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Emotional intelligence and its relationship to future anxiety for blind adolescents

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Abstract:

This study aimed to determine the relationship between the emotional intelligence and future anxiety for blind adolescents. It also aimed at identifying the indicators of social workers' roles with blind adolescents. A study sample was comprised of (77) blind adolescents (43 males, 55.8%, 34 females, 44.2%). The study found that there is a statistically significant inverse relationship at the level of significance (0.01) between emotional intelligence and future anxiety for blind adolescents. The level of emotional intelligence dimensions for blind adolescents is high, and the level of the future anxiety dimensions for blind adolescents is medium. There are no statistically significant differences between the mean degrees of males and females on both emotional intelligence and future anxiety scales.

Keywords:

Emotional intelligence- future anxiety - Blind adolescents.

Introduction:

The sense of sight is one of the most important human senses as forms of learning, education, communication and emotion are greatly associated with this sense, so the absence of this sense has an undeniable effect on the psychological and social state of the individual (Dehghan, Kaboudi, Alizadeh, & Heidarisharaf, 2020, p.8).

According to the World Health Organization (2019), at least 2.2 billion people worldwide suffer from blindness, myopia and long sight. In addition, blindness leaves humans in a state of physical, psychological and economic dependency. Abnormal mental attitudes such as rejection, guilt and aggressiveness that reflect negative attitudes towards life are more prevalent among visually impaired adolescents (Raimule & Bhawalkar, 2015, p.341).

Visual impairment is not only blindness but is also accompanied by many problems, such as lack of basic skills, career goals and employment opportunities (Salimi, Mohammadi, Sadeghi, 2016, p.127), which estimates (2018) that about 253 million people worldwide are visually impaired and many face countless challenges such as lack of education, poor access to health-care institutions, lack of employment opportunities, low socio-economic status, stigma and lack of social support (Tshuma, Ntombela, & Mabvurira, 2021, p.53).

Awad and Schrit (2002) noted by addressing the results of some studies conducted in the field of visual impairment. For instance, individuals with visual disabilities suffer from high behavioral problems, and they are lower than their peers in academic competence

and cooperation. In addition, they have a lack of verbal and non-verbal coping skills, lack of personal and social adjustment, as well as personal compatibility with their sighted peers, low self-esteem, personal immaturity and personal maladjustment as well as increased level of anxiety compared to their visual peers (Shnikat & Feryal, 2015, p.393).

Brad (1990), Jane and Reiter (1990) see adolescence as a fundamental stage in developing emotional and cognitive intelligence (Uzzaman & Karim, 2018, p.413). Recent research has revealed that teenagers with a high degree of emotional intelligence are expected to deal more appropriately with negative events than those with low emotional intelligence (Quintana, Rey & Neto, 2021, p.68).

Emotional intelligence is one of the most important elements that help people with disabilities make the most of their efforts and abilities, understand themselves and others, integrate into society, and overcome some of the problems they face by providing them with opportunities (Al-Tal, Al-Jawaldeh, AL-Taj & Maharmeh, 2017, p.146).

People with disabilities, except mental disabilities, have sufficient levels of emotional intelligence in all its forms and dimensions, which helps develop coping strategies that enable them to deal with the problems arising from their disability (Diaz & Garcia, 2018, p.274). Moreover,the results of the Mansy, El Halim and Al-Wahab's study (2017) found statistically significant differences between visually impaired adolescent girls and sighted ones in relation to emotional intelligence and its sub-dimensions in favor of the non-sighted participants except coping dimension, which means that visual impairment has no effect on emotional intelligence.

The results of Al-Yousef's study (2018) also found high level of emotional intelligence in a sample of students with visual impairment, and that empathy and self-awareness can be predicted through emotional intelligence. Rabah's study (2017) also concluded that individuals with visual disabilities have high emotional intelligence.

