

Role of Emotional Intelligence in Educator Training for Blind Students in Special Education Programs

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Abstract

Introduction: The connection involving mental abilities and social competencies, as well as the challenges instructors face while instructing pupils, particularly kids having unique learning requirements, are not well studied.

Objectives: This study sought to determine if variations in the participant's levels of psychological ability and social competencies were connected to the problems instructors have while dealing with kids who have various kinds of special educational needs.

Methods: There were 225 instructors representing Polish institutions in the research group. The Interpersonal abilities Assessment and the Two-dimension Mental Health Assessment were used as sources of knowledge.

Results: Revealed variations in psychological abilities and interpersonal abilities just when interacting with kids who had mild to serious developmental disabilities as well as long-term medical and behavioral issues. The results indicated that kids' mental health or behavior may play a role in the challenges instructors report experiencing while being around specific groups of special education pupils.

Conclusions: These surprising results point to the need of providing instructors with highly developed soft skills that, independent of their work experience or location of employment may be very useful in job duties.

Keywords: Behavioural skills, mental health, instructors, children with special needs, and academic growth

1. Introduction

Psychologists in a variety of learning and behavioral sectors have paid close curiosity to mental agility. This may be a result of the growing interest in mental agility, which offers people many chances for achievement in various spheres of life and helps clear up misunderstandings. Regarding a person's potential to confront and understand issues, psychological capacity is made up of a variety of behavioral and temperamental traits. Understanding feelings will make them more capable to handle human everyday issues. Since mental ability is one of the most contemporary forms of intelligence, understanding intelligence needs a novel method. Subsequently is thought that to tackle the social, economic, health, environmental, cultural, and political challenges impacting culture today, it is necessary to have both mentally and emotionally stable capacities (Al, et al., 2020).

About the reason for emotion, observing and understanding matters, people's different senses serve as the entranceways to understanding humanity. Hearing and seeing are the two most essential senses for people, and studying, schooling, interaction, and feelings are all closely related to these two senses. It follows that missing them has a certain impact on the person's mental condition. Pringle discovered that blind children behave less economically and individually than their visible equivalents in an experiment that compared the personal and social structures of blind and deaf youngsters. Current estimates from the WHO indicate that 135 million people globally are visually impaired and that almost 45 million people are blind, both of whom need financial and emotional support (Dehghan, et al., 2020).

Including both formal and informal channels, learning is the primary tool for developing and producing high-quality employees. The goal of learning is to create a decent generation of people that are higher educated with stronger qualities as persons. There are many different types of institutions in Indonesia, including public educational institutions and special needs schools, often known as outstanding campuses. Special schools are only subject to a particular amount of regulation; therefore they are unable to benefit from the resources offered in typical classrooms. The undesirable presumption emerges that special institutions may act as a "wall" separating typically developing children from children with exceptional needs [Sowiyah & Zulaikha, 2022].

In the past 10 to 15 years, there has occurred an increase in concerns about the psychological well-being of outstanding pupils. Certainly is sufficient data to conclude that being naturally brilliant affects people's psychological health, though occasionally in a comparable manner; frequently they promote susceptibility and in various moments health defends them. The various findings published in the research could be attributed to a variety of elements, including the examined respondents' personalities, the kind of ability they exhibit, and their potential academic fitting. Talented kids may experience inactivity and reduced potential as a result of an unsuitable degree of challenge, which can also harm their physical health and academic goals (Casino, et al., 2021).

Blind individuals' mobility and independence could be boosted by navigational machines. The primary explanation is that modern technology can now do many of the same tasks as classic navigational aids like the white cane and guide dog although resolving several associated drawbacks. In particular, modern navigation robots can detect obstructions nearby, much like a white cane, but they can also expand their ability by working to restrict or deflect movement, a characteristic akin to using a guide dog (Guerreiro, et al., 2019).

Amid ongoing conversations regarding inclusive education on a worldwide scale, the implementation of a financially viable alternative to educate children with various abilities, such as those who are blind, deaf, or mute, across multiple bases. In the 1970s, the United Nations Educational, Scientific, and Cultural Organisation advised poor nations to pursue inclusive education. There is a clear acknowledgment of inclusion and equity in the education of individuals that are disabled in the most recent Incheon Declaration of the World Education Forum in South Korea in 2015 (Lintangsari & Emaliana, 2020).

