

A Comparative Study of Emotional Intelligence between Deaf and Other Students and Its Correlation to Gender Variables

Ziyad Kamel Ellala^a, Saeb Kamel Ellala^b, ^aAssistant Professor of Special Education Al Ain University of Science and Technology Faculty of Education, Humanities Sciences Department United Arab Emirates, ^bAssociate Professor of Special Education Princess Nourah bint Abdulrahman University College of Education, Department of Special Education Saudi Arabia,

The study aims to determine differences of emotional intelligence between deaf and other students, and its correlation to gender variable at Al Ain University for Science and technology. The study sample comprised 115 male and female undergraduate students that were divided as follows: 56 deaf students, (28 males, and 28 females) and 59 other students, (28 males and 31 females). To achieve the objectives of the study, the two researchers used Chapman's scale, (2001), which consists of five dimensions. The findings revealed that self-perception and self-motivation rated average, followed by dimensions of relation perception and emotion management. Emotion training ranked last as it scored the lowest. The study also revealed that there were differences with statistical significance at Chapman's scale, with its five dimensions, regarding emotional intelligence that is attributed to the section of other students. However, there were no differences with statistical significance associated with gender except for post emotion training, which had differences with statistical significance in favour of females. The study came up with several recommendations.

Key words: *Emotional intelligence. Deaf. Chapman scale.*

Introduction

Man is first responsible for various aspects of development in this life, whether they were material or intellectual. Based on that, behaviourists studied human behaviour in detail to pinpoint the factors that make him a success. Will cognitive intelligence, as a factor, be enough

for success? It might not be enough, as that type of intelligence dictates a person's control over his emotions, which he has to manage and at the same time take into consideration emotions and feelings of others to secure successful outcomes of his behaviour (Al-Thaher, 2012).

According to Hewrad (2002), the percentage of hearing impairment is (0 / 0.6%). This impairment ranges between simple, acute, or complete deafness, depending on sensitivity to voice. A deaf person is one whose hearing impairment prevents him from consecutive dealing with linguistic knowledge via hearing by using hearing aids or not (Halahan, Kauffman, 2008). The state of the United Arab Emirates (UAE) always endeavours to provide necessary services and programs to the deaf and those of weak hearing. Thus, the Ministry of Education at Emirates works on merging all types of children of special needs, including the deaf, in all stages of learning till the college level. The entire possibility of teaching all students lies in the hands in the staff of the educational institution. Thus, both the deaf or other students are given equal chances to learn to serve the local and general communities. The team also helps students to develop corporally, mentally, and psychologically to achieve economic welfare at the end of the study period. This is the vision of the Department of Education and Knowledge in the UAE for teaching those of special needs (2018).

The UAE government intends to allow the deaf to join public schools and higher education in an attempt to include individuals with special needs in society. (Aturky, 2005). Thus, the UAE ministry of education began including the deaf in public schools to raise their academic level and to bridge the gap between them and those who hear in preparation for joining higher studies. The forms of inclusion are seen in the deaf having separate classes attached to public schools, in which they also share classes with those who hear in physical training, art, and shared breaks. These forms are the closest to social inclusion in the mainstream than to academic inclusion or full inclusion (Marschark, 2001).

Inclusion of the Deaf with Other students

Inclusion is a process in which the child shares in a general environment of education when he is academically and emotionally ready for full inclusion. This implies the participation of all in suitable educational services (Al-Sartawi, Al-Shakhs, & Al-Abd Al-Jabbar, 2011). The school and the educational system that apply inclusion have to echo the values and objectives of the society in addition to preparing students for social, vocational, and future life (Hyde, Ohna & Hjulstand, 2006; Hyde & Power, 2004).

Inclusion started with the education act of the disabled in 1975 (Bryant, Smith & Bryant, 2007). Several acts emphasized the inclusion of students with special needs in public schools. Those acts are:

American Disability Act (ADA) 1990, Individuals with Disability Education Act (IDEA, 1997). No Child Left Behind Act (NCLB, 2001), etc. All such acts aim at improving the education of the deaf and those with hearing impairment. Yet, there are three trends regarding inclusion: the first, full inclusion, second, counter inclusion, and third, neutral inclusion (yehia, 2006; Al-Meheri, 2008).

The belief was that late linguistic development of the deaf and those with weak hearing, if compared to those who hear well, is due to isolated teaching. Therefore, many researchers were invited to include the deaf and the weak hearing students in public schools for certain reasons, among which are the following:

- 1- The remarkable social change that was positively apparent toward other students.
- 2- The enactment of specific legislation that openly calls for the right of the disabled to receive health, social, and educational care like their ordinary peers.
- 3- The growing number of disabled, especially in developing countries.
- 4- The few number of centres for special education, which makes it difficult for students of special needs to join such centres (Al-Rusan, 1999).