Visually impaired individuals go through different stages of emotional intelligence in different ways than sighted people (Rostami & Mohammadi, 2015, p.74). In this regard, Mirzaei and Saeedi (2013) stated that the level of emotional intelligence in students with visual disabilities ranged from low to medium while the average among sighted students was medium. Yahya (2013), in addition, showed that

the level of emotional intelligence in blind students is medium, and there are no differences in the level of emotional intelligence in blind students due to the gender variable. Besides, Bigdeli and Elahi (2014) maintained that blind high secondary school students have an average level of emotional intelligence, and they confirmed a negative relationship between emotional intelligence and age in blind students.

Kumar and Singh (2013); Al-Tal, Al-Jawaldeh, AL-Taj, and Maharmeh (2017); and Al-Khateeb, Alshurman and Al-Saree (2020) indicated that the level of emotional intelligence of visually impaired students is medium.

Al-Zahir (2012) aimed to compare emotional intelligence between three groups of students (blind, visually impaired and natural people) and the results indicated that there were no statistically significant differences in emotional intelligence in its various dimensions among the three groups. Furthermore, Arshad and Lodhi (2015) pointed out that there were no statistically significant differences in emotional intelligence between blind adolescents and their sighted counterparts, whereas Raimule and Bhawalkar (2015) stressesed that the average emotional intelligence score is significantly lower among visually impaired students than for those with normal vision.

Similarily, Kumar and Singh (2013), Raimule and Bhawalkar (2015), Salimi, Mohammadi and Sadeghi (2016) also agreed that blind students and sighted students differ greatly in their emotional intelligence: Sighted students are more emotionally intelligent than blind students. Shnikat and Feryal (2015) also highlighted that the highest average emotional intelligence was among normal students followed by the blind, and the study showed no statistically significant differences attributable to the gender variable.

There are differences between males and visually impaired females in the level of emotional intelligence. Moses (2006), for example, found significant differences between males and females in terms of the emotional intelligence's dimensions (i.e. self-awareness, empathy, problem solving, reality test, flexibility) in favor of the females, while in favour of the males in the dimensions of emphasis and independence. Moreover, the study pinpointed that there are no statistically significant differences between the two in self-esteem, self-realization, social responsibility, social relations, bearing stresses, controlling impulse, controlling stresses, optimism, pessimism, and the overall degree of emotional intelligence.

Besides, Abu Dhaif (2012) identified statistically significant differences between visually impaired males and females in secondary school students in relation to emotional intelligence with average scores on the dimensions of personal intelligence, social intelligence, stresses management, and general emotional intelligence in favor of males.

Some individuals suffer from many disorders, including anxiety disorders. Anxiety is the expectation of a future threat (American Psychiatric Association, 2013, p.189). It makes the individual feels negatively different from others; it affects thinking, behavior, emotion, passion (Butler, 1999, p.10).

Visagie, Loxton, Swartz and Stallard (2021) showed that visually impaired people suffered from future anxiety and that the intervention did not significantly reduce the future anxiety symptoms of the blind; it needed further research. However, it was more useful for blind girls. Ayat and Salehi (2020) demonstrated that social support does not decrease future anxiety for the blind, and that there are differences in the level of future anxiety among blind people for favor of males. In addition, Brick and Mushri (2018) indicated a high level of professional future anxiety of adolescents with visual disabilities.

Loss of sight affects the individual's behaviors and ways of adaptation to the surrounding environment, where anxiety and depression affect them emotionally. To be more specific, the more stresses the individual is exposed to, the greater the level of anxiety, negative thinking, stresses, life dissatisfaction and lack of sense of psychological security (Hunter, 2003, p.126). Abdullah (2019) indicated a higher level of future anxiety in the visually impaired and its association with reduced psychological adjustment.

Future anxiety is the impact of social changes, and it is increasingly evident among students because of many factors such as fear of study failure and fear of future job loss (Hammad, 2016, p.54). Abdul Rahim (2007) showed a high level of future anxiety in blind adolescents of both sexes. Zubov (2018) also aimed to determine the level of anxiety among visually impaired students about their future when planning their profession as they were found to be willing to be part of society, but the obstacles they face cause concern about their future. This situation negatively affects their motivations and academic performance and reduces the importance of education to them.