According to current information released by the World Health Organization, there are over 253 million individuals worldwide with difficulty seeing, of which 217 million have moderate-to-severe vision problems and 36 million are blind. More than 85% of external information may be gained via the eyes, making it essential for humans to be able to see the outside environment. It has a significant impact on the human brain and the development of a sense of space the loss of sight will cause people to be less skilled in a variety of areas because of how important it is to everyone, which might have serious consequences for their ability to support themselves. The number of people who are blind or visually impaired is growing, and there has been a continual high demand for assistive technology in the last decade. For instance, the white cane is the most common conventional accessibility aid for blind and "visually impaired persons (VIP)" (Chen, et al., 2019).

Individuals that are blind or had low vision are usually denied access to artistic and economic agencies like museums and galleries. Although increased awareness and initiatives over the past few decades, the bulk of these institutions are still inaccessible to those with disabilities. Because of this, only 5.5 percent of blind and visually impaired people visit museums in Europe. This is mainly caused by the visual centrality of these organizations, which puts hurdles in the way of visually impaired visitors and saps their desire to learn and interact with others who are visually impaired in these situations (Vasilakou, et al., 2022).

Dissociative behavior encompasses dullness & backwardness, heartbeat, muscular tension, and neural activity. Initial education may have a greater impact than later education. The blind, partly seeing, deaf, mostly hearing, and fragile youngsters require special education services. Others include persons with trouble speaking, epilepsy, maladjustment, and mental and physical disabilities (Effiom, et al., 2022).

According to information made public by the World Health Organisation, there are 1.3 billion individuals worldwide who are considered to have some sort of blindness. Those suffering from vision problems are numerous and on the rise, and their capacity to live and enjoy life is significantly impacted by vision problems. Journey conditions for those who have blindness are deteriorating over time as urban transit develops gradually (Gao, et al., 2022).

Blindness is the decrease of visual acuity that is unaffected by refractive surgery or additional healthcare advancements. According to the absence of a sane vision, it is hard for people with disabilities, particularly those in the educational stage, to develop a complete picture of the world. This eventually has an impact on their daily functioning, sense of own uniqueness, and psychological wellness. The organization estimates that there are 285 million visually challenged persons in the globe, 37 million of whom are blind. According to estimates, there will be 55 million blind people worldwide by 2030 and 115 million by 2050. It's unfortunate that, except for a small number of vision problems brought on by degenerative retinal disorders like spectacles and glaucoma, almost all optical disabilities are congenital, which means that these individuals went through every day without seeing everything around them (Huang, et al., 2022).

During the past few decades, hiring for the blind has improved steadily. Through appropriate resources and routes, job opportunities and economic hurdles among blind people may be addressed over time with assistance from blind groups, agencies, and charities throughout the globe. Recruiting is the method of finding an agreement among an individual's job-related traits, requires, and requirements with the conditions and requirements of that position (Ghapar, et al., 2022).

1.1 The three educational options Poland offers SEN students

Students with special educational needs (SEN) in Poland have access to three primary instructional courses. Such paths are created to offer suitable support and accommodations to aid SEN kids in achieving their academic objectives. The three possibilities for learning available to SEN students in Poland are as follows:

Integration in mainstream schools is the first route, which entails including SEN pupils with their peers who are generally developing in mainstream schools. In this model, special needs kids get extra assistance and accommodations to satisfy their requirements. According to the needs of every pupil, the level of support may change. It might involve alterations to the curriculum, the hiring of special education teachers or assistants, and the use of assistive technology. The objective is to encourage social integration and give each pupil an equal opportunity to succeed in school.

Assistance for special education in regular institutions the additional route entails offering assistance with special learning in ordinary schools. In this strategy, SEN students attend regular schools while receiving specialized support and treatments from specialists in the field of special education. These specialists collaborate closely with classroom teachers to create "individualized education programs (IEPs)" that cater to each student's unique learning requirements. To help SEN students achieve socially and intellectually, they could offer extra teaching, remedial support, or program modifications.

Another possibility is the establishment of specialized special education schools or classrooms that are created particularly to meet the needs of SEN pupils. Supporting students with a wide range of disabilities or learning challenges is the sole focus of these organizations or courses. They have trained staff members who are specialized in dealing with the particular needs of SEN pupils, such as special education teachers, therapists, and support staff. To assist SEN kids in developing their skills and talents, these institutions or courses offer a more specialized curriculum and a higher level of individualized stability.