Majeed, (2008) sees inclusion to contribute to the sense of social belonging and helps in respecting the linguistic rights of minorities in the society.

Among the other advantages of including the deaf is offering them the chance to imitate positive patterns of behaviour that help in improving their social, behavioural skills. It will also help them develop their communication, reading, and math skills. Inclusion also gives them the chance to achieve a sound psychological development, which allows them to get along with themselves and with their surroundings (Kurdistani, 2008; Andrews and Mason).

Hanafi (2008) outlined the requirements needed to make the inclusion process succeed as follows:

- 1- Enacting legislation and rules
- 2- Equipping schools with suitable media
- 3- Preparing and adjusting classroom and school system
- 4- Encouraging other students and their families to deal with deaf and weak-hearing students.
- 5- Modifying general education curricula to cope with abilities of the deaf and weak-hearing students.

Historical Background of Emotional Intelligence

Humans incessantly look for sound self-control that makes them internally feel safe. Despite that, he encounters external challenges that create an internal struggle between his aspirations and material challenges echoed in the form of inner turbulence. Thus, immature emotions become familiar in our daily life (Goleman, 1995).

It has thus become necessary to have control over emotions and to mitigate them. Such a thing directed concentration on emotional intelligence and on the role it plays in all types of fields: psychological, social, medical, economical, etc. (Al-Samarae, 2007).

Gardner, the founder of the multi-intelligence theory, spurred interest in emotional intelligence, which might be one of the multi-intelligence patterns. Bar-on (1997) defined it to be a set of organized non-cognitive, personal, social, and emotional skills that influences a human's ability in dealing with environmental needs and pressures. This, for Gardner, relates to two types of intelligence: social or interpersonal, or personal intelligences. These two types of Gardner's intelligence may correspond to those of Salovey & Mayer (1997), who were concerned with non-cognitive factors as components of intelligence and social intelligence that are inseparable. Golman's interest in the works of Salovey and Mayer was the motive behind writing his book "Emotional Intelligence" in 1995. The book, the foremost in the field, argues that those cognitive components are not enough for an individual's success at the personal and practical levels. In this respect, no decision taken can be mentally or emotionally pure as each of them plays the role of the other (Al-Thaher, 2012).

Definition of Emotional Intelligence

Othman and Reziq define it as:

The ability to observe and perceive self-emotions, as well as understand and organize them in a way to observe the emotions of others. This is in order to start positive social relations that help the individual to improve himself, mentally, and positively, and gain more life skills. (Ciarrochi, 2001). Goleman (1998) refers to Thorndike's definition, which considers social intelligence one aspect of emotional intelligence. Salovey & Mayer (1997) define it as the ability to understand self-emotions and the emotions of others, and to distinguish between them, using such emotions to improve thinking and behaviour. This accords with that of Goleman who defines it as the individual's ability to observe his emotions and the emotions of others, to distinguish between them and to utilize such emotions in behavioural thinking, self-perception, and their use in solving life problems.

Emotional intelligence includes five dimensions: self-perception, self-motivation, emotion management, relation management, and emotion training (Chapman, 2001).

Emotional Intelligence Includes Five Basic Constituents

- 1- Emotional cognition: it is the ability to be conscious to perceive self-emotions and distinguish between them in addition to being able to perceive the link between self-emotions and external historical events.
- 2- Emotion management: it is the ability to control negative emotions and change them into positive ones in order to practice social life actively.
- 3- Emotion control: it is the ability to control feelings and emotions and to direct them to achieve excellence and make the best decisions.
- 4- Sympathy: it is the ability to care for the emotions of others and to merge with them emotionally and congruently.
- 5- Social communication: it is influencing others positively through perceiving their emotions and feelings and by dealing with them appropriately. (Al-Abdali, 2010).

