

Comparative Study of Emotional Intelligence of Normal and Hearing Impaired Students at Secondary Level

Dr. Parsanjeet kumar
Dr. Gunjan Singh

Abstract

The present study was conducted in Meerut district of U.P. The main purpose of the study was to compare the emotional intelligence of normal and hearing impaired students of secondary level. The investigator used the Mangol emotional Intelligence Inventory for the collection of data. The researcher used random sampling method to collect the data. In the present study 163 students were taken as a sample, which were divided into two groups. Normal students were 100 and hearing impaired students were 63. The result revealed that normal students were highly emotionalized than to hearing impaired students.

Key Words: Emotional Intelligence, Hearing Impaired, Awareness.

Introduction

Human beings have been considered as the highly superior species among the living creatures exist in our universe and so solely mankind has the organism for every living responsibility to make vulnerable, secular and pro social societies organism to survive equally and happily in this world. Ever since the evolution aggression and violence have been raising its head and now in 21st century it seems to be rooted deeply in our society. To deal such aggression and violence, people must learn to deal intelligently with their upsetting and triggering emotions to hold and exhibit pro-social acts emotional intelligence when well exercised helps us to live a life full of wisdom. It helps to bring appropriateness to emotions. People with a higher level of emotional intelligence are found to be happier, more successful and more socially responsible and better adjusted than people with low emotional intelligence.

Justification of the Study

The academic and educational performance of children is known to be strongly influenced by emotional intelligence given the close relationship between these two variables it becomes important to examine these with special reference to hearing impaired (deaf) Who have been integrated into regular schools and inclusive schools children perforce have to compete academically and other wise with so

called normal students. Many studies have been conducted on the cause effect relationship between intelligence and academic achievement, social skills and academic achievement, however there are still only a few studies, which touch the aspect of emotional intelligence and its effect on academic achievement of the children with hearing impairment.

Objective

1- To compare the emotional intelligence of normal students and hearing impaired students at secondary level.

Secondary Objectives

- 2- To compare the inter personal awareness of normal students and hearing impaired students at secondary level.
- 3- To compare the intra personal awareness of normal students and hearing impaired students at secondary level.
- 4- To compare the inter personal management of normal students and hearing impaired students at secondary level.
- 5- To compare the intra personal management of normal students and hearing impaired students at secondary level.

Hypothesis of the study

- 1- There is no significant difference between the emotional intelligence of normal students and hearing impaired students.

Secondary Hypotheses

- 2- There is no significant difference between inter personal awareness of normal and hearing impaired students.
- 3- There is no significant difference in intra personal awareness of normal students and hearing impaired students.
- 4- There is no significant difference between inter personal management of normal and hearing impaired students.
- 5- There is no significant difference between intra personal management of normal and hearing impaired students.

Research Method

In this study descriptive survey has been used.

Tool

Tools are the gathering instrument through which respondents answer question, responds to statement or perform task for the purpose of present study. The investigator used the Mangol Emotional Intelligence Inventory. This test was

developed by Dr. S.K. Mangal and Mrs. Shubra Mangal. This test has been designed for 16+ age students for the measurement of their emotional intelligence in respect of four aspect of emotional intelligence- intra personal inter personal awareness, intra personal, interpersonal management. Total 100 items are in this inventory.

Sample

In the present study the researcher used random sampling method to collect the data. 163 students who were of age above 16 were taken as a sample, which were divided into two groups. Normal students were 100 and hearing impaired students were 63.

Statistical Analysis

After scoring the test the researcher organized the data. In the study mean. SD were calculated. After it t-values were calculated and tested.

Analysis and Interpretation of Data

Table-1

Comparison of the Emotional Intelligence of Normal students and Hearing impaired students.

Variables	No. of subjects	Mean of Scores	SD	t value	Level of Significance
Normal students	100	62.17	10.64	4.23	<.01 <.05
Hearing impaired students	63	55.57	9.06		

To test the objective to compare the emotional intelligence of normal students and hearing impaired students the hypothesis there is no significant difference between the emotional

intelligence of normal and hearing impaired students was formed. The calculated t-value is 4.23 which is significant at .05 and .01 level so this hypothesis has been rejected.

Table-2

Comparison of the inter personal and intra personal awareness of the Normal and Hearing Impaired students Inter personal Awareness

Variables	Subjects	Mean	SD	t value	Level of Significance	Mean	SD	t value	Level of Significance
Normal student	100	14.76	3.56	.84	>.01	14.86	3.39	1.65	>.01 >.05
Hearing impaired	63	14.27	3.64			13.92	3.64		

As the table shows there is no significant difference between the inter personal and intra personal awareness of normal students and hearing impaired students. So both the

hypothesis that there is no significant difference between the inter personal and intra personal awareness of normal students and hearing impaired students have been accepted.

Table-3
Comparison of the inter personal and intra personal management of the Normal and Hearing Impaired students Inter personal Awareness

Variables	Subjects	Mean	SD	t value	Level of Significance	Mean	SD	t value	Level of Significance
Normal student	100	16.15	3.41	1.98	<.01	16.4	3.64	6.83	<.01 <.05
Hearing impaired	63	15.06	3.41			12.32	3.77		

As the above table shows that there is significant difference between the inter personal and intra personal management of normal and hearing impaired students. So the hypotheses that there is no significant difference in inter personal and intra personal management has been rejected.

Conclusion:

In the present study hypothesis no 2,3 are accepted and 1,4,5 have been rejected. The researcher found that normal students are highly emotionalized than to hearing impaired students. This may be because the presence of hearing impairment always bring negative emotions like anger, anxiety, guilty, wondering

why they are unable to communicate their feelings normally.

The investigator also found that normal students have highly intra personal management than to hearing impaired students. This may be because hearing impaired students are not able to express the ideas and they get frustration, depression and other psychological problems. To remove this problem we should try to give them good environment which will help to remove their negative emotions.

It was also found that normal students high in interpersonal management than to hearing impaired students. This may be because one of the main problems of hearing impaired is communication barrier.

References:

1. Mayer, J.D. & Salovey. (1995). Emotional Intelligence and the construction and regulation of feelings. *Applied & preventive psychology* 197-208.
2. Goleman, D. (1995). *Emotional Intelligence*. New York, Batam Books.
3. Mangal, S.K. (2007). *Advanced Educational Psychology* 2nd Edition.
4. Mishra, K.S. (2007). *Emotional Intelligence: Concept-Measurement and Research*. Allahabad. Association for Educational Studies.