It's important to keep in mind that various components of Poland may have various levels of accessibility and execution of these approaches. The educators who participated in the pupil's evaluation and planning process will make suggestions based on the pupil's unique requirements, skills, and preferences.

1.2 Teachers' Emotional intelligence and social competences

The psychological and mental abilities of instructors are critical to their success as instructors. The capacity to recognize, comprehends, and controls the feelings one experiences and also to identify and appropriately react to the emotions of others is referred to as emotional intelligence. Contrarily, social competence refers to the knowledge, skills, and dispositions required successfully negotiate social situations, create enduring bonds with somebody else, and connect with them.

Here are some crucial ideas emphasizing the significance of teachers' social and emotional intelligence:

1.2.1 Classroom management

Teachers who have strong emotional intelligence are better able to control their feelings and deal with difficult situations. They can reply positively and encouragingly while remaining composed and empathizing with the pupils. This promotes a welcoming and beneficial teaching atmosphere.

1.2.2 Building relationships

Socially adept teachers can build successful connections with their pupils, coworkers, and parents. They are capable of clear communication, attentive listening, and comprehension of the requirements and viewpoints of others. These abilities encourage relationships, confidence, and teamwork, which improve the learning environment in general.

1.2.3 Student well-being

Being emotionally intelligent helps teachers better understand the social and emotional requirements of their pupils. They can identify discomfort or psychological issues and offer the proper assistance and direction. This promotes the development of a safe and supportive atmosphere where kids can flourish both intellectually and emotionally.

1.2.4 Conflict resolution

Conflicts between pupils as well as pupils and the instructor are a common occurrence for instructors. Educators can successfully handle disagreements when they have emotional intelligence and social skills. In addition to helping students learn conflict resolution techniques, they can resolve disagreements and promote open communication. This encourages a supportive and diverse school environment.

1.2.5 Role modeling

Educators operate as role models for their students, and their exchanges with them have a big impact on how they develop socially and emotionally. Pupils may benefit as they aspire to the positive communication, empathy, and self-control displayed by educators who possess high levels of psychological awareness and interpersonal skills.

1.2.6 Parental involvement

While interacting with parents and guardians, it is crucial to have effective communication and relationship-building abilities. Parents can be actively involved in their child's education and a positive home-school relationship can be fostered by instructors that are socially and emotionally intelligent.

1.2.7 Teacher well-being

The emotional intelligence and social skills that educators themselves also play a role in their happiness and job satisfaction. The ability to control one's feelings, overcome interpersonal interactions, and deal with stress effectively prevents depression and advances one's own mental and emotional well-being.

2. Literature Review

(Moraiti, et al., 2022) focuses on the effects of IoT for promoting wellness and learning of special education students along with young people with mental and physical illnesses. The reintegration and capabilities of the learners, as well as their full being conscious of and working on their beneficial feelings as a result of completing the IoT education programs using the aid of detectors found in digital gadgets, serve as the primary focus of the methods and strategies developed as a result of treatments and instruction.

(Fabac & Sikirić, 2022) sought to ascertain the relationship between several mobility-related factors and the mental anguish experienced by visually impaired people in Croatia during the first 2020 lockout in April due to COVID-19. 43 participants completed the survey, which asked demographic questions and 28 questions on a 5-point Likert scale about mental health, freedom in daily accessibility behavior through the frequency of grocery

and medicine purchasing goods, views on security, and infectious recommendations in visually impaired people's mobility.

(Alharbi, et al., 2022) focus on the perceptions and beliefs of blind and poor-vision individuals about the possibility of obfuscation to solve privacy issues in VDS. Their study, which is based on interviews with 20 VDS users who are blind or have poor vision, shows that current deception methodologies fall short of addressing the demands of this population. This technique may aid in acquiring greater control, yet there are strong feelings over its validation and confusion.

(Theodorou, et al., 2022) emphasizes a significant examination of BlindRouteVision's usability and user experience (UX), a mobile app for external transportation that aims to effectively address issues with blind individuals' capacity to navigate on their own without the help of an instructor.