Measuring Emotional Intelligence

Measuring emotional intelligence is influenced by the way you look at it. Some like Mayer, Salovey, Carusa, (2001) regard them as mental abilities, but others like Schutte (1998) and Bar-on, (1997) consider it feature-observation capabilities. For Bar-on (1997) the model consists of the following dimensions:

- 1- The social, interpersonal scale comprises (6) items
- 2- The self-sufficiency scale consists of 12 items.
- 3- Stress management scale comprises 12 items
- 4- Adaptability scale consists of 109 items
- 5- General mood scale consists of 14 items
- 6- Positive impression scale consists of 6 items

As for the model of (Mayer, Salovey & Carusa, 2001), it consists of five dimensions:

- 1- Emotional cognition: it measures self-perception and identifies feelings.
- 2- Emotion management: it measures the ability to deal with emotions and to manage them propitiously.
- 3- Self-motivation: it measures directing emotions to achieve a specific goal, pending that the individual is the source of motivation.
- 4- Perceiving emotions of others: it measures the ability to sympathize and identify the emotions of others.
- 5- Perceiving social relations: it measures social adequacy and influential skills in managing the emotions of others.

Goleman (1995) pointed out that emotional intelligence comprises 25 skills of five dimensions that may be typified in the three components of personality: self-awareness, self-management, and motivation. Social components comprise two dimensions: sympathy and social skills. The model was reviewed by Boyatzis, Goleman & Rhee (2000), who determined that emotional intelligence consists of 20 skills that may be divided into four primary ones:

- 1- Self-awareness: this includes emotional self-awareness and self-confidence.
- 2- Self-management: this includes self-control, reliability, justice, accurate self-assessment, and self-confidence.
- 3- Social awareness: this includes sympathy, service directing, and organizational awareness.
- 4- Relations management: this includes developing others, affection, and communication.

Chapman's Scale of emotion intelligence (2001) consists of 25 items divided into five fields: self-perception, sympathy management, self-motivation, relations management, and emotion training.

Each of these domains comprises five questions of quadruple hierarchy: Always, sometimes, rarely, and never.

Hearing Impairment and its Impact on Psychological, Emotional, and Social Development

Language is one of the major means of communication, but its deficiency negatively affects social maturity beginning with family, the surrounding environment, and school. It is the means of social contacts and human activities. As the deaf can't communicate easily with those who hear well, they retreat from dealing with them, and are thus labelled isolationists. Being unable to understand what they hear makes them lose self-confidence, which changes him into an aggressive kind of person who sometimes becomes furious for no single reason (Al-Thaher).

As social interaction depends on language, people with hearing impairment find themselves isolated, so they form what might be called deaf society, a sub-division in the society which determines the basics for joining it. Thus, the deaf child avoids children with the normal hearing because he does not have the social-emotional feeling which attracts him to them (Hallahan & Kauffman, 2006).

Though the impact of hearing impairment varies from one person to another, its direct or indirect influence on psychological and emotional construction of man cannot be ignored. Hearing loss is not the only thing that the impaired have, but the impact is more serious as the deaf feel ashamed and frustrated for being unable to do things at certain situations. This affects his psychological and emotional build-up that results in behaving inappropriately (Al-Lalla & Al-Zubeidi, 2013).

Problem of the Study

In academic circles, it was long thought that success in life and school depends mainly on mental abilities as reflected in distinguished performance in official intelligence tests. They ignored modern theories that see that success depends on multi-intelligence. Multi-intelligence theory (Gardner, 1983) and emotional intelligence (Golman, 1995) refuted the old theories. This supports the report of the national clinical children's program in America which stresses that emotional and social scales can predict a child's success better than their assets of knowledge or their ability to read at an early stage. The report provided seven principles to create the decisive ability to learn; all of which are related to emotional intelligence.

These are self-confidence, curiosity, persistence, self-control, the ability to interrelate with others, and the ability to communicate and cooperate (Al-Uneizat, 2017).

The study specifically attempted to answer the following questions:

First Question: What is the level of student performance following Chapman's five-dimensional scale for emotional intelligence?

Second Question: Are there differences with statistical significance at the functional level ($\alpha \geq 0.05$) in student performance at Chapman's five-dimensional scale of emotional intelligence that might be attributed to group variable (deaf, normal)?

Third Question: Are there differences with statistical significance at the functional level ($\alpha \geq 0.05$) in student performance at Chapman's five-dimensional scale of emotional intelligence that might be attributed to gender variable (male, female)?

Objectives of the Study

The study aimed to unravel the differences in emotional intelligence with its dimensions between deaf and normal students in relation to the gender variable.

Significance of the Study

The significance of the study stems from the section it investigates: deaf students of higher education, who rarely know what emotional intelligence means. Revealing the emotional intelligence such students have will be of help for supporters concerned with deaf students.

To the knowledge of the researchers, this study is the first of its kind to be conducted on the differences of emotional intelligence, with its dimensions, between deaf and normal students in the UAE and its relation to the gender variable. Thus, the research will enrich the Emirates library and bridges the gap in this respect.