Al-Gaid (2010) showed that the blind are self-centered and suffer from feelings of inferiority, inadequacy, control of fears and high anxiety, whether in terms of the future, success or life as a whole, as well as a sense of stresses and insecurity. Furthermore, Abu Zaid (2021) showed that the worsening loss of meaning and purpose problem in the blind in adolescence stage may be due to the feeling of inability to compete with their peers from the sighted, leading to a higher concern about their professional and family future.

Anxiety may occur due to uncertainty and knowledge of future events, or because of past experiences, whether with the individual himself or with others, which leads to his or her future events' expectation, mistrust of the future and negative thoughts about it, poor self-efficiency and inability to deal with negative responses to events that consequently increase the individual's future anxiety (Hammad, 2016, p.54). In this respect, the Al-Hagry (2011) showed the low level of self-esteem in visually impaired adolescents. Ghoneim (2017), in addition, indicated that the loss of meaning and purpose of life visually impaired adolescents feel leads to increased fear and anxiety about their family and professional future. Yahyaoui (2011) confirmed that the feeling of helplessness and low value affects his vision of the future.

The level of anxiety varies between males and adolescent females, according to Deb and Walsh (2010). They Ayat and Salehi found that future anxiety is higher in male adolescents than their female counterparts. However, Mustafa (2020) and Hammad (2016) indicated that girls are more anxious than males about the future. On the contrary to the previous findings, Brick and Mushri (2018) stressesed that there are no differences due to gender in relation to the professional future anxiety.

According to the cognitive theory, there is a mutual interaction between what one thinks, what one feels and how one behaves. The individual's thoughts determine his feelings and thus his behavior. The emotional intelligence of the blind adolescent is linked to his thoughts and beliefs, so the ideas and misconceptions or lack of knowledge and information of the blind adolescent contribute significantly to his emotional intelligence and thus to his behaviors.

Based on the afore-mentioned review, the problem of the study was determined through the question of "what is the relationship between emotional intelligence and future anxiety for blind adolescents?".

Study Objectives:

1-Determining the nature of the relationship between emotional intelligence and future anxiety for blind adolescents; this is achieved through the following:

A- Determining the level of emotional intelligence dimensions for blind adolescents; and

B- Determining the level of future anxiety dimensions for blind adolescents.

2- Identifying the differences between males and females of the study sample on both emotional intelligence and future anxiety for blind adolescents.

3-Accessing indicators of the role of social workers to improve emotional intelligence and to alleviate future anxiety for blind adolescents.

Study concepts:

1-Emotional intelligence

Bar-On (2005) defined emotional intelligence as a set of interconnected emotional and social competencies and skills that determine the understanding of individuals and their ability to express themselves, understand and communicate with others, and deal with daily requirements, challenges and stresses (Bar-On, 2010, p.56).

Emotional intelligence is measured procedurally by the degree that a blind adolescent gets in terms of the dimensions of the emotional intelligence scale represented in the following: Self-awareness, organization of conscience, personal motivation, emotional participation, and treatment of relationships.

2-Future anxiety:

Zaliski defines the future anxiety as a state of fear, tension, uncertainty and fear of the negative changes expected to occur in the future, and it could be a threat that something unreal will happen to the individual and will be severe (Zaliski, 1996, p.165).

Future anxiety is measured procedurally by the degree that the blind adolescent receives in relation to the dimensions of the future anxiety scale represented in the following: University study anxiety, work and career anxiety, marriage anxiety and family anxiety.

Theoretical Guidelines of the Research: Cognitive theory

The cognitive theory is a set of concepts about how individuals develop the intellectual abilities to receive information, process it, and act upon (Thyer & Myers, 2014, p.34). Cognitive theory assumes that the way we think affects the way we feel, so cognitive therapy aims to

identify distorted beliefs or misthinking of the client who supports the current problem and provides interventions that challenge these irrational beliefs and ideas. Hence, cognitive therapy works with the client to create new beliefs and ideas that are more positive and acceptable to the client, and this might reduce or alleviate the existing problem (Teater, 2014, p.153). Irrational ideas may lead to emotional problems afterwards, and it should be noted that the high level of stresses leads to those harmful automatic ideas (Miller, 2012, p.103).

