



ACADEMIC ACHIEVEMENT OF CHILDREN WITH SPECIAL NEEDS IN RELATION TO EMOTIONAL INTELLIGENCE AND COGNITIVE STYLE.

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ABSTRACT

The aim of the present study was to see the effect of emotional intelligence and cognitive style o academic achievement among children with special needs. A total of 75 children with special needs studying in different school and college in sonapat distinct were randomly. Cognitive style inventory (CSI) prepared by Parveen Kumar Jha, Emotional intelligence inventory (EII) prepared by Dr.S.K.Mangal and previous year result for academic achievement were used for the collection of data in n the present study. Pearson product moment correlation technique was used for data analysis. After data analysis this study found that there was significance relationship between emotional intelligence and academic achievement of students with special needs. There was significant relationship between cognitive style and academic achievement of students with special needs. It was also found that there is no significant relationship between emotional intelligence and cognitive style of students with special needs.

Keywords: Disability, Emotional intelligence, Cognitive style and Academic achievement

INTRODUCTION

Every individual has an individual profile of characteristics, abilities and challenges that may be consequence of learning and development. Each person contributes his or her unique part to the world on the basis of his or her own potentials and capabilities. No two human beings, even identical twins on this planet respond in the same way to the same stimulus. This uniqueness makes individuals different from one another. The differences among individuals may be with respect to their cognitive, behavioral, physical, psychological, sensory and many more areas of characteristics. Sometimes these differences are to such an extent that people may deviate from the status considered as normal. However being different is not always negative but sometimes individuals are different from other individuals of the same life age due to functional loses in one or more areas in different proportions; this may lead them to impairment which may result into disability. A disability may be from birth or occur during a person's lifetime due to manmade calamities or natural calamities. The existence of disabled members is not uncommon in any society or community but most of the time disabled are excluded physically, socially, academically and in many other areas. Disability means an existing difficulty in performing one or more activities which in accordance with the subject's age, sex and normative social role are generally accepted as essential basic components of daily living (RCI, 2000). There are various types children with special needs such as gifted, creativity, speech impairment, visual impairment, hearing impairment, mental retardation, locomotors impairment, autism, cerebral palsy and others. Since the abnormality may affect the different sphere of life of a child. In the present circumstances the

disabled children are facing difficulties which are giving rise to many problems such as frustration, anxiety, tension and emotional imbalance in day to day life. In this condition children become emotionally unstable which affects the ability of perceiving, thinking, reasoning and solving problems of the students. These all factors directly and indirectly affect the achievement of students with special needs. The purpose of the present study is to find out the relationship among emotional intelligence, cognitive style and academic achievement of students with special needs.

COGNITIVE STYLE

Cognitive style is a concept which is used in psychology (cognitive aspect). It refers to the way of thinking in an individual manner and solving the problem. Armstrong, Peterson, et al. (2012) defined cognitive style as "cognitive refers to individual differences in people's preferred way of processing information (perceiving, organizing and analyzing) using cognitive brain-based mechanisms and structures. These are assumed to be relatively stable and possibly innate whilst cognitive style can influence a person's behavior, other processing strategies may at times be employed depending on task demand – these are because they are only preferences." Cognitive style is usually described as a single or multiple dimension of personality which influences attitudes, moral and spiritual values, and social interaction. It is a key concept in the area of education. If a student has a similar cognitive style to their teacher, the chances are improved that the student will have a more positive learning experience and achievements. Many researches indicate that a teacher's cognitive style, as well as the match and mismatch of teachers and students' cognitive styles, do make a difference in teaching and learning processes in schools. Sternberg and Zhang (2005) found that assessment and instruction should be matched with students' thinking styles; otherwise, this mismatch may lead to poor performance in assessment and poor learning in instruction. Cognitive style helps students raise awareness of the significance of cognitive styles in general and of their own in particular. It helps students to develop the skills, other personal knowledge, strategies, knowledge, attitudes, and behaviors associated with styles that they do not typically use; it helps students to be facilitators and/or advisors in the problem-solving process. As cited in Dahiya (2013), Ford (2002) evaluated searching success/strategy with cognitive style. It was found that differences do exist, particularly with field-independent searchers being more analytic and active and holists exhibiting more exploratory and serendipitous searching techniques. Agboghroma (2015) revealed that there is a significant interaction effect of cognitive style and instructional mode on students' knowledge of integrated science. Thakur (2011) indicated that independent cognitive style students achieved significantly higher than their dependent cognitive style counterparts in mathematics achievement tests. Recommendations among which include that teachers should use independent strategies in integrating with students in the classroom, especially in mathematics and other science-related subjects.