(Bhattacharjee, 2021) examined the challenges presented to pupils that have special needs in the current study on equitable schooling in connection to the accessibility of technological aids, the presence of specialized educators, barriers in instructional settings in the academic setting, and the behavior of teachers, administrative staff, classmates, and families towards the special needs students. As well, it was determined that, to succeed to further the concept of "learning for every person," it is crucial to guarantee that every pupil gets excellent guidance, regardless of their physical, mental, social, emotional, linguistic, or other conditions. This is because the special education requirements of kids with impairments cannot be fulfilled in loneliness.

(Maryanti & Asjari., 2022) set out to find out how scientific instruction was delivered to kids with special needs by their families. Approaches of the subjective study were used. Personnel and special needs kids from one of the nation's special schools with spectrum disorders, mental illnesses, medical conditions, and impairments of hearing and vision served as the research's respondents. The findings indicated that the majority of individuals completely abdicated their obligation to help training instructors educate students in research.

(Tipán, et al., 2023) was to create a didactic module that may contain tactics and enhancements for instructing visually impaired students using cutting-edge technology. A top emphasis is the creation of teaching and learning materials and techniques for those who are visually impaired. Yet, instructors need instructional resources to make educational instruction more effective, especially when it comes to comprehending text for that suffering serious vision loss.

(Al, 2022) attempted to determine the degree of analytical abilities of a Jordanian collection of blind pupils and its connection with several factors, namely the gender and class level variable. Through the assistance of numerous experienced and knowledgeable instructors of blind children, an investigator created the California Critical Thinking Scale by the features of the blind to accomplish the investigation's goals.

(Tian, et al., 2022) the layout of books for kids with visual impairment must take into account their physical, and mental disorders and cognitive abilities. It was discovered that kids playing with captions had basic literacy abilities that were knowledgeable; however, educational opportunities have been developed while problems with reading were being managed with the aid of technological aids like hands-on or recordings.

(Fauziah, et al., 2022) is to clarify the role that physical contact plays in the introduction to beginning education among instructors and blind students at SLB A YKAB Surakarta, in addition to the elements that facilitate and obstruct it. This investigation is a descriptive qualitative case study that gathers data using interviewing, observing, and documenting techniques. Following evaluations of the implementation of activities for infants in the teaching environment, conversations involving teachers and family members were conducted.

3. Materials and methods

3.1 Participants

The details you gave describe the sampling strategy and participant characteristics in a study involving 225 primary school teachers in Warsaw, Poland. The main ideas are broken down as follows:

3.1.1 Sampling technique

By convenience, the research's method for sampling was not deterministic. In contrast to employing a random selection approach, the investigators chose volunteers based on their accessibility and convenience.

3.1.2 Participants

225 Warsaw primary school teachers participated in the investigation. According to the type of school they taught in, these teachers were further divided into three groups: mainstream schools, integrative schools, and special schools for children with intellectual disabilities (ID) and autism. Mainstream schools: 64 teachers (28%), Integrative schools: 97 teachers (44%), Special schools: 64 teachers (28%). The distribution of instructors among various school types was shown to differ statistically significantly according to the chi-square test (χ^2) and the chi-square test ($\chi^2(2) = 9.680$; $p < 0.01$).

3.1.3 Teacher roles

Additionally, the learners were split up into various instructor roles: General teachers: 130 teachers (58%), Support teachers: 62 teachers (27%), and Special teachers: 33 teachers (15%). Another chi-square test (χ^2) showed a significant difference in the distribution of teachers across these roles ($\chi^2(2) = 66.107$; $p < 0.001$).

3.1.4 Participant characteristics

The chi-square tests revealed that the frequencies of the aforementioned classes were not equal. The categories' differences in terms of gender, age, and learning, unfortunately, were not very noteworthy. Significant disparities in professional service length were found, most likely as a result of the various employment categories.

3.1.5 Additional details

The offered excerpt omits details on the participants (beyond gender, age, education, and length of professional employment) in addition to the exact coefficients for the chi-square tests and other measurement methods.