- 1- This study will provide university teaching staff members with information about emotional intelligence as that helps them in designing study courses in addition to acquainting them with the methods of presenting that to students in general and the deaf in particular.
- 2- This study will also help in designing training programs based on developing the skills of emotional intelligence in students in general, and the deaf students at Al Ain in particular.

Procedure Definitions

- Emotional intelligence: Bar – on (2002) defined it as the individual's perception of his feelings and those of others and his ability to control them. In this study, emotional intelligence means the degree that the student obtains on Chapman's scale with its dimensions that include: self-perception, self-motivation, emotion management, relation management, and emotion training.

- Normal Students: these are university students of the B.A level at Al Ain University for science and technology in UAE who were not diagnosed as students of special needs or deaf.

- Deaf Students: medically speaking the deaf person is the one who was deprived at birth from the sense of hearing to the extent that it makes articulated speech with or without hearing aids impossible. While this person may be able to perceive trumpet beats, respond to cries, look at a plane passing over his head, he is still regarded as death from a social, psychological and educational stance.

In this study, there are male and female students of the B.A level at Al Ain University, who are classified deaf with reference to the files in the educational institutions which classified them as such.

Limitations of the Study

- Features of the study sample and the extent to which it represents society.
- The study tool developed to adapt the environment and to be used emotional intelligence with its psychometric qualities
- Time Limitation: academic year 2018 / 2019

Literature Review

Al-Uneizat (2017) conducted a comparative study between academically distinguished and normal students at the primary stage in Jordan and its correlation with sex and age variables. The study sample comprised of 505 male and female students. To achieve the objectives of the study, the researcher used the Bar-on scale of emotional intelligence. The results showed that

there were no differences between the two groups except for adaptability, which was in favour of the distinguished. However, in general, there are differences between the academically distinguished males and females, which is in favour of the females in terms of social efficiency, adaptability, general mood, and positive expression. It was also found that there were differences between distinguished seventh and tenth graders on the scale in general and in regard to social efficiency and general mood.

Al-Thaher (2012) conducted a study to determine the difference of emotional intelligence between the deaf and the blind from both sexes. The sample comprised (104) persons. The results revealed that there were no differences pertaining emotional intelligence between the deaf and the blind. There were also no differences relevant to emotional intelligence between them that might be attributed to gender and age variables. There were also no differences in emotional intelligence between the deaf and the blind related to the interaction between type of disability and age. However, there were differences in interaction between the type of disability and gender in favour of females.

Al-Jundi (2006) conducted a study to determine emotional intelligence differences between talented and normal students and its relation to academic achievement, in addition to the influence of gender and age variables on that. She applied Bar-on scale of emotional intelligence to a sample of 420 male and female talented and normal students. The results showed that there were differences with statistical significance between the two groups in the total grade of the scale, in addition to general mood and positive impression, which favoured the talented. They also showed that there were differences with statistical significance between different ages, excluding the dimension of social competence. As for age variables, no differences with statistical significance were found, excluding the dimension of pressure management in favour of the 15 – 17 age group.

Al-Imran (2006) aimed to determine differences in emotional intelligence dimensions concerning the level of academic achievement, gender, and school level. The sample comprised 279 students of different education levels: intermediate, secondary, and university. The results revealed that there were differences with statistical significance in emotional intelligence regarding the achievement variable in favour of the distinguished. There were also differences with statistical significance regarding the gender variable; female students exceeded male students in social competence, but males excelled in general mood.

Parker et al. (2004) aimed to determine the correlation between emotional intelligence and academic achievement. The sample of the study comprised 667 male and female students of secondary level. It was divided into two groups: experimental and control. The experimental consisted of two levels: high-level achievement and low-level achievement. The experimental group was exposed to programs rich with skills of emotional intelligence. The results showed

that emotional intelligence could be a precursor of academic achievement. They also showed that students with high-level achievement were better learners than those of the low-level.

Bar-on (2000) conducted a study to determine the influence of emotional intelligence on academic achievement. The study sample comprised (231) male and female Canadian students who were given training on emotional intelligence skills, which included: adaptability, emotion management, and social relations. The results revealed that the students who got training excelled in academic achievement over those who did not take training. The results also revealed that students scoring high grades in emotional intelligence were better than those with lower scores on the Bar-on scale for emotional training.

Commentary on Previous Studies

Most of the studies tackled emotional intelligence with samples of normal people, among them are: Uneizat, 2007; Al-Omran, 2006; StAl Ain , 2006; Bar-on, 2000; and parker 2004. Al-Thaher (2012), however, conducted his study on the deaf and blind. The two researchers did not find any study that discussed differences between the deaf and the normal, which is the focus of this study.

