

# A Comparison of the Emotional Intelligence in Two Groups of Deaf and Non-Deaf Students in Isfahan

Raheleh Haghightazade

University of Isfahan, Esfahan –Iran

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## ABSTRACT

The purpose of this study is to study and to compare the emotional intelligence between the two groups of the deaf and non-deaf students at in Isfahan. All the students were boys. These groups include 60 students (30 ones were deaf and 30 ones were non-deaf). They were all selected randomly from among the third grade students, and the emotional intelligence questionnaire was performed for them.

The data were studied and compared through the independent T method. The results showed that there is a significant difference between the emotional intelligence of the two groups, the emotional intelligence of the non-deaf and the deaf students. In fact, the emotional intelligence of the non-deaf students was more than the deaf group.

**KEYWORDS:** Emotional, Intelligence, Deafness ,non-deaf ,performance

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## 1. INTRODUCTION

Charles Darwin, stated the subject of the intelligence emotional for the first time in 1837 B.C., and in 1872, he published his first well-known work on this field. Darwin claimed that the emotional instruments play an essential role in the adoptable life of the people [1]. In 1983, Gardner wrote some texts about the multi-form intelligences. Gardner suggested that the inter-individual intelligence and the intra-individual intelligence are measured exactly in the same way the intelligence is measured through other tests and are of the same degree of importance. By raising the conception of the social intelligence by Sorondick in 1920, various scientific publications appeared and the scientific activities in this field continued. When Mayer and Salovey for the first time stated the expression of the emotional intelligence in 1990, they were aware of the previous works on the non-identifying field of the intelligence. In 1995, Golman claimed that the emotional intelligence is a social behaviour [2]. The descriptive emotional intelligence in Golman's book made a great wave of group cooperation in this field. In the recent research, the emotional intelligence is explained in two various ways, first as a collection of the abilities to process the emotional and emotional information, and second, the emotional intelligence is considered as an array of the personality qualities [3]. Salovey applied the emotional intelligence to express the quality and the emotions of people, as well as sympathy with others' emotions, and the abilities and the great will and behaviour. In fact, this intelligence involves the identification of the self-emotions and the other emotions and it's used for getting proper decisions in life. The emotional intelligence theory has made a new view about forecasting the effective factors on success and the early prevention of the mental disorders. All those with emotional and grown up skills are eager to run a happy and pleasant life and tend to be fruitful and dominate over some mental habits which improve their progress [4]. Golman separated the emotional intelligence from the IQ. In his view, the emotional intelligence forms the method of the better application of IQ through self-control, eagerness, perseverance, and self- motivation. For example, in Golman's view, he doesn't tell us what scores we have taken during the educational years, while he mostly focuses on the point that to what extent we can control our emotions and relationships

[5].The specialist on the emotional intelligence believes that IQ tells us what we can do, while the emotional intelligence just tells us what we should do. IQ includes our ability to learn a reasonable thinking, while the emotional intelligence just tells us how to use IQ to succeed in life. The emotional intelligence concept has given a new depth to human intelligence and it has developed it to the ability to evaluate the individual's public intelligence. The emotional intelligence related to the identification of the person from himself and the others, the relationship with others and the adaptation and matching with the surrounding environment to succeed and meet the necessary social requests. The emotional intelligence provides the possibility to predict successes. Because it shows how an individual applies his knowledge immediately in a position. In fact, one who can perceive the emotional , understands their meaning ,and knows how to combine them with each other to progress with the passing of the time has the benefit of understanding the principle aspects of the human nature and the relationships between the people [6].

The effective factors on emotional intelligence: These factors are important for the identification and the progress of the emotional:1. Respect: Mutual respect is a key to healthy relationships. Respecting others' emotions should be shown through respecting them. Before making an effect on others, we should represent respect through asking some questions from some especial people.2. Decision making: One may ask himself about his emotions about doing something or not doing it. He should also ask others about their emotions and what helps them have a better feeling. Knowing about one's emotion is a key to self-awareness and self-awareness is a key to succeed, to judge, and to analyze the others' behavior and what makes one to ignore his own identity [7].The emotional intelligence, importance and its role: Considering the emotional and the proper application of them in the human relationships, understanding one's emotions and those of the others, dominancy over their mental requests, sympathizing with others and positive applications of the emotional in identification thoughts are the topics of the emotional intelligence stated first in 1990 by Peter Salovey, the professor of the Yule university and his colleagues [8]. On-Bar also stated his ideas under the design of his views entitled the emotional advantage and considered the emotional advantage as the abilities or skills affecting the individual's ability to deal with the necessities of the environment and its pressures. To sum it up, it's said that the intelligence rate of the individuals cannot guarantee their success and life in long-term. But some other features are necessary in order to make a proper relationship and to succeed in life which is called the emotional intelligence [9]. The term emotional intelligence (EI) and emotional quotient (EQ) are the most applicable terms and the new concepts in 1915 are selected by the dialectic society in America. From then on, a lot of other research is presented on the emotional intelligence. Emotional intelligence represents the ability to recognize, to evaluate and to express emotional in a proper and adoptive way. In other words, emotional intelligence indicates processing the information with an emotional load. Therefore, applying them for leading the familiarizing activities, such as, problem solving, and focusing on the necessary behaviors which convey this feeling that there are other ways to be intelligent as well. These ways may include the IQ tests other than focusing on the standard tests. The fact that one can develop these abilities and the fact that emotional intelligence can be a great predictive cause for success in personal, family and work relationships have made the emotional intelligence a great concept in comparison to other traditional concepts of intelligence. Therefore, the emotional intelligence belongs to the positive psychology. Salovey developed his basic description to 5 fields of the emotional intelligence.1. Recognizing the personal emotions: It means the self-awareness which is a foundation for the emotional intelligence.2. Applying the emotional properly: It means the ability to adjust the power of one's emotion which depends on the self-awareness feeling.3. Stimulating oneself: It is necessary for altering one's notice, raising oneself, having dominancy over oneself. To be creative one needs to control and to lead his Emotional in order to achieve his own aims.4. Knowing about others' Emotions :It depends on the self-awareness about emotions and is the basis of the people's skill.5. Saving the relationships [10].