Therefore, the blind adolescents' thoughts and beliefs about his disability determine their feelings and, thus, their behavior. Knowledge theorists focus on the importance of the process of thinking about shaping the behavior of the adolescent, ideas and misconceptions, or the lack of information and knowledge of the blind adolescent that would contribute significantly to the level of future anxiety.

Methodology: This study belongs to the pattern of descriptive studies, to determine the relationship between two variables: emotional intelligence and future anxiety for blind adolescents. This study relied on the social survey method using the purposive sampling method.

Study hypothesis:

1-There are statistically significant differences between the average degrees of males and females in terms of the dimensions of emotional intelligence scale of blind adolescents.

2-There are statistically significant differences between the average degree of males and females in relation to the dimensions of future anxiety scale for blind adolescents.

3-There is a statistically significant inverse relationship between emotional intelligence in its various dimensions (i.e. self-awareness, emotional and management organization, personal motivation, emotional participation, dealing with mutual personal relationships) and future anxiety (i.e. university study anxiety, work and career anxiety, marriage anxiety and family formation) for blind adolescents.

Sample:The sample frame consists of (434) blind students. The study sample consisted of (77) blind adolescents (43 males, 34 females) who were selected by the purposive sample method according to the following conditions:

1) The student must be enrolled in the secondary school.
2) The student's age should be between 15:19 years.
3) The student lives with his normal family.
4) The student has a total sight.

5) The study should apply by electronic way (i.e. Google Drive Models) on blind adolescents who accept to co-operate with the researchers.

Tools: The first scale: Emotional Intelligence Scale, prepared by El-Didi (2005).

Scale description: The scale consists of (75) statements to measure emotional intelligence, which includes five main dimensions with 15 statements for each:

Correction method: It consists of five levels: always = 4, often = 3, sometimes =2, rarely =1, absolute = zero, except for number items (2-5-6-7-10-11-12-16-21-22-24-32- 36.39-41-48-49-50-51-52-56-58-61-62-65-67-69-71-72-75), which is corrected inversely.

The two researchers have re-conducted the validity and reliability as follows: Scale validity: i.e. Internal consistency validity: The two researchers applied the tool to a sample of (15) blind adolescents not from the basic research sample, and it has the same characteristics. A phrase that did not achieve a correlation significance at 0.01 or 0.05 was excluded from the total sum of the scale scores, and the scale became 74 phrases, and the correlation coefficients were calculated between the total scores of each dimension of the scale and the total score of the scale. This is shown as follows:

Table (1) shows the internal consistency between the dimensions of the Emotional intelligence scale and the degree of the scale as a whole (N=15)

Dimensions	Correlation coefficient	Level of significance
Self-awareness	.520	*
Emotional and management organization emotions.	.749	**
Personal motivation.	.566	*
emotional participation	.736	**
dealing with mutual personal relationships	.657	**

*significant at (0.05) **significant at(0.01)

The table above shows that all correlation coefficients are significant, which indicates the validity of the scale for use in what it was designed for.

Scale reliability: was calculated in two ways, including**: Cronbach's alpha method**, where the reliability coefficient was alpha (.757), which is a high coefficient, and t**he split-half method** using Spearman-Brown's coefficient and its value (.819), which indicates the validity of the scale for application.

The length of the cells as follows:

Table (2) Levels of Arithmetic Averages

Table (2) Levels of Arithmetic Averages

If the mean value of the expression or dimension ranges from 0 to less than 0.8	**very low level**
If the mean value of the expression or dimension ranges from 0.8 to less than 1.6	**low level**
If the mean value of the expression or dimension ranges from 1.6 to less than 2.4	**medium level**
If the mean value of the expression or dimension ranges from 2.4 to less than 3.2	**high level**
If the mean value of the expression or dimension ranges between 3.2 to 4	**very high level**

The second scale: Future Anxiety scale for Blind Adolescents, Prepared by Abdul Rahim (2007).