Method and Procedures

Methodology

To achieve objectives of the study and to get answers to its questions, the researchers adopted the descriptive survey method in collecting data that will be analysed to come up with certain results.

Population and Sample of the Study

The population comprises all normal and deaf male and female students at Al Ain University for Sciences and Technology in UAE. As for the sample, it comprises 115 students of two groups. The normal students group amounted to 59 students: 28 were male and 31 female. The deaf group comprises 56 students: 28 were male and 28 female. These students were purposively selected in the academic year 2018 / 2019. The sample was purposively selected because the students of one of the researchers showed readiness to answer questions of the study, and because of the cooperation that the administration showed regarding study application on the sample. Table (1) presents sample division by study variables.

Table 1: Study sample distribution by study variable

Variables	Levels	Number
Normal Students	Males	28
	Females	31
Deaf Students	Males	28
	Females	28
Total		115

Study Instrument

The researcher was able to use Chapman's (2001) scale of emotional intelligence which consists of 25 items divided into five domains: self-perception, emotion management, self-motivation, (relation management and emotion training. Each of these domains comprises five questions to be answered by the respondents in compliance with the four-gradable pattern (always, sometimes, rarely, and never) with the following points assigned to each consecutively (1,2,3,4) as it is in the original scale adapted to suit the Emirates environment.

Validity of the Instrument

To verify the validity of the instrument, it was presented to eight judges specialized in the following fields: special education and educational psychology at Al Ain and Princess Nour University. They were requested to give their opinion, which was taken into consideration. The instrument was also verified through the application on an explanatory sample extraneous to the study sample using (Test-Re-Test). The sample comprised 49 male and female students with two weeks between the two applications. Cronbach alpha was used. The value was found to be (0.84), which is suitable for study purposes.

Instrument Reliability

To verify the reliability of the instrument, it was presented to eight judges specialized in special education and educational psychology. The researchers took the suggestions of the judges into consideration.

Study Results and Discussions

In answering the first question, what students' performance level at Chapman's five-dimensional Scale of emotional intelligence is, the researchers calculated the total answers of students at each of Chapman's dimensions, in addition to the mean and standard deviation. The results are presented in the following table (2).

Table 2: Students' results at Chapman's scale of emotional intelligence.

Dimension	Number	Total	Arithmetic mean	Standard deviation	Rank
Self-perception	115	1728	15.03	3.52	1.5
Self-motivation	115	1728	15.03	2.56	1.5
Emotion management	115	1668	14.50	2.62	4
Relation management	115	1711	14.88	2.64	3
Emotion training	115	1624	14.12	2.65	5
Total	115	8459	73.56	11.89	

The abovementioned table shows that the average performance of all sample members at Chapman's scale in all dimensions was 73.56 out of 100 and the standard deviation 11.89. The table also shows that the dimensions of self-perception and self-motivation rated the highest mean, 15.03 out of 20, followed by relation perception with 14.88, and then emotion administration 14.50. As for emotion training, it ranked the lowest 14.12 out of 20.

To determine the details of students' answers, the researchers calculated items of each paragraph by Chapman's scale in addition to the arithmetic mean, standard deviation, and the rank of each item. The results are presented in table (3)

Table 3: elucidates the mean and standard deviation of students' answers for each dimension of Chapman's scale of emotional intelligence.

Dimension	Item	Number	Total	Arithmetic Mean	Standard Deviation	Rank
Self-perception	1	115	378	3.29	0.82	1
	2	115	362	3.15	0.81	4
	3	115	320	2.78	1.06	20
	4	115	354	3.08	0.84	6.5
	5	115	314	2.73	1.13	22
Self-motivation	1	115	354	3.08	0.75	6.5
	2	115	346	3.01	1.05	10
	3	115	368	3.20	0.84	2
	4	115	329	2.86	0.83	16.5
	5	115	331	2.88	0.86	15
Emotion management	1	115	323	2.81	0.87	19
	2	115	329	2.86	0.71	16.5
	3	115	312	2.71	0.80	24
	4	115	310	2.70	0.97	25
	5	115	350	3.04	0.68	8.5
Relations management	1	115	313	2.72	0.74	23
	2	115	327	2.84	0.92	18
	3	115	333	2.90	0.83	14
	4	115	335	2.91	0.74	13
	5	115	360	3.13	0.85	5
Emotion training	1	115	364	3.17	0.74	3
	2	115	340	2.96	1.10	11.5
	3	115	317	2.76	0.76	21
	4	115	340	2.96	0.77	11.5
	5	115	350	3.04	0.83	8.5

