

## **Emotional Intelligence and Its Relationship with the Level of School Adaptation among Hearing-Impaired Students: A Field Study in Schools for Children with Disabilities in Selected Eastern Algerian Provinces''**

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### **Abstract:**

This study aimed to explore the relationship between emotional intelligence and school adaptation among hearing-impaired students. The researcher employed a correlational descriptive approach and utilized both an emotional intelligence scale and a school social adaptation scale. The study relied on a purposive sample of 92 hearing-impaired students from schools specialized in hearing disabilities in selected regions of Eastern Algeria. The findings indicated a positive relationship between emotional intelligence and the level of school social adaptation among hearing-impaired children.

**Keywords:** Emotional Intelligence, School Adjustment, Hearing-Impaired.

### **Introduction:**

The school is considered the second most influential environment in an individual's life after the family. Here, students reinforce and continue the social and educational principles they have acquired within their families. Academic success often depends on their ability to adapt to this new environment, which is a primary goal of the educational process. School adaptation has been a topic of considerable interest among researchers due to its significance in shaping a student's social character.

Hearing-impaired students, in particular, have a heightened need for social adaptation within the school community, as they possess unique physical, social, cognitive, and emotional characteristics. With scientific and technological advancements, there has emerged a need to develop a concept that integrates both

cognitive and emotional aspects of life. An individual's success is not solely reliant on cognitive abilities but also on emotional competencies, thus giving rise to the concept of emotional intelligence. Over the past 25 years, research by over 1,000 organizations involving tens of thousands of participants has led to a common conclusion: "A person's success depends on skills unrelated to their academic degrees and achievements" (Taha Abdel Azim Hussein, 2006, p. 123).

The significance of this study lies in its focus on an important topic in the lives of hearing-impaired students, examining how emotional intelligence is linked to school social adaptation, shedding light on factors within the school environment that relate to this connection.

**1.Problem Statement:** The concept of intelligence has garnered the interest of researchers since its emergence in the early 20th century. Numerous studies and research efforts have underscored the importance of this concept in individuals' lives. Over time, the concept of intelligence has evolved to encompass various types, including emotional intelligence, which is the focus of this study. Since its introduction in the late 1980s and early 1990s, emotional intelligence has gained substantial attention, particularly among hearing-impaired individuals, who often face significant psychological and social challenges due to hearing loss. Greenspan (1989) was among the first to introduce this concept, attempting to provide a unified model for learning emotional intelligence, drawing from Piaget's (Piaget) cognitive development theory, as well as psychoanalytic theories and emotional education (Muthar Salim Ahmed, 2003, p. 54).

Although limited, studies like that of Reem Suleiman—who explored the relationship between emotional intelligence and anger behaviors in deaf individuals—have shown an inverse relationship between social intelligence and anger behaviors.

As hearing-impaired children interact within an environment, they must engage with it to adapt to various situations they encounter. Adaptation is one of the primary processes through which individuals meet their needs while also considering environmental demands. The school is a central part of this environment, designed to help students adapt to their community across various domains by enabling them to acquire essential social and cognitive skills.

Among studies on adaptation in hearing-impaired individuals is the work of Taha Ahmed (1995), which examined family attitudes and practices in meeting a child's basic needs from an anthropological perspective and their effects on intelligence, academic achievement, and adaptation in deaf children. This study found no relationship between a child's intelligence and the specific areas of need satisfaction under study, either individually or collectively. However, it did reveal

a correlation between the child's personal adaptation and family attitudes toward meeting the child's emotional and physical needs, as well as family practices in fulfilling the child's cognitive needs (Iman Ahmed Taha Ahmed, 1995, p. 45).

Based on the above, this study aims to shed light on this perspective by exploring the relationship between emotional intelligence and social adaptation within the school setting among hearing-impaired students. Accordingly, the central research question of this study is:

- Is there a relationship between emotional intelligence and school adaptation among hearing-impaired students?