Description of the scale: The scale consists of (26) statements to measure future anxiety, which includes three main dimensions.

Correction method: Consists of three levels: OK =3, OK to some extent =2, I refuse =1, except for numbers statement (4-8-12-16), which are corrected inversely.

The two researchers have re-conducted the validity and reliability as follows: Scale validity: i.e. Internal consistency validity: The two researchers applied the tool to a sample of (15) blind adolescents not from the basic research sample, and it has the same characteristics. The correlation coefficients were calculated between the total scores of each dimension of the scale and the total score of the scale. This is shown as follows:

Table (3) shows the internal consistency between the dimensions of the future anxiety scale and the degree of the scale as a whole

Dimensions	Correlation	Level of
University study anxiety	**.948**	**
work and career anxiety	**.759**	**
marriage anxiety and family formation	**.898**	**

*significant at (0.05) **significant at(0.01)

The table above shows that all correlation coefficients are significant, which indicates the validity of the scale for use in what it was designed for.

Scale reliability: was calculated in two ways, including: **Cronbach's alpha method**, where the reliability coefficient was alpha (.851), which is a high coefficient, and the **split-half method** using Spearman-Brown's coefficient and its value (.648), which indicates the validity of the scale for application.

The length of the cells as follows:

Table (4) Levels of Arithmetic Averages

If the mean value of the expression or dimension ranges from 1 to less than 1.4	very low level
If the mean value of the expression or dimension ranges from 1.4 to less than 1.8	low level
If the mean value of the expression or dimension ranges from 1.8 to less than 2.2	medium level
If the mean value of the expression or dimension ranges from 2.2 to less than 2.6	high level
If the mean value of the expression or dimension ranges between 2.6 to3	very high

Study results: The first axis: the level of Emotional intelligence dimensions of blind adolescents.

Table (5) shows the level of Emotional intelligence dimensions of blind adolescents. (N=77)

Dimensions	mean	S.D	the level	ranking
Self-awareness	2.13	0.41	medium	5
emotional and management organization	2.32	0.55	medium	4
Personal motivation.	2.39	0.37	medium	3
emotional participation	2.72	0.51	high	1
dealing with mutual personal relationships	2.58	0.47	high	2
dimensions Emotional intelligence	2.43	0.33	high level	

The table above shows that the level of Emotional intelligence dimensions of blind adolescents is high.

The second axis: the level of dimensions of future anxiety of blind adolescents.

Table (6) shows the level of future anxiety dimensions of blind adolescents (N =77)

Dimensions	Mean	S.D	the level	ranking
University study anxiety	1.78	0.43	low	3
work and career anxiety	2.01	0.44	medium	1
marriage anxiety and family formation	1.89	0.46	medium	2
dimensions future anxiety	1.89	0.38	medium level	

The table above shows that the level of the dimensions of future anxiety for blind adolescents is medium, where the arithmetic mean is (1.89).

The study hypotheses results: The first hypothesis -There are statistically significant differences between the average degrees of males and females in terms of the dimensions of emotional intelligence scale of blind adolescents.

Table (7) shows the differences between the average male and female scores on the scale of Emotional intelligence of blind adolescents in different dimensions (N =77)

dimension	number	mean	S.D	The value of t	Level of significance
Males	43	178.58	26.84	.501	Non-Significant
Females	34	181.41	21.47		

The table above shows that there are no statistically significant differences between the average scores of males and females on the scale of Emotional intelligence of blind adolescents and thus proving the first hypothesis of the study was not valid.

The second hypothesis: -There are statistically significant differences between the average degree of males and females in relation to the dimensions of future anxiety scale for blind adolescents.

Table (8) shows the differences between the average male and female scores on the scale of future anxiety of blind adolescents in different dimensions (N=77)

dimension	number	mean	S.D	The value of t	Level of significance
Males	43	49.02	9.85	.167	Non-Significant
Females	34	49.41	10.46		

The table above shows that there are no statistically significant differences between the average scores of males and females on the scale of future anxiety of blind adolescents and thus proving the second hypothesis of the study was not valid.

