. (2015). Emotional development of children with visual impairment studying in integrated and special schools. *International Journal of Advanced Research*, Volume 3, Issue 12, 1345 – 1348, ISSN 2320-5407. Retrieved from http://www.journalijar.com/uploads/599_IJAR-8246.pdf

Pintrich, P., & Schunk, D. H. (1996). Motivation in education theory: Theory, research, and applications.Upper Saddle River, N. J: Prentice Hall. Retrieved from https://www.uky.edu/~eushe2/Pajares/PS.html

Rai, D. and Khanal, Y.K. (2017). Emotional intelligence and emotional maturity and their relationship with academic achievement of college students in Sikkim. *International Journal of Education and Psychological Research (IJEPR)*. Volume 6, Issue 2.

Rajan, S. & Maraichelvi, A. (2013). The relationship between emotional intelligence and the academic performance among final year under graduates. *Universal Journal of Psychology*, 1(2): 41-45, DOI: 10.13189/ujp.2013.010203. Retrieved from http://www.hrpub.org

Rani, R. (2011). Emotional intelligence and academic achievement of visually disabled students in integrated and segregated schools. *Disabilities and Impairments*, 25(1 &2), 44-50.

Rani, S. (2017) Academic Achievement of children with Special needs in relation to Emotional Intelligence and Cognitive Style. *International Journal of Advanced Research and Review*, 2(9), 2017; 158-163, www.ijarr.in

Razia, B. and Ahmad, N. (2017). Emotional intelligence and socio-economic status as the determinants of academic achievement of adolescents. *International Journal of Education and Psychological Research (IJEPR)*. Volume 6, Issue 2, PP- 137-142

Roberts, J. & Muretta, J. (2004). Exploring the four source of self-efficacy. Touro university international, college of business administration, cypress: California

Safaria, T. and Ahmad, A. (2013). Effects of self-efficacy on students' academic performance. *Journal of Educational, Health and Community Psychology.* Vol.   2 (1),   P- 22-29. Retrieved   from   https://media.   neliti .com/media/publications/135816.

Sharma, P., Mangal, S. & Nagar, P. (2016). To study the impact of emotional intelligence on academic achievement of teacher trainees. *International Journal of Education & Multidisciplinary Studies*, 4(1), 4354; ISSN 2455–2526. DOI: http://dx.doi.org/10.21013/jems.v4.n1.p6. Retrieved from http://research-advances.org/index.php/IJEMS

Singh, B.P. (2015). Academic achievement self-concept and emotional intelligence in male and female college students: A comparative study. *Scholarly research journal for interdisciplinary studies*. Vol- 3 (16), pp- 2538-2544, ISSN 2278-8808. Retrieved from www.srjis.com

Singh, J. and Kumar, S. (2013). Emotional intelligence and adjustment among visually impaired and sighted school students. *Asian Journal of Multidimensional Research*. Vol. 2(8), ISSN 2278-4853. Retrieved from http://www.tarj.in/images/download/ajmr/ajmr%20%20august%202013%20complete%20pdf/8.1,%20prof.%20sushil%20kumar.pdf

Smith, E. E., & Kosslyn, S. M. (2007). Cognitive psychology: Mind and brain. Upper Saddle River, New Jersey: Pearson Education, Inc.

Spinoza, B. (1675/1959). Ethics (Part- III: On the origin and nature of emotion). New York: Dover.

Sternberg, R. J., & Detterman, D. R. (1986). What is intelligence? Norwood. NJ: Ablex.

Temesgen, Z. (2018). School challenges of students with visual disabilities. *International Journal of Special Education.* Vol.33, No.3, pp-510-523, retrieved from https://files.eric.ed.gov/fulltext/EJ1196725.pdf

Tiwari, G. K. (2016). Mediating role of emotional intelligence in academic achievement of the graduate students. *International Journal of Indian Psychology*, Vol- 4(1), pp- 49-59. ISSN 2348-5396 (e). retrieved from http://www.ijip.in

Wechsler, D. (1997). WAIS- III: Wechsler Adult intelligence scales (Third ed.). San Antonio, TX: *The Psychological Corporation*. Retrieved from https://link.springer.com/chapter/10.1007/978-1-4615-1185-4_2

White, R.W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297-331. Retrieved from http://psycnet.apa.org/buy/1961-04411-001

Wong, C. S., Wong, P. M., & Peng, K. Z. (2010). Effect of middle-level leader and teacher emotional intelligence on school teachers' job satisfaction: The case of Hong Kong. *Educational Management Administration and Leadership*,   38   (59),   59-70. Retrieved from http://journals.sagepub.com/doi/ abs/10.1177/1741143209351831

Wood, R., & Bandura, A. (1989). Social cognitive theory of organizational management. *Academy of Management Review*, 14, 361-384. Retrieved from http://www.academia.edu/8229961/Social_Cognitive_Theory_of_Organisational_management

Eguavoen, E. O. and Eniola, M. (2016). Influence of Self-Concept and Social Acceptance on Academic Achievement of Students with Visual Impairment in Oyo State, Nigeria. *International Journal of Arts and Humanities(IJAH),* Vol. 5(3), p 213-230, ISSN 2227-5452 (Online), retrieved from http://dx.doi.org/10.4314/ijah.v5i3.18