This general question branches into the following specific questions:

- Is there a correlational relationship between emotional intelligence and psychological adaptation in hearing-impaired students?
- Is there a correlational relationship between emotional intelligence and social adaptation in hearing-impaired students?
- Are there statistically significant gender differences (male-female) in emotional intelligence among hearing-impaired students?
- Are there statistically significant gender differences (male-female) in school adaptation among hearing-impaired students?

## **2. Hypotheses of the Study:**

- There is a correlational relationship between emotional intelligence and psychological adaptation in hearing-impaired students.
- There is a correlational relationship between emotional intelligence and social adaptation in hearing-impaired students.
- There are statistically significant gender differences (male-female) in emotional intelligence among hearing-impaired students.
- There are statistically significant gender differences (male-female) in school adaptation among hearing-impaired students.

**3. Reasons for Choosing the Topic:** The researcher's selection of this problem stems from several reasons and justifications:

- A desire to study the emerging concept of emotional intelligence in psychology.
- The limited number of studies, to the researcher's knowledge, that have attempted to link emotional intelligence and school adaptation in hearing-impaired individuals.

**4. Importance of the Study:** This study derives its importance from the following elements:

- The inherent nature of the topic and the types of issues it addresses.
- Its focus on the term “emotional intelligence,” a concept introduced only recently.
- Its focus on hearing-impaired individuals, who require sustained attention and guidance.
- Its consideration of an important psychological-educational variable, namely, school adaptation.

**5. Objectives of the Study:** The study aims to:

- Examine the nature of the relationship between emotional intelligence and school adaptation among hearing-impaired children.
- Highlight the concept of emotional intelligence and its significance for the hearing-impaired.
- Explore the relationship between emotional intelligence and school adaptation, considering both psychological and social dimensions.
- Investigate gender differences in emotional intelligence and school adaptation among hearing-impaired students.

**6. Definition of Key Terms:**

**6.1. Emotional Intelligence:** Defined by Salovey, Mayer, and Carioso as "the ability to monitor one's own and others' feelings and emotions" (Saada Jabr Saeed, 2006, p. 10).

**- Operational Definition of Emotional Intelligence:** The ability of a student to understand and control their emotions in relation to others within the school setting. It is also represented by the score a student achieves on the emotional intelligence scale used in this study.

**6.2. School Adaptation:** Modern education defines school adaptation as a student's integration within the school community, enabling them to become an active, engaged member who can fully realize their physical, cognitive, social, and emotional potential alongside others in this setting. This allows them to develop their abilities to the fullest and enhance their personal growth (Jamal Saqr, 1965, p. 83).

**-Operational Definition of School Adjustment:** A student's psychological and social adjustment to their school environment, in line with their needs and

environmental demands, leading to successful school adaptation. It is represented by the score achieved on the school adaptation scale used in this study.

**6.3. Hearing-Impaired:** Operationally defined as a child with auditory impairment or organic damage that prevents them from using their hearing in daily life as typically developing peers do. This damage may affect the outer Middle, or inner ear, and it may involve parts or all of the ear.

## 7. Previous Studies:

- **Suleiman and Al-Ays (2012):** In their study titled "Mental Health and Its Relationship with Emotional Intelligence in Middle School Students with Special Needs in Tabuk Region Schools," the authors focused on students with special needs (learning disabilities, hearing impairments, motor disabilities, visual impairments) in Tabuk, examining their mental health and emotional intelligence across several domains. The study found:
  - A generally acceptable level of mental health among the participants.
  - Differences in mental health based on type of disability and education level.
  - Differences in emotional intelligence levels across types of disabilities and educational stages.
- **Khoulood Maatouk (2016):** In her study titled "Emotional Intelligence in Hearing-Impaired Individuals from Teachers' Perspectives," Maatouk explored emotional intelligence levels in hearing-impaired individuals based on teacher observations, examining factors such as gender, specialization, and experience. The study concluded:
  - No statistically significant gender-based differences in emotional intelligence among the sample.
  - A moderate level of emotional intelligence among the hearing-impaired, according to teachers' perspectives.
- **Suleiman and Sabira (2012):** In their study on "The Relationship Between Emotional Intelligence and Anger Among Hearing-Impaired Individuals," the researchers aimed to identify the connection between emotional intelligence and anger among hearing-impaired children, employing the descriptive method and using the emotional intelligence and anger scales. The study found:
  - No statistically significant gender-based differences in anger or emotional intelligence scores.