3.2 Measures

The purpose of the study was to gauge teachers' perceptions of the challenges they encounter when working with kids who have a range of "special educational needs (SEN)". Students with "intellectual disabilities (ID)", "autism spectrum disorders (ASDs)", "physical disabilities (PD)", "hearing impairments (HI)", "visual impairments (VI)", and mental illnesses are among the various student categories discussed. Which group of SEN students presents the greatest challenges, they asked educators to get this data. After that, the replies were graded using a Likert scale with a range of 1 to 5. The less challenging situation was denoted by a rating of 1, while an especially challenging scenario was constituted by a rating of 5. By giving every reaction an absolute number, the Likert scale enables participants to express their thoughts and perceptions and makes it possible to analyze the data quantitatively. The investigators used this measure to evaluate and compare instructors' perceptions of their challenges while collaborating with various SEN pupils. It's vital to understand that the presented information does not include any specific outcomes or findings from the Likert scale evaluations. They must have availability to the whole research report or publication to fully comprehend the teachers' comments and the investigation's final results.

The Polish operationalization theory is the Two-dimension Emotional Intelligence asset, which is implemented to gauge EI. It is a self-reporting tool with 33 items that describe scenarios that elicit feelings and four possible responses to each of them for example, see Appendix Table 1. Each participant selects the one they feel is the best representative of them. The assessment contains a total score as well as its two components, interpersonal and intrapersonal. The personal relationships EI scale was left out of subsequent analyses due to its weak dependability.

By implementing her interpersonal abilities notion, the questionnaire on social competencies was created and verified. There are 90 of them items.

Table 1: According to the type of instructor and nature of employment, descriptive characteristics of teachers0 (N = 225).

	School				Teacher			
	Integrative	Mainstream	Special		Support	Special	General	
Gender				$\chi^2(2) = .206, p = 0.903$				$\chi^2(2) = 2.321, p = 0.314$
Female	83 (85.5)	57 (87.6)	57 (87.6)		57 (91.9)	28 (87.8)	108 (83.9)	
Male	15 (14.7)	9 (12.6)	9 (12.6)	$\chi^2(6) = 9.908, p = 0.128$	6 (8.3)	5 (12.2)	22 (16.3)	$\chi^2(6) = 5.431, p = 0.491$
Age								
up to 30	15 (16.5)	16 (23.5)	9 (12.6)		14 (21.4)	8 (21.3)	18 (13.2)	
from 30 to 40	34 (34.6)	25 (37.6)	23 (34.5)		24 (37.8)	13 (36.5)	45 (33.9)	
from 40 to 50	27(27.2)	10 (14.3)	24 (35.8)		16 (24.7)	8(27.4)	35 (26.3)	
over 50	24 (24.1)	17 (25.1)	12 (17.3)	$\chi^2(4) = 2.651, p = 0.619$	11 (16.5)	6 (15.2)	36 (26.8)	$\chi^2(4) = 4.329, p = 0.376$
Education								
Bachelors	2 (1.1)	-	-		2 (1.7)	-	-	
Masters	94 (96.8)	65 (99)	64 (98.5)		61 (98.5)	33 (97.1)	129 (98.6)	
Doctorate	3 (2.2)	-	2 (1.7)	$\chi^2(6) = 9.588, p = 0.144$	-	2 (3.1)	3 (1.6)	$\chi^2(6) = 14.619, p < 0.06$
Length of service								
less than	21 (20.9)	14	5 (6.4)		17 (26.3)	4 (9.2)	19 (13.9)	

5 years		(20.4)						
more than 5 years	23 (22.8)	17 (25.1)	13 (18.9)		19 (29.6)	9 (24.3)	25 (18.5)	
more than 10 years	17 (16.8)	11 (15.7)	17 (25.1)		12 (18.2)	8 (27.4)	23 (16.9)	
more than 15 years	39 (39.7)	25 (35.8)	33 (50.1)		17 (26.3)	14 (39.5)	66 (50.1)	

3.3 Procedures

Since the investigation was done involving staff members in school facilities, educators and leaders had to give their agreement; in every case, this was done. An instructor and new educators discussion was conducted during the data collection session at all institutions, after which the objective of the investigation was laid out and the instructors were requested to get involved. The investigation was carried out by the protocols that regulate academic investigations in educational institutions and was confidential and did not involve the acquisition of personal information regarding instructors or pupils. To write the report and later academic release, the identities of the participants were encrypted. Numbers have been given to the surveys. Respondents have the option to not complete the surveys at any point. All participants had the option of taking the survey materials included and adding all the responses to the group collection.

