

A COMPARATIVE STUDY OF EMOTIONAL INTELLIGENCE, COGNITIVE ABILITIES AND PERSPECTIVE-TAKING ABILITY OF HEARING IMPAIRED CHILDREN AND ABLE-BODIED SCHOOL-GOING CHILDREN OF UTTAR PRADESH

Ramendra Nath Varisth
Reserch scholer
Department of Education
OPJS UNIVERSITY, CHURU, RAJASTHAN (INDIA)

The school is considered one of pioneer institution which plays an important role for imparting training for the students for their personality development. They are exposed themselves in the different environment which play a vital role for shaping one's personality. Different schools are standardized by the different „yard sticks“ which have been influenced the present scenario. The competency is achieved by the learners, but some of inheritable questions have been emerging out of current educational paradigm. There are few questions which become „burning questions“ in the present scenario. Does the school curriculum relevant for developing knowledge based society? The cognitive based curriculum sufficient for drawing out the best in the child. Should effective based curriculum be framed? In order to answer these questions, the study of cognitive and effective domains of the students has great relevant in the present scenario (NCF, 2005).

It has been observed that the present century is characterized by the multi-culture „plural society“. It is because of steady growth of industrialization, urbanization, globalization and dissimulation of family system. It is therefore, the role of competency based education for prospective generation is no doubt a sine non for developing the cognitive, effective and psychomotor abilities (Agrawal, 1986).

The Emotional Intelligence and its Branches:

According to Salovey, Woolery and Mayer (2001), the four branches of their model are, arranged from basic psychological processes to higher and more psychologically integrated processes. For example, the lowest level branch concerns the (relatively) simple abilities of perceiving and expressing emotion. In contrast, the highest level branch concerns the conscious, reflective regulation of emotion. Salovey and Mayer (2001), proposed a model that identified four different factors of emotional intelligence: the perception of emotion, the ability reason using emotions, the ability to understand emotion and the ability to manage emotions.

i) Perceiving emotions- The first step in understanding emotions is to accurately perceive them. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.

ii) Reasoning with emotions- The next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

iii) Understanding emotions- The emotions that one perceives can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of their anger and what it might mean. For example, if the boss is angry, it might mean that he is dissatisfied with subordinates work; or it could be because he got an over speed penalty on his way to work that morning or that he's been fighting with his wife.

iv) Managing emotions- The ability to manage emotions effectively is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

Aluisio (2009) explored that child development in birth cohort, effect of child stimulation was stronger in less educated mothers, its psychosocial determinants and interactions with maternal schooling and economic position. Child development was strongly associated with socioeconomic position, maternal schooling and stimulation. Cognitive stimulation can have an important effect on children, especially those from mothers with low schooling.

Frederick (2005) studied early cognitive stimulation, emotional support and television watching as predictors of subsequent bullying among grade-school children. He concluded that the early home environment including cognitive stimulation, emotional support and exposure to television had a significant impact on bullying in grade school. **Mukherjee (1991)** showed that the main concerns of philosophical and psychological theories were to determine whether concepts are organized ideally or experienced physically. Under cognitive psychology, the emphasis was more on mental behavior and experiences. This school gave some importance to languages in the process of cognition.

Ljubesic (1986) investigated the factor structure of Cognitive abilities over 81 prelingually deaf children (aged 7.5-8.5 years). Analysis of results of verbal and non-verbal cognitive tasks revealed four factors visual education, verbal education, verbal understanding and short-term memory. When factors analysis was performed on seven non-verbal variables, visual education was extracted, indicating that non-verbal cognitive abilities had a similar structure for the deaf and hearing.

Methodology-

Sample

In order to carry out the study, 300 hearing impaired children studying in special schools for the hearing impaired and 300 able-bodied children studying from class VI to VIII of different districts of Uttar Pradesh had been taken for targeted population of the present study. Keeping in view the objectives of the study, the researcher had employed purposive sampling technique for selection of the sampling unit from the targeted population. Three hundred the hearing impaired and 300 locomotor impaired children of class VI to VIII were included in the sample. The equal number of able-bodied children from neighboring schools were purposively selected as a matched sample. Grade was matched in all three targeted groups. So, 100 students from each class (VI to VIII) had been taken as a sample.

