The Social Sciences 7 (5): 679-682, 2012
ISSN: 1818-5800

Emotional Intelligence among Deaf and Hard of Hearing Children

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Abstract: Emotional intelligence became one of the most important determinant to measure greatness of one's life childhood. For that, one study has been carried out to investigate the emotional intelligence of hearing problem children in school. Low emotional intelligence involves four constructs escort namely, motivation, handling emotions and social skills. This study aims to look at differences in emotional intelligence of children with hearing problems on demographic factors, relationship between level of emotional intelligence with academic achievement and the level of behavioral problems of children with hearing problems. This study involves surveys and questionnaires as an instruments. Questionnaires are emotional intelligence evaluation, academic achievement and behavioral problems in school that was administered by teachers to assess children with hearing problems (n = 148) in primary schools in Johor. The findings were analyzed using descriptive statistics and inferential statistics. The study showed that the level of emotional intelligence of children with hearing problems are at a moderate level (mean = 3.32). The study also showed that 35% of children with hearing problems have a high level of emotional intelligence, 56% moderate and 9% low. Other than that there was no significant difference in emotional intelligence based on gender and type of school placement. Instead, there is a significant difference in emotional intelligence based on factors of the school year. The study also showed significant relationship between level of emotional intelligence with the level of academic achievement and level of behavioral problems in school. Overall, these findings can provide the instructions to the special education teachers to improve the quality of teaching and learning process and to enhance disclosure of emotional intelligence to children with hearing problems in primary school.

Key words: Deaf and hard of hearing, emotional intelligence, self control, motivation, emotional management, social skills

INTRODUCTION

The importance of individual emotions in the development of serious attention not only in education but also in an organizational setting. Goleman (1998) claimed that emotional intelligence has the same influence important or more important for individual success in life than intellectual intelligence. He believes that emotional intelligence can contribute to some aspects of life such as increased education, decreased aggressive behavior, making better decisions and other features that help success in life. Skills to control and use emotions intelligently actually play an important role in ensuring the well-being of a person. Research has shown that individuals with high emotional intelligence can solve a better particular task. Emotional intelligence plays an important role in predicting academic achievement of students, especially students at risk. For children with hearing problems, inability to listen is often present with problems in communicating and this can contribute to difficulties in terms of intellectual, social, emotional and behavioral problems.

Children with hearing problems have a high risk for behavioral problems, emotional distress and tend to have lower academic achievement compared to typical childhood (Glickman, 2007). In addition, they tend to have low emotional intelligence because of inability to speak or express his emotions to their parents and others (Terwogt and Rieffe, 2004).

For children with hearing problems, the characteristics and emotions during the early stages of development is no different than children who can hear but as they grow older they will have a relatively limited understanding of emotional processes (Greenberg and Kusche, 1993). During primary schools their emotional development is no different from other children however when in high school, children will miss hearing from other children in the development of emotions (Hindley, 2000).

Terwogt and Rieffe (2004) in his study states that other studies have identified that children with hearing problems have trouble with the emotional skills for not having the skills of the label and understand emotions. Accordingly, the purpose of this study was to identify the

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level of emotional intelligence of children with hearing problems in primary school. The study also aimed to identify whether there is a relationship between the level of emotional intelligence, academic achievement and behavioral problems.

MATERIALS AND METHODS

Research design: This study is a descriptive explanation in the form of surveys. It is using a quantitative approach to see the level of the emotional intelligence of children with hearing problems in primary school. The study also looks at the relationship between emotional intelligence and academic achievement and behavioral problems of children with hearing problems.

Sample: The sample of this study is among deaf children between the age of 7-12 years. They are children in primary schools whether in Special Education Primary School (SKPK) or in an integrated program in primary school daily. The sample consists of children with hearing problems with the level of various degrees of hearing loss.

Research instrument: Teacher parent rating is more suited method to identify the emotion and child's behavior troubled hearing. As such, instrument that used in this study is a survey type because it aims to get information in an effective way. Alpha Cronbach were generated to every item emotional intelligence (inhibition, motivation, emotions management and social skills), academic achievement and behavior problem in school.

Data analysis: Data were analyzed by using Statistical Packages for Social Sciences (SPSS Version 11.0) which involved the inferential and descriptive analysis.

RESULTS AND DISCUSSION

Descriptive analysisof the emotional intelligencelevel: This study find out that emotional intelligence level among deaf children in Johor to every construct namely inhibition, motivation, emotions management and social skill is at moderate levels. Table 1 shows the level of emotional intelligence of children with hearing problems as constructs and as a whole.

Table 1: Level of emotional intelligence for each construct

Constructs	Min.	Level
Self control	3.31	Moderate
Motivation	3.38	Moderate
Emotion Management	3.11	Moderate
Sosial Skills	3.46	Moderate
Overall	3.32	Moderate

The overall mean level of emotional intelligence of children with hearing problems in Johor was 3.32 which is at a moderate level. Constructs that have the highest mean was the constructs of social skills is 3.46. While, the constructs that have the lowest mean emotional management was 3.11. For the constructs of self control and motivation, mean was 3.31 and 3.38. However, the four constructs are also in a moderate level.

Overall emotional intelligence analysis: Table 2 shows the analysis of emotional intelligence of children with hearing problems as a whole is based on a survey of four constructs. This study found that the majority of children with hearing problems have a moderate level of emotional intelligence that 83 of them (56.1%). For other children, a total of 51 persons (34.5%) had high levels of emotional intelligence and only 14 people (9.4%) had low levels of emotional intelligence.