**8. Research Methodology:** The researcher employed the correlational descriptive method, which allows for the exploration of the nature of the relationship between the study's variables.

**9. Study Boundaries:** The study was conducted in the following schools:

- School for Hearing-Impaired Children / Béjaïa
- School for Hearing-Impaired Children / Sétif
- School for Hearing-Impaired Children / M'sila

**10. Study Sample:** The sample consisted of 92 hearing-impaired students attending the aforementioned schools. The sample was purposively selected based on the following criteria:

- Students' ages range from 11 to 18 years.
- Inclusion of both male and female students.
- Students are under continuous psychological and educational care.

### **11- Study Instruments:**

The researcher used two tools in this study: the "Emotional Intelligence Scale" and the "School Adjustment Scale," both adapted according to the characteristics of the sample and the Algerian environment...

#### **11.1. Description of the Study Scales:**

- **Emotional Intelligence Scale:** The researcher developed a scale to measure "Emotional Intelligence" by utilizing several key scales, including the "Farouk Sayed Osman" scale (2000). This study scale consists of 29 items distributed across four domains: Emotional Awareness (8 items), Emotion Regulation (6 items), Emotion Organization (9 items), and Empathy and Social Communication (6 items).
- **School Adjustment Scale:** The researcher also developed a "School Adjustment Scale" by drawing on a number of scales, including the "Social School Adjustment Scale" by "Mahmoud Matar" and "Ali Hatim Al-Badrani" (2004), and the "Social School Adjustment Scale" prepared by Abdullah (1978). The scale used in this study consists of 25 items distributed across two domains: Psychological Adjustment (13 items) and Social Adjustment (12 items).

#### **11.2. Psychometric Properties of the Study Scales:**

The psychometric properties of the study tools were verified on a sample consisting of 15 individuals from the study sample.

##### **A. Validity of the Study Scales:**

- **Content Validity:** To verify the validity of the study tools (Emotional Intelligence Scale and School Adjustment Scale), the researcher presented them

to a group of experts to confirm their relevance, clarity, and alignment with the objectives, ensuring that the items measured what they were intended to measure. There was an 80% consensus among the experts regarding the relevance and clarity of all items for both scales.

**-Construct Validity:** The validity of the tool was tested by administering it to 15 students from the study population. Pearson's correlation coefficient was calculated for the items of each scale in relation to the total score of the tool to assess the coherence of the items with their respective domains, as well as the coherence of each domain with the total score. The results for both scales are as follows:

□ **Emotional Intelligence Scale:** Pearson's correlation coefficients for the items (29 items) with the total score of the tool ranged from (0.50) to (0.96), and all values were statistically significant at the (0.01) level.

The correlation coefficients of each item with its respective domain score ranged from (0.49) to (0.92), and these values were also statistically significant at the (0.01) level.

Additionally, the correlations between the total scores of each domain with the other domains were calculated as follows:

- The correlation between Domain 1 and Domain 2: (0.87);
- The correlation between Domain 1 and Domain 3: (0.85);
- The correlation between Domain 1 and Domain 4: (0.88);
- The correlation between Domain 2 and Domain 3: (0.84);
- The correlation between Domain 2 and Domain 4: (0.86);
- The correlation between Domain 3 and Domain 4:(0.87) All of these values were statistically significant at the 0.01 level.

-The correlations between the total scores of each domain with the total score of the scale were as follows:

- Domain 1 with total score: (0.91) ;
- Domain 2 with total score: (0.90);
- Domain 3 with total score: (0.89);
- Domain 4 with total score: (0.93) All of these values were.