Table (3) above reveals that the item with the highest mean was item one of the first dimension Self-perception, whose mean was 3.29 out of 4. This implies that the tested students were excellent concerning self-perception, which is the cornerstone of emotional intelligence. It also implies that the tested have self-confidence and enjoy a good life as they are confident about whatever decisions they make. This result agrees with the studies of Al-Jundi, 2006) and (Al-Imran, 2006)

The item that follows is the third of the second dimension (self-motivation) whose mean was 3.20, which implies that the students are in an excellent position of guiding their emotions



toward a certain goal. This is an important issue that motivates the self to be creative as emotion control means a delay of satisfying the repressed irresistible emotions. This is a fundamental issue for any achievement, a quality which the group with emotional skill enjoys. This result accords with that of Al-Jundi (2006) and Al-Imran (2006).

The item that follows is the first of the fifth dimension (emotion training), whose mean was 3.17. This implies that the tested students in this field were able to get social signals indicating that others need them. This makes them more ready to handle duties that require supervision like education and management (Goleman, 1995).

As for the item that ranked the lowest, it was the fourth item of the third dimension (emotion management) whose mean was 2.70, which indicates that students in this field need training in the skills of guidance and counselling. This also means that the student at this level consistently struggle against depression. This result does not agree with the study of StAl Ain (2000).

The second question: Are there differences with statistical significance at the function level ($\alpha \geq 0.05$) in students' performance at Chapman's scale of emotional intelligence with its five dimensions that might be attributed to the variable of the student group (deaf, normal)?

In answering this question, the researchers used (T) test for the two independent variables to compare the mean of deaf performance with that of the normal at Chapman's scale with its dimensions.

Table (4) presents the number of respondents at the scale from the two groups: the deaf and the normal, in addition to the arithmetic, mean and standard deviation for all dimensions of each separately.

Table 4: illustrates the number of respondents at Chapman's Scale of emotional intelligence.

Dimension	Group	Number	Arithmetic mean	Standard deviation
Self perception	Deaf	56	12.25	2.91
	Normal	59	17.66	1.37
Self motivation	Deaf	56	13.20	2.07
	Normal	59	17.76	1.59
Emotion management	Deaf	56	12.41	2.43
	Normal	59	15.75	1.64
Relations management	Deaf	56	12.55	2.24
	Normal	59	16.36	1.27
Emotion training	Deaf	56	13.07	2.43
	Normal	59	16.59	1.38
المجموع	Deaf	56	63.48	8.22
	Normal	59	83.12	4.79

Table (5) presents (T) test results for the two independent samples to compare the mean of performance of the deaf to that of normal students at the five – dimension Chapman's scale

Table 5

Dimension	Group	Arithmetic mean	Degree of freedom	(T) Value	Statistical function	Result
Self-perception	Deaf	12.25	113	-12.87	0.000	One Function
	Normal	17.66				
Self-motivation	Deaf	13.20	113	-14.40	0.000	One Function
	Normal	17.76				
Emotion management	Deaf	12.41	113	-8.69	0.000	One Function
	Normal	15.75				
Relations management	Deaf	12.55	113	-11.27	0.000	One Function
	Normal	16.36				
Emotion training	Deaf	13.07	113	-9.61	0.000	One Function
	Normal	16.59				
Total	Deaf	63.48	113	-15.74	0.000	One Function
	Normal	83.12				

The table above shows the arithmetic mean for the deaf and normal students for each dimension of the scale and the scale as a whole. It shows that the degree of freedom is 113. It also shows the value of calculated (t) for each group. As for statistical significance, it was clear that all differences were statistically functional as the statistical function was 0.00, less than 0.05.

This reveals that there are differences with statistical function ($\alpha \geq 0.05$) in students' performance at Chapman's five-dimension emotional intelligence attributed to the student variable (deaf, normal) in favour of other students. The two researchers consider this result to be normal due to the impact hearing loss has on all aspects of personality such as self-efficiency, emotions, control, etc. The deaf person cannot compare himself to others as he has only one option, self-control. He cannot socially communicate with others except through signs, a language which few can communicate with. The normal person also excels in linguistic intelligence which the deaf person lacks. The two researchers were not able to compare their study with another one as no such study was conducted before.

- Question three: are there differences with statistical significance at the function level ($\alpha \geq 0.05$) in students' performance at Chapman's scale that might be attributed to the gender variable (male, female)?

