

Introduction

Visual handicap negatively affects the psychological adjustment of the individual, as it causes many problems in the development process, social interaction and in acquiring the social skills required for achieving independence and a feeling of self-sufficiency; because the visually handicapped has a limited ability of motion and inability to observe the other's behaviours, their everyday activities and their facial expressions and imitating these behaviours or visually-simulating them.

Emotional disorders appear as a result of the handicap and the negative social attitudes formed towards it and this makes the adolescents feel that they are inferior to others in personal and social adjustment. The visually handicapped is more affected by the handicap in the social situations and this is what makes him/her manifest maladjusted behaviours represented in the inability to face problems, the weakness of emotional homeostasis and the high level of anxiety.

The modern view of the emotional aspect acknowledges its increasing importance in human life, and that is not a separated process from that of thinking; but they are interrelated and integrated processes. The cognitive aspect contributes positively in the emotional process, and intelligence is no longer confined to those who get high marks in the academic intelligence tests, but now it includes other abilities such as emotional control, self motivation, persistence, perseverance and flexibility.

Emotional intelligence is a new approach for developing the abilities of the individuals generally and better preparing them for life, and it represents a new hope for the individuals with special needs. It helps them invest their energy and abilities as far as possible and this

facilitates their adjustment and inclusion in society in a better way and also self-acceptance.

Emotional intelligence skills (like self-awareness, self-acceptance, emotional management, facing negative emotions, motivation in reaching goals and social skills are important characteristics everybody needs to achieve adjustment and success in life; they are of utmost importance for the visually handicapped in the adolescence stage, which is characterized by emotional inconstancy and represents a new birth for the individual.

The study significance:

The significance of the study can be divided into to parts:

a- The theoretical significance:

Some studies of emotional intelligence revealed that this field needs more researches to be done to highlight the ambiguous parts especially for the visually handicapped.

b- The practical significance

The practical significance is represented in using the psychological counseling in developing the level of emotional intelligence for the visually handicapped adolescents.

Problem of the study:

The problem of the study can be stated in the following questions:

- 1- What is the effectiveness of the counseling program in developing emotional intelligence among the visually- handicapped adolescents?
- 2- Is there a significant difference between the visually handicapped male group and female group, in the effects of the counseling program ?
- 3- Does the effect of the counseling program- if found- continue until the follow – up period?

Study terminology:

a- Emotional Intelligence

The ability of the individual to accurately perceive, estimate, regulate one's emotions and feelings and releasing them easily; in addition to the ability of the individual to self-motivate oneself in order to achieve his/her goals, and the accurate awareness of other's feelings, having a feeling of empathy with them and building good social relationships with them.

b- The visually handicapped adolescents:

Those who lost their sight since their birth or before the age of five, and don't have a sense of light or see anything, so they have to depend fully on their other senses in moving and in the school learning processes using helping aids to perceive things without seeing them (their age ranges from 16-19 years old) enrolled in El-Nour secondary schools.

Study hypotheses:

- 1) There's a significant difference between the mean scores of the male experimental groups and the male control group in emotional intelligence level after administering the counseling program, in favor of the experimental group.
- 2) There is a statistically significant difference between the mean scores of the female experimental group and the female control group in the emotional intelligence level immediately after administering the counseling program, in favor of the experimental group.
- 3) There is no statistically significant difference between the mean scores of the male experimental group and the female experimental group in the emotional group and the female

experimental group in the emotional intelligence level immediately after administering the counseling program.

- 4) There is a statistically significant difference between the mean scores of the male experimental group and the male control group in the emotional intelligence level immediately after administering the counseling program, in favor of the experimental group.
- 5) There is a statistically significant difference between the mean scores of the female experimental group and the female control group.
- 6) There is no statistically significant difference between the mean scores of the male experimental group and the female experimental group in the emotional intelligence level after the follow-up period.

Study tools:

- 1- A form of collecting data.
(prepared by the present researcher)
- 2- The verbal intelligence scale.
(prepared by/ lewis kamel/ Meleeka, 1986)
- 3- Emotional Intelligence test.
(prepared by the present researcher)
- 4- The counseling program for developing emotional intelligence among the visually handicapped adolescents.
(prepared by the present researcher).

Results of the study:

- 5- There is a statistically significant difference between the mean scores of the male experimental group and the male control group

on the emotional intelligence test after administering the program and the follow-up period, in favor of the male experimental group.

6- There is a statistically significant difference between the mean scores of the female experimental group and the female control group on the emotional intelligence test immediately after administering the counseling program and the follow-up period, in favor of the female experimental group.

7- There is no statistically significant differences between the mean scores of the male experimental group and the female experimental group on the emotional intelligence test immediately after administering the counseling program and the follow-up period.

Study Delimitations:

The present study is defined by its variables, samples, tools, and statistic used in it.