The third hypothesis: -There is a statistically significant inverse relationship between emotional intelligence in its various dimensions (i.e.self-awareness, emotional and management organization, personal motivation, emotional participation, dealing with mutual personal relationships) and future anxiety (i.e. university study anxiety, work and career anxiety, marriage anxiety and family formation) for blind adolescents.

Table (9) shows the relationship between Emotional intelligence and future anxiety for blind adolescents (N =77)

Dimensions	Self-awareness	emotional and management organization	Personal motivation	emotional participation	dealing with mutual personal relationships	dimensions of Emotional intelligence
University study anxiety	.350**	.498**	.050	.270*	.345**	.449**
work and career anxiety	.328**	.425**	.093	.242*	.310**	.410**
marriage anxiety and family formation	.418**	.488**	.224	.298**	.462**	.544**
dimensions of future anxiety	.422**	.547**	.137	.313**	.429**	.540**

*significant at (0.05) **significant at (0.01)

The table above shows that there is a statistically significant inverse relationship at a level of (0.01) between the dimensions of Emotional intelligence as a whole and future anxiety of blind adolescents. The level of the Emotional intelligence increased as the future anxiety decreased, for blind adolescents. Although there is a statistically significant inverse relationship between the dimensions of the Emotional intelligence as a whole and future anxiety as a whole,

among blind adolescents, it is not significant among some of the sub-dimensions. The study concluded in its results that there is no relationship between the dimension of Personal motivation and future anxiety as a whole, thus proving the third hypothesis of the study.

Discussion:

The current study found a high level of emotional intelligence among blind adolescents. This is consistent with the results of Al-Yousef's study (2018) and Rabah's study (2017) that individuals with visual impairment have high emotional intelligence, and also agrees with the results of the Mansi, Al-Halim and Al-Wahhab study (2017), which concluded that there are statistically significant differences between the visually impaired and adolescents. Girls in relation to emotional intelligence and its sub-dimensions in favor of lack of vision, which means that visual impairment does not affect emotional intelligence.The results of the current study differed from those of Kumar and Singh (2013), Yahya (2013), Bigdeli E & Elahi (2014) Fuzzy (2017), Al Tal; jaundice. Al-Taj and Al-Maharmah (2017) and Al-Khateeb, Sharman and Al-Sari'a (2020) indicated that the level of emotional intelligence among students with visual impairment is average, and the results of the current study differed from the results of the study of Mirzaei and Saeedi (2013) that the level of emotional intelligence among students with visual impairment ranges from low to medium. The current study agrees with what was stated in the theoretical framework that emotional intelligence is one of the most important elements that help people with disabilities to make the most of their efforts and abilities, help them understand themselves and others, help them integrate into society, and provide opportunities to overcome some of the problems they face. (Al-Tal, Al-Jawaldah, Al-Taj and Al-Maharmah 2017, p. 146).According to the cognitive theory, there is a reciprocal interaction between what a person thinks, what he feels and how he behaves.This result may be due to blind students awareness of their emotions and controlling them, getting rid of negative feelings, and motivating themselves by being able to achieve their goals and their ability to emotionally participate, and to manage social relationships.

The study also concluded that the level of the dimensions of future anxiety for blind adolescents is medium. This is consistent with the results of the study of The Kiziliaslan & Meral study (2018), Shalhob study (2016), and Gabr study (2012) which indicated that the level of future anxiety was average, also found visually impaired students

when planning their profession for their future as they were found to be willing to be part of society.The results of the current study differed from those of Abu Zeid study (2021) ,Abdullah's study (2019),Brick and Mushri Study (2018),and Abdul Rahim's study (2007) where indicated a high level to future anxiety of adolescents with visual disabilities, and its association with reduced psychological adjustment .It also agrees with what was stated in the theoretical framework that anxiety makes the individual feels negatively different than from others ,it affects thinking ,behavior, emotion, passion (Butler, 1999,p.10)

The current study concluded that there was no statistically significant relationship between the average degrees of males and females on the emotional intelligence scale for blind adolescents.This agrees with the results of Moses (2006), Yahya study (2013), Shnikat & Feryal study (2015) in that there are no differences in the level of emotional intelligence among blind students due to the gender variable.While the results of the current study differ with the result of the study of Abu Dhaif (2012) in the presence of statistically significant differences between visually impaired males and females among secondary school students in the average degrees of emotional intelligence in the dimensions (personal intelligence, social intelligence, counseling management, general emotional intelligence) in favor of males.