3.4 Data analysis

They utilized an additional survey query to evaluate instructors who reported having varying degrees of difficulty interacting with pupils who have SEN: Which SEN pupil subgroup causes you the most trouble? Using a five-point rating participants individually rated every pair of SEN pupils. Instructors were separated into three segments according to their responses for all of these categories: individuals claiming to have less difficulty, the median obstacles, and the biggest challenges when handling kids who have a particular SEN. They then compared the mean levels of social and emotional intelligence in the resulting groups. We employed the chi-square test of independence to identify the categories of institution and educator when our findings are applicable. Consumers having insufficient information were not included in any analysis. SPSS version 26 was the program utilized.

4. Result

The majority of instructors (56%) report having the fewest issues teaching pupils with intermediate to severe ID work in special schools. Instructors typically described the challenges they faced in other educational institutions as ordinary. The majority of challenges that were investigated were more likely to affect instructors from collaborative institutions.

The majority of educators in table 2 and Figure 1 show that dealing with pupils who have medium to extreme "intellectual disabilities (ID)" has the fewest challenges. Instructors typically described the challenges they faced in the balance of levels of education as ordinary. The majority of challenges in this publication were more likely to affect instructors from collaborative institutions.

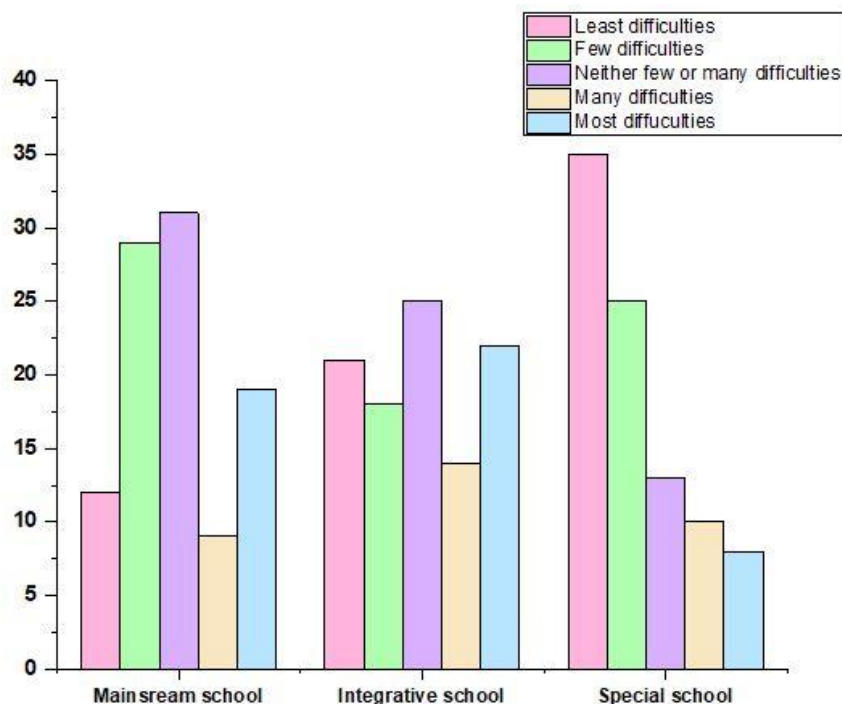


Figure 1: Compared to the type of institution, educators have troubled times educating pupils who have both moderate and severe ID.

Table 2: Instructors have a harder time dealing with kids who have intermediate to profound intellectual disabilities regardless of the type of school.

	Least difficulties	Few difficulties	Neither few nor many difficulties	Many difficulties	Most difficulties
Mainstream school	12	29	31	9	19
Integrative school	21	18	25	14	22
Special school	35	25	13	10	8

Additional categorization based on instructor type they can see from figure 2 and table 2 that a lot of special educators, as well as personnel, claim that interacting with learners who have moderate to serious intellectual disabilities is the lowest challenging aspect of their jobs. The perspectives of all instructors and assistant instructors, just extremely varied; among the latter, the most common response was that they had the most difficulty with this type of employment

4.1 Pupils that suffer from mental diseases

Those who discover it a minimum challenging to carry out such work perform better in close personal interactions than instructors who knowledge the typical or most difficulties in such work. The most recent substantial variation in interpersonal abilities in close-proximity connections interaction happened among instructors interacting with pupils with psychological disorders.