3.4 Tools Used

In order to accomplish the study, the following psychological tools had been used to collect the data for the study-

- (i) Emotional Intelligence Scale: The Indian version of Emotional Intelligence Scale developed by Shanwal, (2004) has been used to measure the emotional intelligence of the children.
- (ii) Perspective-Taking Ability: Adapted Facial Expression Test developed by (Kapoor, 1990) has been used to measure the perspective-taking ability of children.
- (iii) Cognitive Abilities: Koh's Block Design Test developed by Koh, (1923) has been used for accessing the cognitive abilities of the children.

Data Analysis and Interpretation:-

Comparing Emotional Intelligence of Hearing Impaired and Able-Bodied School-Going Children

The assessment of the significant of the difference in emotional intelligence of hearing impaired and able-bodied school-going children was done by employing *Mean, Standard Deviation and t-test*. Table no. 4.6 displays the result of the same.

Table-1**Differences in Emotional Intelligence of Hearing Impaired and Able-Bodied School-Going Children**

Variable	Group	N	Mean Scores	S D	t-value
Emotional Intelligence	Hearing impaired school-going children	300	472.25	62.71	4.26**
	Able-bodied school-going children	300	494.32	62.11	

**Significant at .01 Level of significance

Mean scores of Emotional intelligence of Hearing Impaired and Able-Bodied School-Going Children-

It is apparent from the Table-1 that the Mean scores of emotional intelligence of hearing impaired and able-bodied school-going children are 472.25 and 494.32 with S D 62.71 and 62.11 respectively. The 't' ratio came out for the above two groups is 4.26, which is significant at .01 level of significance. Thus, the Hypothesis, *there exists no significant difference in emotional intelligence of differently-abled i.e. hearing impaired and able-bodied school-going children* is rejected. That means there is significant difference between hearing impaired and able-bodied school-going with regard to emotional intelligence.

Comparing Identification of Emotions of Hearing Impaired and Able-Bodied School-Going Children

For determining significant difference in identification of emotions of hearing impaired and able-bodied school-going children and *t-test* were applied. The resultant t-value has been highlighted in Table-2.

Differences in Identification of Emotions of Hearing Impaired and Able- Bodied School-Going Children

Dimension of Emotional intelligence	Group	N	Mean Scores	S D	t-value
Identification of Emotions	Hearing impaired school-going children	300	193.50	26.93	2.00*
	Able-bodied school-going children	300	198.06	28.22	

*Significant at .05 Level of significance

Mean scores of Identification of Emotions of Hearing Impaired and Able-Bodied School-Going Children

It is observed from the Table -2 that the Mean scores of identification of emotions of hearing impaired and able-bodied school-going children are 193. 50 and 198.06 with S D 26.93 and 28.22 respectively. The 't' ratio came out for the above two groups is 2.0, which is significant at .05 level of significance. Thus, the

Hypothesis, *there exists no significant difference in identification of emotions of differently-abled i.e. hearing impaired and able-bodied school-going children* is rejected. That means there is significant difference between hearing impaired and able-bodied school-going with regard to identification of emotions

Comparing Assimilation of Emotions of Hearing Impaired and Able- Bodied School-Going Children

The significance difference in assimilation of emotions of hearing impaired and able-bodied school-going children was find out by applying *t-ratio*. The corresponding results have been displayed in Table 3

Table 3

Differences in Assimilation of Emotions of Hearing Impaired and Able- Bodied School-Going Children

Dimension of Emotional intelligence	Group	N	Mean Scores	S D	t-value
Assimilation of Emotions	Hearing impaired school-going children	300	190.65	24.34	3.23**
	Able-bodied school-going children	300	197.71	27.30	

Mean scores of Assimilation of Emotions of Hearing Impaired and Able-Bodied School-Going Children

It is apparent from the Table- 3 that the Mean scores of assimilation of emotions of hearing impaired and able-bodied school-going children are 190.65 and 197.71 with S D 24.34 and 27.30 respectively. The 't' ratio came out for the above two groups is 3.23, which is significant at .01 level of significance. Thus, the Hypothesis, *there exists no significant difference in assimilation of emotions of differently-abled i.e. hearing impaired and able-bodied school-going Children* is rejected. That means there is significant difference between hearing impaired and able-bodied school-going with regard to assimilation of emotions

Comparing Understanding of Emotions of Hearing Impaired and Able-Bodied School-Going Children

The assessment of the significant of the difference in understanding of emotions of hearing impaired and able-bodied school-going children was done by employing *Mean, Standard Deviation and t-test* given in wide Table no. 4