In answering the question, the researchers used (t) test for the two independent samples to compare the mean of male performance with that of the female. The results are presented in the following table, which displays the number of respondents from the two groups, arithmetic mean, and standard deviation for each of them and at all dimensions of the scale.

Table (6) presents the number of male and female respondents, arithmetic mean, and standard deviation for each of them.

Table 6

Dimension	Group	Number	Arithmetic mean	Standard deviation
Self-perception	Male	56	14.88	3.35
	Female	59	15.17	3.70
Self-motivation	Male	56	14.57	2.85
	Female	59	15.46	2.18
Emotion management	Male	56	14.11	3.02
	Female	59	14.14	2.26
Relations management	Male	56	14.16	3.30
	Female	59	14.83	1.73
Emotion training	Male	56	14.38	3.00
	Female	59	15.36	2.16
Total	Male	56	72.09	13.48
	Female	59	74.95	10.08

Table 7: illustrates (T) test results for each scale dimension and the scale as a whole.

Dimension	Group	Arithmetic mean	Degree of Freedom	Calculated (T) Value	Statistical function
Self-perception	Male	14.88	113	-0.45	0.656
	Female	15.17			
Self-motivation	Male	14.57	113	-1.88	0.063
	Female	15.46			
Emotion training	Male	14.11	113	-0.06	0.954
	Female	14.14			
Relations management	Male	14.16	113	-1.37	0.172
	Female	14.83			
Emotion training	Male	14.38	113	-2.02	0.046
	Female	15.36			
Total	Male	72.09	113	-1.29	0.199
	Female	74.95			

Table (7) above presents the arithmetic mean for male and female students for each of the dimensions and the scale as a whole. It also shows that the degree of freedom was 113 and it also shows the calculated (t) value for each group at the scale. As for statistical significance, all of them exceeded 0.05 except for the emotion training dimension. The calculated (t) value for this dimension was -2.02 and had a statistical function 0.046 less than 0.05. Such a thing means that differences in the mean of male performance and that of female students on Chapman's scale were statistically insignificant. The fifth dimension – emotion training was an exclusion. The differences between the two groups were statistically significant.

This means that there were no differences with statistical significance in students' performance at Chapman's scale pertaining gender (male, female). Concerning emotion training, there were differences in favour of female students. This may be attributed to similar conditions in which both sections live. Deaf male and female students deal with each other and with those who communicate via sign language. The same applies to normal students. This result agrees with Al-Thaher's study (2012) and disagrees with Al-Uneizat's (2017). As for the emotion training dimension, it can be understood within view of both hearing and non-hearing students, females, in general, become mature earlier than males. They are also more sentimental. This result agrees with that of StAl Ain (2000), who pointed out that women score higher than men in the dimensions of sympathy, sufficiency, and social competence.



Study Recommendations

- 1- To conduct a comparative study for the impact of social, economic, and cultural factors on emotional intelligence between hearing and deaf students.
- 2- To conduct a study on the influence of emotional intelligence on the achievement of deaf and normal students at the university level.
- 3- To conduct a study on the influence of emotional intelligence on work contentment among the deaf and the normal.
- 4- To care for education programs to develop skills of emotional intelligence and to activate that in university syllabus.
- 5- To conduct more studies on the concept of emotional intelligence and its correlation with other variables linked to the problems and frustrations to which deaf students are exposed.

REFERENCES

Arabic References:

- Abdali, Al,Saed Hamid. (2010) Emotional intelligence and its correlation to self-efficiency and matrimonial harmony for a sample of married teachers at the city of Makkah Al-Mukarrameh. Unpublished thesis, Umm Al-Qura University, Saudi Arabia.
- Jundi, Ghada (2006). Differences in emotional intelligence between the talented and normal students and its relation to academic achievement. Unpublished thesis, Amman University for Higher studies, Jordan.
- Hanafi, Ali. (2008). Requirements for the inclusion of the deaf from the perspective of teachers of the deaf and those who hear: a field study in Riyadh city. The eighth international of the union of Arab bodies working with the deaf: Developing education and rehabilitation of the deaf and hearing impairment persons. April 28-30, Saudi Arabia.
- Hemdash, Sonhiah & Zalal, Naseerah. (2015). Self-estimation of inclusion and non-inclusion children in public schools: a Comparative study. Algeria: Journal of Social and Human Sciences.
- Rusan, Al, Farouq. (1998). Problems and issues in special education. Dar Al-Fikr for publishing and distribution, Jordan.
- Sartawi, Al, Zeidan & Al-Shakhs, Abd. Al-Azzi & Abdel Jabbar, Abdel Aziz. (2011). Total inclusion
- Thaher, Al,Qahtan. (2012). Emotional differences between the deaf and the blind. Journal of Arab University Union for Education and Psychology, Vol. (10), Egypt.
- Uneizat, al, Sabah Hasan. (2017). A Comparative study between the academically distinguished and normal students at the primary stage in Jordan and its relation to gender and age variables. Journal of Educational Sciences, Imam Mohammed Ibn Saud University. (9) Saudi Arabia.
- Umran, Jihan. (2006). Sentimental intelligence of Bahraini Students based on differences of levels of students' academic achievement, type and stage of study.
- Damascus Journal, (22) 3, pp. 281-336.
- Uthman, Farouq Sayyed Riziq & Mohammed Abdel Samea. (2011). Emotional Intelligence: Concept and measurement. Journal of psychology general Egyptian commission for books, (58), Egypt.