The study also concluded that there is no statistically significant differences between the average degrees of males and females on the scale of future anxiety of blind adolescents this agrees with the results of the Brick and Mushri study (2018) which indicated that there were no differences due to the gender to future anxiety. While the results of the current study differ with the result of the study of the Deb&Walsh (2010) Ayat and Salehi study finding that future anxiety is higher in male adolescents than female's adolescents, and the Mustafa (2020), hammad (2016) study indicated that girls were more anxious than males about the future.

The current study found that there is a statistically significant inverse relationship at a level of (0.01) between the dimensions of Emotional intelligence as a whole and future anxiety of blind adolescents This agrees with the results of the kumar & Singh's study (2013) revealed a covariant relationship between emotional intelligence and psychological adjustment among students with visual disabilities, also Al-Yousef study (2018) found high level of

emotional intelligence in a sample of students with visual impairment, and that empathy and self-awareness can be predicted through emotional intelligence, Abdullah's study (2019) indicated a higher level of future anxiety in the visually impaired and its association with decrease psychological adjustment, and showed that the use of positive thinking helped in alleviating their future anxiety.And this indicates that individuals with high emotional intelligence control their emotions and understand the feelings of others successfully and can distinguish between different aspects of emotions and apply them effectively when decision-making, and providing opportunities to overcome some of the problems they face. On the other way future anxiety decreases negatively effects of motivations and academic performance and the importance of education to them.The study concluded in its results that there is no relationship between the dimension of Personal motivation and future anxiety as a whole, thus proving the third hypothesis of the study. Cognitive theory assumes Irrational thoughts may lead to emotional problems afterwards, and it should be noted that the high level of stresses leads to those harmful automatic ideas, and produce many life problems such as anxiety future of misconceptions and conclusions that rely more on thinking habits, man thinks about himself and others and the attitudes of life, and may grow and develop those misconceptions. The higher the level of emotional intelligence of the individual, the lower his or her future anxiety.

Indicators of social worker roles to improve the Emotional intelligence and reduce the future anxiety for blind adolescents

Therapeutic role: by setting up treatment programs for blind adolescents in schools which aimed at integrating them into the society to improve emotional intelligence and reduce their sense of future anxiety, as well as developing programs based on spiritual therapy that strengthens the divine side to accept their disability.

The role of mediator: The social worker provides blind adolescents and their families with information about community institutions that provide services they can benefit from and that facilitate the procedures for obtaining those services.

The role of the activist: Encouraging blind adolescents to communicate with others and organizing interpersonal relationships as a social skill through which personal and social adjustment is achieved, as well as pushing the blind's family to provide the

necessary support for them, which helps to improve emotional intelligence as well as reduce future anxiety.

The role of teacher: This role depends on the social worker providing blind adolescents with information about the damage caused by negative thinking about the future and the life skills required to improve their social functions, which help facilitate their integration into society.

The role of advocator: The social worker helps the blind adolescent to protect his right to receive care and services that satisfy his needs and achieve his goals, whether by changing the programs and services in the institution in proportion to him, or seeking to improve and develop social policies that are commensurate with blind adolescents to help them reduce their anxiety for the future and provide the opportunity to increase emotional intelligence.

Research proposals:

- Methods of coping with stresses and its relationship to future anxiety for blind adolescents.
- The effectiveness of rational emotional behavioral therapy in enhancing the intellectual security of blind adolescents.

The difficulties faced by researchers during the practical application are as follows:

- The length of the routine procedures for obtaining approval for the application of the practical aspect of the research.
- Some blind teens refused to participate in the research.

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