**The feature of the deaf:** Auditory sense is one of the most vital sensory abilities of man, without which he loses most of his abilities to adopt with the environment around him. For us with the advantage of having an auditory sense, there is the possibility of expressing our intentions and desires with words and sentences at any moment. Undoubtedly, it's not possible to clarify the role of auditory sense in the life of

the individuals. Sometimes, it's observed that some of the deaf people want more and expect to be provided with anything they wish or expect. One of the main reasons for this social defect turns back to the way they are brought up at their childhood. Sometimes parents of these children don't familiarize them with their rights and due to their physical defect give them whatever they want or sometimes they even violate the right of another child in advantage of their deaf child, and in this way they lead their children to expect more, and to ask for all they want. As a result, in their adulthood, these children often overestimate their own rights and ask for more rights than they really deserve. This problem makes the deaf to face many problems all during their life or it may even cause this child to be rejected by others. Lack of social stimuli, especially in the case of the children grown up in dormitories or day and night schools lead to the greater isolation of the child or the teenager.

## 2. METHODOLOGY

### 2.1. Research Method

The independent T method is used to understand the statistical difference between the two groups of the deaf and the on-deaf.

### 2.2. Participant

30 boys at the secondary school level with the average age of 14 were selected as the experimental group and 30 non-deaf boys at the secondary school level in the same age range were chosen as the control group.

The simple random sampling method was applied for data collecting and the students were randomly selected from among the students of two schools at grade three, secondary school in Isfahan.

### 2.3. Research Tools

The research data were collected through the emotional intelligence questionnaires designed by Kalantry. This questionnaire includes 28 questions and 4 factors as the following:

- a. Optimism
- b. Understanding one's emotions and those of others'
- c. Controlling the emotions
- d. Social skills

### 2.4. DATA ANALYSIS METHOD

The independent T method is used to understand the statistical difference between the two groups of the deaf and the on-deaf.

## 3. RESULTS

**Table 1: Therefore, the non-deaf group has a greater mean score than the deaf group .**

type	N	mean	standard deviation	mean deviation score
Non	30	82/63	8/89	1/62
deaf	30	72/63	9/88	1/80
deaf				

Based on the statistical data and the table drawn here, the following results are reported for the hypothesis. There is a great difference between the scores of the non-deaf and the deaf students based on the scale of the emotional intelligence. The results in table1 show that considering the calculated F, the difference between the mean scores of the non-deaf and the deaf students on the emotional intelligence scale is meaningful. As a result, this hypothesis will be confirmed. To study the one-dimensional hypothesis, we should decrease the assured intervals from each other. If the obtained score was more than zero (>0), it means that the mean score of the first group (non-deaf) has been more than the second group (the deaf), and if it's less than zero, then the average score of the second group (the non-deaf) will be

more than the mean score of the first group (the deaf). Considering the emotional intelligence, one may say that the mean difference between the two groups is positive.

Source	meaningfulness level	df	sig	F	Sig.	The mean relativity error
hypothesis equality	10	58	301	0/1	0.000	2/42
hypothesis inequality	10	57/3		89	0.0000	2/42

#### 4. Conclusion and Discussion

As the aim of the present study is to compare the emotional intelligence of the two groups of the deaf and the non-deaf, the statistical results obtained here shows that the emotional intelligence of the non-deaf group is more than that of the deaf group. It might predict that the interactions between the parents and the children can affect the emotional intelligence of these students .As a result, one may conclude that the behavioral problems of these people mostly turn back to the acceptance of the child's disability by all those around the child. This is the present people's response to the child, especially the parents' response which determines how the emotional and behavioral problems are made in the child. It should be mentioned as well that as the emotional intelligence is under the influence of the relations with others, one may say that the deaf are weak in their relations with others, and the weak emotional intelligence can also be related to this case. Parents and the people around the deaf child should gradually strengthen the self-esteem of the child and participate him in social gatherings; they should pay attention to him and coordinate him with the people around in order to avoid the future problems they may face at adulthood.

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