- Kurdistani, Mariam. (2008). A Comparative study of social, cognitive, and personal variables for inclusion and non-inclusion weak hearing in the City of Riyadh with a proposal for inclusion . Unpublished thesis, Psychology department, Islamic University of Iman Ibn Saud, Saudi Arabia.
- Lalla, Ziyad, Al-Zubeiri & Shareefah. (2013). Basics of special Education. 2nd edition. Dar Al-Maseerah, Amman, Jordan.
- Majeed, Sawsan. (2008). Contemporary trends in sponsoring and developing skills of children with special needs Cairo, Egypt: Dar Al-Safa.
- Muheiri, Ahmed. (2008). Teachers' inclination for the inclusion of the hearing impaired in public schools. Journal of College of Education, Emirates University (25) pp. 87-131, UAE.

Foreign References:

- Alturky, Yosef. (2005). *Teaching and educating pupils who are deaf and hard of hearing*. 1st Ed Aliyah. King Fahd national library.
- Bar-on (2000). The Emotional quotient inventory: Youth version(EQ-I): technical manual Toronto, Canada: multi-health systems-Inc.
- Goleman, D.(1998). Working with emotional Intelligence. New York: Bantam Press.
- Parker, j.(2004). Emotional Intelligence and Academic Success: examining the transition from high school to university. Available (on-line)://EBSCO host.Htm.
- StAl Ain , S.(2000). The EQ: Emotional Intelligence and your, Success. Toronto, Canada: Stoddert publishing Company.
- Sutarso, T & Tapia, M.(1996). The Effect of gender and GPA on Emotional Intelligence. Paper presented at the annual meeting of the Mid – south educational research Association. Alabama.
- Chapman, Margaret (2001) the Emotional Intelligence, Management Pocket books LTD Hampshire, UK.
- Ciarrochi, J. Forges, J.P. & Mayer, J.D. (2001). Emotional Intelligence in Everyday Life, Edwards Brothers, Lillington, NC.USA.
- Gardner, H. (1983). Frames of mind: The theory of multiple intelligence. New York: Basic Books.



Goleman, D. (1995) Emotional Intelligence. New York: Batman Books.

Mayer, J.D., & Salovey, P. (1997) What is emotional intelligence ? In J.D. Mayer & P. Salovey (Eds.) Emotional development and emotional intelligence. New York: Basic Books

Hallahan & Kaufman, (2006) Exceptional Learners: Introduction to Special Education, 10th, published by person Education, Inc. published as Allen & Bacon, Copyright 2006.

Andrews, J. F. and Mason, J. M. (1991). Strategy usage among deaf and hearing readers. *Exceptional Children*, 57(6), 536-545

No Child left Behind Act of 2001. PL107-110-

American with Disability Act of 1990 PL No.101-336 104, STAT.327.

Bryant, Diane, Smith, Deborah, D., Bryant, Brian. (2007). Teaching Students with Special Needs in Inclusive Classrooms. 5th Ed, ALLYN & BACON/LONGMAN

Hyde, Marv, Ohna, StAl Ain . E., & Hjulstad, Oddvar. (2006). Education of the deaf in Australia and Norway: A comparative study of the interpretations and applications of inclusion. AMERICAN ANNALS OF THE DEAF. VOLUME 150, No. 5, 2005 / 2006.

Hyde, M. B. & Power, D. J. (2004). Educational inclusion of deaf students: An examination of the definitions of inclusion in relation to the findings of a recent Australian study of deaf students in regular classes. Deafness and Education International, 6, (2), 82-99.