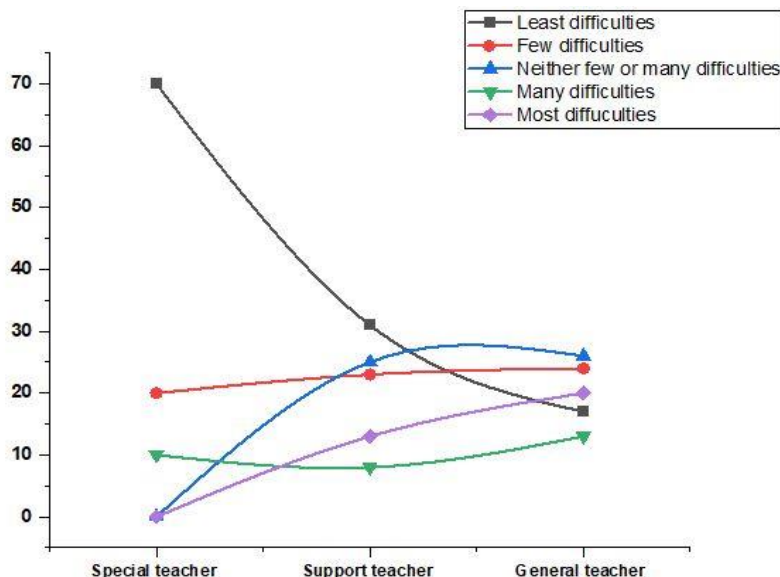


Figure 2: issues working with children who have mild, moderate, or severe ID in the comparison instructor categories.

Table 3: challenges the comparison of instructor teams working with kids who had moderate and severe ID.

	Least difficulties	Few difficulties	Neither nor many difficulties	Many difficulties	Most difficulties
Special teacher	70	20	0	10	0
Support teacher	31	23	25	8	13
General teacher	17	24	26	13	20

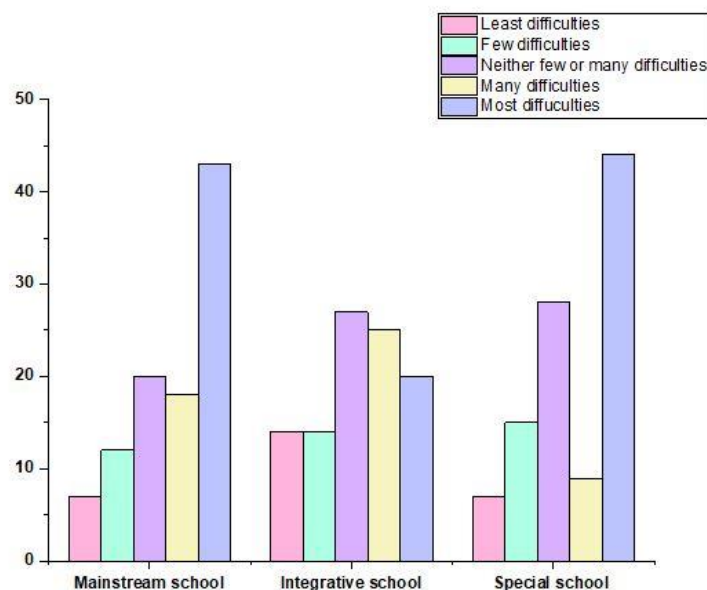


Figure 3: Compared to the type of educational institutions, managing pupils who have mental problems is tricky for instructors.

Table 4: Compared to the type of institution, educators have challenges when handling children who have mental problems.

	Least difficulties	Few difficulties	Neither nor many difficulties	Many difficulties	Most difficulties
Mainstream school	7	12	20	18	43
Integrative school	14	14	27	25	20
Special school	7	15	28	9	44

with the instructor's personality. Only 20% of teachers from integrative schools ranked this position respectively the most challenging, as shown in Figure 3 and Table 4. In regards to interacting with these pupils, instructors from normal and special schools had comparable findings; 43% of teachers from both groups find this task to be the toughest.

4.2 Discussion

EI and social skills play a significant role in each instructor's activity. One who is skilled in identifying a learner's feelings and their cause can persuade the student to behave appropriately. They can develop a solid and encouraging connection with their instructors by adding this expression of empathy and cooperation. These skills are particularly useful for instructors that handle SEN students.