Table 4

Differences in Understanding of Emotions of Hearing Impaired and Able-Bodied School-Going Children

Dimension of Emotional intelligence	Group	N	Mean Scores	S D	t-value
Understanding of Emotions	Hearing impaired school-going children	300	64.79	12.23	7.88**
	Able-bodied school-going children	300	72.32	11.01	

**Significant at .01 Level of significance

Mean scores of Understanding of Emotions of Hearing Impaired and Able-Bodied School-Going Children

It is revealed from the Table 4 that the Mean scores of understanding of emotions of hearing impaired and able-bodied school-going children are 64.79 and 72.32 with S D 12.23 and 11.01 respectively. The 't' ratio came out for the above two groups is 7.88, which is significant at .01 level of significance. Thus, the Hypothesis, *there exists no significant difference in understanding of emotions of differently-abled i.e. hearing impaired and able-bodied school-going children* is rejected. That means there is significant difference in understanding of emotions of hearing impaired and able-bodied school-going children. Further Mean score of able-bodied school-going children is higher than the hearing impaired school-going children. It indicates that able-bodied school-going children had better understanding of emotions than the hearing impaired school-going children.

Comparing Regulation of Emotions of Hearing Impaired and Able-Bodied School-Going Children

One of the objectives of the present study is to investigate the differences in regulation of emotions of hearing impaired and able-bodied school-going children. The data were analyzed by applying *Mean, Standard Deviation and t-test* given in wide Table no. 5

Table 5

Differences in Regulation of Emotions of Hearing Impaired and Able- Bodied School-Going Children

Dimension of Emotional intelligence	Group	N	Mean Scores	S D	t-value
Regulation of Emotions	Hearing impaired school-going children	300	23.30	6.69	5.99**
	Able-bodied school-going children	300	26.23	5.20	

**Significant at .01 Level of significance

Mean scores of Regulation of Emotions of Hearing Impaired and Able-Bodied School-Going Children

It is apparent from the Table 5 the Mean scores of regulation of emotions of hearing impaired and able-bodied school-going children are 23.30 and 26.23 with S D 6.69 and 5.20 respectively. The 't' ratio came out for the above two groups is 5.99, which is significant at .01 level of significance. Thus, the Hypothesis, *there exists no significant difference in regulation of emotions of differently-abled i.e. hearing impaired and able-bodied school-going Children* is rejected. That means there is significant difference in regulation of emotions of hearing impaired and able-bodied school-going children. Further Mean score of able-bodied school-going children is higher than the hearing impaired school-going children. It indicates that able-bodied school-going children had better regulation of emotions than the hearing impaired school-going children.

Results and discussion-

It indicates that able-bodied school-going children had better understanding of emotions than the hearing impaired school-going children. It indicates that able-bodied school-going children had better regulation of

emotions than the hearing impaired school-going children. The difference between hearing impaired and able-bodied school-going with regard to assimilation of emotions.

There is significant difference between hearing impaired and able-bodied school-going with regard to emotional intelligence