All the students are unique in their skills, abilities and innate approaches. The uniqueness varies according to the cognitive style. There is a significant difference between the cognitive styles of male and female students (Dahiya, 2013). Cognitive style is a main influencing factor of students' achievement in various subjects. Dawer and Moore (2001) investigated the effect of cognitive style on achievement. They found that cognitive style had a significant association with students' academic achievement.

EMOTIONAL INTELLIGENCE

Emotional intelligence is a confluence of developed abilities to know and value self, build and maintain a variety of strong, productive and healthy relationships, get along and work well with others in achieving positive results; and effectively deal with the pressures and demands of daily life and work. Since Peter Salovey and John D. Mayer (1997) defined emotional intelligence as, "the subset of social intelligence that involves 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". Mayer et al. (2001) show that those with higher emotional intelligence were better able to identify their own and others' emotions in situations, and use that information to guide their actions and resist peer pressure. Emotional intelligence is highly correlated with the ability to actualize basic talents and skills, can distinguish between those who are less able to self actualize and is more important than cognitive intelligence for self actualization. In fact emotional intelligence is the ability to acquire and apply knowledge from our own emotions and the emotions of others in order to be more successful and lead a more fulfilling life. It is the innate potential to feel, use, communicate, recognize, remember, describe, identify, learn from manage, understand and explain emotions. Researchers assert that emotional intelligence plays an important role to perception how person carries himself and connects with others. Some experts believe that intelligence and academic talents do not provide necessary skills to benefit from desired opportunities. (Goleman, 1995). Furthermore, people of higher Emotional intelligence succeed at communicating their goals, ideas, and intentions in more interesting and assertive manners. Emotional intelligence creates passion, confidence, friendliness, motivation, pride and energy in individuals. It is the foundational character for the control of undesirable behavior. Douglas et al. (2004) regard the emotional intelligence construct as a forum of social effectiveness, a set of skills enabling one "to read and understand others, and utilize such knowledge to influence others in the pursuit of individual and organizational goal MacCann et al (2011). The results suggest that better educational outcomes might be achieved by targeting skills relating to emotion management and problem-focused coping. Svetlana (2007) suggests the need to incorporate emotional intelligence training into secondary education curricula, due to a significant relationship between emotional intelligence and academic achievement.

Emotional intelligence is an important factor for enhancing goal and academic performance. The emotional intelligence influenced the academic achievement of the student. There is positive correlation between emotional intelligence and academic achievement Mahajan (2011). Higher emotional intelligence helps disabled students to be stronger internal motivator which can increase self confidence and improve our ability to focus on a goal. Mishra (2012) found that in their study there is a positive effect of emotional intelligence on academic achievement of total group students and especially girl students. Bansal (2007) also found that high positive correlation between academic achievement and emotional intelligence of disabled students.

NEED OF THE STUDY

Academic achievement is one of the recurrent themes to be noticed in educational research. But the factors that affect academic achievement of disabled children have not been researched sufficiently keeping in view their population. A large number of reasons may be responsible for this kind of situation such as lack of interest of researchers, difficulties in conducting studies or many other research related issues in this particular field. However, a few attempts have been made to identify predictors of their academic achievement. After the study of related literature discussion indicates that a number of factors like self-concept, educational aspiration, frustration, test anxiety, self-esteem, study habits, vocational aspirations emotional intelligence, family climate, type of school, socio-economic status, parental education etc. are significant correlates of academic achievement of disabled students. It is evident that along with several external factors which play significant role in determining academic success or failure of disabled students, there exist a number of factors which are more internal in nature and vital for academic success. Therefore, researcher feels that the research problem identified by the researcher is an important one.

STATEMENT OF THE PROBLEM

In the light of above justification the investigator had planned to conduct the study entitled, "Academic Achievement of Children with Special Needs in Relation to Emotional Intelligence and Cognitive Style."