Emotional intelligence gap analysis by sex

Ho_1: There is no significant difference in mean score between the emotional intelligenc of boys with hearing problems with girls hearing problem.

Based on Table 3, for comparison t-value emotional intelligence of boys with hearing problems with girls with hearing problems is $t = 2.272$ and a significant level of $p = 0.869$. The significant level is >0.05 ($p<0.05$). Thus, the null hypothesis (Ho_1) is acceptable. So, there is no significant difference of emotional intelligence between boys and girls.

Emotional intelligence gap analysis based on school year

Ho_2: There was no significant difference in mean score between the emotional intelligence of children with hearing problems in various school years as shown in Table 4 and 5.

Table 2: Analysis based on level of emotional intelligence

Level	Frequency	Percentage (%)
High	51	34.5
Moderate	83	56.1
Low	14	9.4
Total	148	100.0

Table 3: t-test results comparing emotional intelligence by sex

Sex	Amount	Min.	SD	t-value	Level of significance
Boys	86	3.21	0.69	2.272	0.869
Girls	62	3.47	0.69	-	-

Significance level of $p \leq 0.05$; Significance level of $p \leq 0.01$

Table 4: Comparison of mean and deviation of emotional intelligence based on school year

Years	Frequency	Mean±SD
1and 2	41	3.08±0.79
3 and 4	48	3.25±0.62
5 and 6	59	3.54±0.63
Total	148	3.32±0.70

According to Table 5, earlier is the F-value for the comparison of the level of emotional intelligence among children with hearing problems that can be enrolled in year 1-6 is F = 5.871 and a significant level of p = 0.004. This significant level is <0.05 (p<0.05). Thus, the null hypothesis (Ho_2) is rejected. So, there are significant differences in mean score between the emotional intelligence of children with hearing problems in year 1-6.

Detailed analysis using the Tukey Test to see the differences based on years of emotional intelligence as shown in Table 6. The mean level of emotional intelligence scores of children with hearing problems in year 5 and 6 (mean = 3.54) was higher and significantly different to children with hearing problems in year 1 and 2 (mean = 3.08). While, there is no significant difference between the emotional intelligence level of children with hearing problems in year 1 and 2 with year 3 and 4 and between the children of year 3-6.

Results of the analysis relationship with emotional intelligence performance level of academic and behavioral problems: Table 7 shows the significant relationship between the emotional intelligence level of children with hearing problems with the level of academic and behavioral problems in school. Significant values of both types of relationship studied are <0.00 of 0.001 given. This shows that the emotional intelligence and academic achievement of children with hearing problems have a very weak positive relationship while emotional intelligence and behavioral problems have a weak negatively relationship.

Table 5: Comparison of emotional intelligence based on school year using ANOVA Test

Source of variation	Sum of square	DK	Mean square	F-value	Sig.
Between Group	5.415	2	2.708	5.871	0.004**
Within Group	66.873	145	0.461		
Total	72.288	147			

Significance level of p≤0.05; **Significance level of p≤0.01

Table 6: Comparison of emotional intelligence based on school year using Tukey Test

Years (I)	Years (J)	Mean differences (I-J)	SE	Sig.
1 and 2	3 and 4	-0.173	0.144	0.453
	5 and 6	-0.459	0.138	0.003*
3 and 4	1 and 2	0.173	0.144	0.453
	5 and 6	-0.285	0.132	0.081
5 and 6	1 and 2	-0.459	0.138	0.003*
	3 and 4	0.285	0.132	0.081

*Significance level of p≤0.05; Significance level of p≤0.01

Table 7: Relationship between emotional intelligence and academic achievement level behavioral problems in school analysis

Variables	Emotional intelligence	p-value	Correlation
Academic Achievement	0.187	0.023	A very weak positive correlation
Behavior Problems in School	-0.351	0.000	A weak negative correlation

CONCLUSION

As a whole, emotional intelligence level of children with hearing problems in Johor is at a moderate level (mean = 3.32) based on four constructs. Majority of the children with hearing problems (56.1%) are on the average level of emotional intelligence. For other children, a total of 51 persons (34.5%) had high levels of emotional intelligence and only 14 children (9.4%) are categorized in low levels of emotional intelligence. This shows that most children with hearing problems has not reached the good and satisfactory level of emotional intelligence. This supports the view of Terwogt and Rieffe (2004); Marschark (2007) which states that children with hearing problems often have the characteristics of low emotional intelligence and emotional difficulties.

The study also found that the four constructs studied the self control, motivation, emotional management and social skills are also in a moderate level. Constructs that have the highest mean values are constructs of social skills has a mean value of 3.46 while the motivation and self control constructs had a mean value of 3.31 and 3.38. Constructs that have the lowest mean value is emotional management (mean = 3.11). This indicates that children with hearing problems have a low skills of emotional management compared to self control, motivation and social skills. These findings parallel with the studies of Liew *et al*. (2000) where the sample of his study is among standard five children in Sarawak. The results showed emotion management skills is least dominated by children compared to social and motivation skills. This indirectly shows the characteristics of emotional development between hearing problems and typical children are not much different. This supports the opinion of Greenberg and Kusche (1993) and Hindley (2000) which states that the characteristics and emotional development of children with hearing problems at primary school has no different from the other children.

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