They sought to ascertain whether instructors who reported various kinds of difficulties dealing with SEN students also had varying stages of emotional and psychological intelligence (EI). Particularly in the instances of problems encountered by instructors interacting with kids that had moderate and severe ID and mental illnesses, we discover disparities in the extent of abilities. According to our research of instructors' claims of interacting with pupils who have medium to significant identification, those who reported the least difficulty did better in terms of their students' social competency in assertiveness-required settings. In other words, teachers who report having the fewest problems handling these pupils are better equipped to handle culturally tough circumstances. Additionally, individuals satisfy requirements by avoiding hurting anybody, sufficiently well communicating both their good and bad experiences, and successfully arousing positive emotions in the social setting.

The findings demonstrated that educators may claim to experience the fewest difficulty while instructing kids who have mental conditions are more adept at interacting in close quarters. This requires the capacity to both trust and express feelings. Establishing and sustaining close connections calls upon abilities including communicating without words, observing appropriate interaction guidelines, and receiving praise.

Further investigation indicated that nearly half of the respondents claimed that teaching pupils having psychological disorders caused them at least some difficulty, despite their area of employment or kind of instructor. Similarly, they found that the majority of statements had a very minor difficulty with supporting instructors and educators at integrated institutions. Indicating that instructors felt a bit comfortable in their abilities to cope with student medical issues, employing a pair of instructors in the classroom may allow any issues to be treated much earlier. The majority of educators were actively involved in promoting psychological awareness and expanding community involvement since more and more kids are suffering from psychological disorders and aren't getting the therapy they need. In this investigation, the majority of instructors reported that dealing with these learners presented their greatest or biggest challenges. It is interesting to consider if instructors lack the information necessary to assist such pupils as part of their education or lack awareness of indications such as mental health conditions, dietary issues, trouble sleeping, or sadness. Ideally, instructors lacked sufficient institutional support from the school or other groups, in addition to receiving insufficient formal instruction.

5. Conclusions and implications

They sought to ascertain if variations in instructors' EI and social skills are related to challenges in educational work with children with SEN. According to our study's findings, there are discrepancies between two categories when it comes to interpersonal capacity: individuals having mild, moderate, or serious developmental disabilities, as well as people who have psychological disorders. Teachers who reported having less trouble working with students who had moderate to severe autism spectrum disorders performed better on behavioral tests and had, on average, worked with such children on a regular basis for longer periods of time. Frequently, they had special educators. It is fascinating to examine their level of expert readiness to engage with kids who have medium to the integration of significant mental disorders and public institutions, as well as the participation of pupils in an integrated instructional paradigm. Nearly all educators spoke about their struggles when dealing with students who have mental problems. Supporting educators reported having significantly fewer issues overall. When there was close interaction between them, supporting instructors demonstrated stronger behavioral traits. It is important to consider whether teachers can identify the needs of this particular set of kids. To do this, teachers must take into account the possibility that the pupil's mental state or mood may harm their interactions with others and their capacity to engage in their education. While it's possible that extra SEN pupil categories, including individuals with psychological and mental health issues, educational disorders, ADHD, and various cultures, could have been included during the evaluation, our findings indicated that teachers with higher EI had less trouble engaging the specific pupil categories forming the subject of the study.

In conclusion, researchers could conclude that the amount of For some groups of kids with SEN, the educator's EI and/or social skills are necessary and could be connected to the challenges faced by instructors when instructing particular groups of pupils with SEN. Instructors need exceptionally strong interpersonal abilities because of the characteristics of working with SEN pupils in particular. Implementation of specialized training that enables future teachers to support SEN pupils at the beginning of their schooling would be made possible by the identification of the soft skill set for each category of pupils. Such a set of skills would be extremely helpful to the job of the instructor and could include the consciousness of individual emotions, identifying sentiments in oneself and others, as well as empathy, understanding the situations and emotional states of others, being capable of putting themselves in their loafers, or the capacity to create collaboration.

6. Limitations

In other European nations or the rest of the globe, the various educational pathways that SEN students take are uncommon. Considering the purpose of our investigation was to examine the difficulties associated with handling kids who have multiple kinds of SEN, it was challenging to locate comparable tests that could be directly compared to this method.

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