OBJECTIVE OF THIS STUDY

The objectives of this study are following

1. To study the relationship between cognitive style and academic achievement of children with special needs.
2. To study the relationship between emotional intelligence and academic achievement of children with special needs.
3. To study the relationship between emotional intelligence and cognitive style of children with special needs.

HYPOTHESIS OF THIS STUDY

To achieve the objectives of the study, following hypotheses were formulated:

1. There is no significance relationship between cognitive style and academic achievement of children special needs.
2. There is no significance relationship between emotional intelligence and academic achievement of children special needs.
3. There is no significance relationship between emotional intelligence and cognitive style of children special needs.

METHOD LOGY

Descriptive survey method will be used for this study.

SAMPLE

The sample was consisted of 75 students from different school of sonapat district.

TOOL

The followings tool were used for this study;-

1. Emotional intelligence inventory (EII) prepared by Dr.S.K.Mangal.
2. Cognitive style inventory (CSI) prepared by Parveen Kumar Jha.
3. Academic achievement.(previous year result)

DELIMITATION OF THE STUDY

1. The study was delimited to 75 students only.
2. The study was delimited to age group of 16 years and above of school, college and university students with special needs.
3. The study was delimited to Sonapat District only.

STATISTICAL TECHNIQUE USED

In this study mean, S.D., Correlation and t test were used for analysis and interpretation of data.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: Relationship between cognitive style and academic the achievement of children with special needs.

Table: 1. relationships between cognitive style and academic the achievement of children with special needs.

Variables	No. of students	Correlation	Level of Significance	Remark
Cognitive Style	75	0.282	0.05	Significant
Academic achievement	75			

Interpretation

The calculated value of correlation between cognitive style and academic achievement of student with special needs is 0.282 It mean that there is positive correlation between cognitive style and academic achievement. Also this value of 'r' is found to be significant at 0.05 level of significance. So the hypothesis "There is no significant relationship between cognitive style and high academic achievement students" is not accepted. Thus there is significant relationship between cognitive style and academic achievement of students with special needs.

Objective 2: The relationship between emotional intelligence and academic achievement of children with special needs.**Table:2 The relationship between emotional intelligence and academic achievement of children with special needs.**

Variables	No. of students	Correlation	Level of Significance	Remark
Emotional intelligence	75	0.654	0.05	Significant
Academic achievement	75			

Interpretation

The calculated value of Pearson correlation between emotional intelligence and academic achievement of students with special needs is 0.654. It means that there is positive correlation between emotional intelligence and academic achievement. Also this value of 'r' is found to be significant at 0.05 level of significance. So the hypothesis "There is no significant relationship between emotional intelligence and academic achievement students" is rejected.

Objective 3: The relationship between emotional intelligence and cognitive style of children with special needs.**Table: 3 The relationship between emotional intelligence and cognitive style of children with special needs.**

Variables	No	Correlation	Level of Significance	Remark
Emotional Intelligence	75	0.440	0.05	Significant
Cognitive Style	75			

Interpretation

The calculated value of Pearson correlation between emotional intelligence and cognitive style of students with special needs is 0.440. It means that there is positive correlation between emotional intelligence and cognitive style. Also this value of 'r' is found to be higher than the table value at 0.05 level of significance. So the hypothesis "There is no

significant relationship between emotional intelligence and cognitive style of students with special needs” is rejected.

RESULT

The result of the study revealed that most of the students having average level of emotional intelligence and cognitive style in Sonapat district with special needs. The study also revealed that there was positive relationship between emotional intelligence and academic achievement. And there is significant relationship between cognitive style and academic achievement of students with special needs .but there is significant relationship emotional intelligence and cognitive style. From this study it is also emerged clearly that positive effect of emotional intelligence and cognitive style on academic achievement.

CONCLUSION

On the basis of the findings of this study it is concluded that there is a positive relationship between emotional intelligence and academic achievement, cognitive style and academic achievement such that developing emotional intelligence skills and cognitive style of a student will lead to the enhancement of his/her academic achievement. Therefore, it is recommended that: Balanced combination of emotional mind and cognitive mind in school students, and Curriculum experts should develop an affective instructional curriculum will facilitate the identification, recognition and development of their emotional skills and cognitive ability which will in turn contribute to their personal, academic and career success. And Inclusion of this education based model – Emotional Intelligence Skills in teacher education at all levels should be explored.

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