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**EMOTIONAL INTELLIGENCE AND SOCIAL COMPETENCIES OF BLIND  
STUDENTS OF MIDDLE SCHOOLS  
(abstract)**

I would like to start of by writting that studies about an emotional intelligence and social competencies are quite popular. Nowadays, this type of studies elicited a large popularity. Regardless, there no enough studies relevant to blind adolescents. Thus it seems to be important to examine a correlation between levels of both (an emotional intelliegence and social competencies) presented by blind individuelles. And that is a main goal of this doctoral dissertation. Moreover, one of the most important aspect, stictly connected with a main goal, is a diagnosis of the emotional intelligence and social competencies level typical for blind students of special middle schools.

A dissertation contains a few parts such as an introduction, five chapters, a conclusion, a reference list, a list of deeds, a list of figures, tables and graphs.

Chapter 1 offers a review of definitions *emotional intelligence*, also shows a few, most popular, models of the emotional intelligence, for instance model based on Salovey, Mayer, Caruso studies. Moreover, there are presented factors which determinate a development of emotional skills. Besides that there is discussed a meaning of the emotional intelligence in adolescents lives.

In chapter 2 there is presented a psychological and pedagogical characteristic of social competencies. Moreover, the chapter contains informations about the most popular models of social skills, for instance Affective Social Competencies Model, A. Matczak's social competencies model and S. Greenspan's model. Also, there are described determinants of social skills such as a social intelligence, a temper, a personality and a native environment.

Chapter 3 represents a characteristics of an emotional and social development of humans from a birth up to adolescence. Also, there are circumscribed terms connected with emoctional

and social functioning: emotions, feelings, a social development and a socialization. A huge part of chapter represents specific properties of blind individuals in an emotional and social dimension.

Chapters 4th and 5th offer informations about the methodology of pedagogical studies and represents findings. There are showed research questions and hypothesis. Besides, there are described tests which were used to test hypothesis including Social Competencies Questionnaire and Popular Questionnaire of Emotional Intelligence INTE. Chapter 5 refers findings. One of the main conclusion is a lack of differences between blind and normally sighted in a emotional intelligence and social skills. That may be an evidence to confirm a right way of emotional and social rehabilitation in Poland which is offers to individuals with visual impairment. Nevertheless, there are some weakness, for example a poor endurance for frustration or cumbersome ways to manage with failures.

In the end, there are conclusions which may be usefull not only because of theoretical but also practical reasons.

*Małgorzata Brodzka*