REFERENCES

- Aggarwal, K. (1986). *A study of the effect of parental encouragement on educational development of students*. Ph. D., Education, Hemvati Nandan Bahuguna, Garhwal University, Garhwal, India.
- Aggarwal, K. (2012). Emotional intelligence- key to managerial and organisational effectiveness in present era of competitions. *Research journal of social science & management*, 2 (3), 1-7.
- Aluisio J. D. (2009). Child Development in a Birth Cohort: Effect of child stimulation in less educated mothers. *Journal of American Dietetic Association*, (8), 962-966.
- Amex, P. (2003). Emotional competence training program - American express. *Consortium for Research on Emotional Intelligence in Organizations*. Retrieved on November 17, 2003 from www.eiconsortium.org.
- Anastasi, A. (1982). *Psychological testing* (5th Edition). New York: Macmillan Publishing Co., Inc.
- Anderson, R. J., & Sisco, F. Y. (1977). Standardization of the WISC-R Performance Scale for deaf children. Washington, DC: Office of Demographic Studies, Gallaudet College.
- Andrea, J. E. (2001). Strategy usage among deaf and hearing readers. *Exceptional Children*, (5), 536-545.
- Bar-On, R. (1997). *The emotional intelligence inventory (EQ-i)*: Technical manual. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory (EQ-i). In R. Bar-On & J. C. A. Parker (Eds.), *Handbook of Emotional Intelligence*. San Francisco: Jossey-Bass.
- Bar-On, R. (2002). *Bar-on emotional quotient inventory (EQ-I): Technical manual*. Toronto, Canada: Multi-Health Systems.
- Bar-On, R. (2004). The Bar-on emotional quotient inventory (EQ-i): Rationale, description and summary of psychometric properties. In G. Geher (Ed.), *Measuring Emotional Intelligence: Common Ground and Controversy* (115-145). New York: Nova Science Publishers, Inc.
- Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage.
- Cantor, N., & Kihlstrom, J. F. (1987). *Personality and social Intelligence*. Englewood Cliffs, NJ: Prentice-Hall.
- Carpenter, M., Tomasello, M., & Striano, T. (2005). Role reversal imitation and language in typically-developing infants and children with autism. *Infancy*, 8, 253-278.
- Chandler, M. J., Greenspan, S., & Barenboim, C. (1973). Judgements of intentionality in response to videotaped and verbally presented moral dilemmas: the medium is the message. *Child Development*, 44, 315-320
- Chang, J. J., Halpern C, T., & Kaufman, J. S. (2007). Maternal depressive symptoms, father's involvement, and the trajectories of child problem behaviors in a US National Sample. *Archives of Pediatrics and Adolescent Medicine*, 161/7, 697-703.
- Davies, C. (1998). Psychological adaptation and adjustment of mothers of children with congenital heart disease: Stress, coping and family functioning. *Journal of Pediatric Psychology*, 4, 219-228.
- Dawda, D., & Hart, S. D. (2000). Assessing emotional intelligence: Reliability and validity of the Bar-On Emotional Quotient Inventory (EQ-i) in university students. *Personality and Individual Differences*, 28, 797-812.
- Deleuze, & Gilles. [1968] (1994) *Difference & repetition*. Translated by Paul Patton, New York: Columbia University.
- Dellve, (2006). High parental stress, physical and emotional strain among mothers. *American Journal of Occupation Therapy*, (2), 94-100.
- Dhull, I., & Mangal, S. (2005). Emotional intelligence significance for school teachers. *ECUTRACKS*, 11, 14-18.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396.
- Mathur, M., Dube, S. & Malhotra, B. (2003). Emotional intelligence: interrelationship of attribution, taking responsibility and scholastic performance in adolescents. *Indian Psychological Review*, 60(4), 175-180.

- Matthews, G., Roberts, R. D. & Zeidner, M. (2004). Seven myths about emotional intelligence. *Psychological Inquiry*, 15(3), 179-196.
- Maurice J. E. & Charles, A. M. (1983). Social and affective development of children: A programmatic perspective. *Exceptional Children*, 49(4).
- Pettit, M. L., Jacobs, S. C., Page, K. S., & Porras, C. V. (2010). An assessment of perceived emotional intelligence and eating attitudes among college students, *American Journal of Health Education*, 41(1), 46-52.
- Pickett, S. A., Cook, J. A., Cohler, B. J., & Solomon, M. L. (1997). Positive parent/adult child relationships: Impact of severe mental illness and care giving burden. *American Journal of Orthopsychiatry*, 67(2), 220-230.
- Streng, A., & Kirk, S. A. (1938). The social competence of deaf and hard-of-hearing children in a public day school. *American Annals of the Deaf*, 83, 244-254.
- Sugarman, I.R. (1969,1985). In Weisel, A. deafness and perception of nonverbal expression of emotion. *Perceptual and Motor Skills*, 61, 515-522.
- Sullivan, M. P. (1982). Administration modifications on the WISC-R performance scale with different categories of deaf children. *American Annals of the Deaf*, 127(6), 780-788.
- Tan-Niam, C. (1994). Thematic fantasy play: Effects on the perspective-taking ability of preschool children. *Int. J. of Early Years Edu.* 2(1), 5-16.
- Thorndike, E. L. (1920). Intelligence and its uses. *Harper's Magazine*, 140, 227-235.
- Thorndike, R. L., & Stein, S. (1937). An evaluation of the attempts to measure social intelligence. *Psychological Bulletin*, 34, 275-284.
- Valorie. (2009). *Single parenting families*. Retrieved from www.kids.love.toknow.com/wiki/effect_of_single_parenting.
- Varni, J. (1993). Effects of parental adjustment on the adaptation of children with congenital or acquired limb deficiencies. *Journal of Developmental Behaviours Pediatrics*, 14 (1), 13-20.