□ **School Adjustment Scale:** The Pearson correlation coefficient between the items (25 items) and the total score of the tool was calculated, with values ranging from 0.51 to 0.94, all of which were statistically significant at the 0.05 level.

-The correlation coefficient between the total scores of Domain 1 and Domain 2 was calculated, yielding a value of 0.89, which was statistically significant at the 0.05 level.

Additionally, the Pearson correlation coefficient between the total scores of the items in Domains 1 and 2 with the total score of the tool was calculated as follows:

-The correlation between the total score of Domain 1 and the total score of the tool: 0.92

-The correlation between the total score of Domain 2 and the total score of the tool: 0.89

□ **B. Reliability of the Study Scales:**

Reliability coefficients were calculated using the test-retest method. The study tools were re-administered to the experimental sample (15 students) after a two-week interval, and Pearson's correlation coefficient was computed between the first and second administrations for each tool as follows:

**Table 1:** shows the stability coefficients and internal consistency coefficients for the study tools as a whole, as well as for the subdomains of each tool based on the responses of the study sample.

<b>Emotional Intelligence Scale</b>			
calculation Method Domains	Number of Items	Pearson Correlation (Test-Retest)	Cronbach's Alpha Coefficient
Emotion Organization	<b>08</b>	0.8676	0.528
Emotional Awareness	<b>06</b>	0.8762	0.538
Emotion Regulation	<b>09</b>	0.6741	0.849
Empathy and Social Communication	<b>06</b>	0.8566	0.530
<b>Total Score</b>	<b>29</b>	0,8801	0.791
<b>School Adjustment Scale</b>			
calculation Method Domains	Number of Items	Pearson Correlation (Test-Retest)	Cronbach's Alpha Coefficient
Psychological Adjustment	<b>13</b>	0.7701	0.821

Social Adjustment	<b>12</b>	0.7114	0.789
<b>Total Score</b>	<b>25</b>	0.8001	0.898

\*Statistically significant at the level ( $\alpha = 0.01$ ).

From the above, it is clear that the study tools possess acceptable validity and reliability indicators, justifying their use for the purposes of the study.

## 12. Presentation and Discussion of Study Results in Light of the Hypotheses:

To verify the hypotheses, the statistical processing range was utilized through the Statistical Package for the Social Sciences (SPSS). Both Pearson's simple correlation coefficient and the T-Test for differences between means were employed.

The following presents the results of the study, along with their analysis and discussion in light of the hypotheses formulated earlier.

### 12.1. Presentation and Discussion of the First Sub-Hypothesis Results:

The first sub-hypothesis stated: "There is a relationship between emotional intelligence and psychological adjustment among hearing-impaired students."

To test the validity of this hypothesis, the research group calculated the correlation coefficient to investigate the relationship between emotional intelligence and psychological adjustment. The results are as shown in the following table:

**Table 2: Results of the Relationship between Emotional Intelligence and Psychological Adjustment**

Variables	Corrélation Coefficient	statistical signifiante
Emotional Intelligence	0.38	0.01
Psychological Adjustment		

It is evident from the results in the table above that there is a correlational relationship between emotional intelligence and psychological adaptation, as the correlation coefficient falls within the range of  $[-1, +1]$  and is therefore significant, with a value of 0.38. This indicates a positive correlation, meaning that as emotional intelligence increases, psychological adaptation also increases.

However, this relationship is weak; thus, the null hypothesis H0 is rejected and the alternative hypothesis H1 is accepted.

This may be attributed to factors that hinder students from adapting, confirming that there are factors preventing these students from psychologically adapting to their school environment, such as unmet psychological needs related to the students with hearing impairments. Additionally, one of the characteristics of hearing-impaired individuals is psychological instability, indicating the presence of internal conflict that negatively affects their school adaptation, as emphasized by psychoanalytic theory.

**12.2. Presentation and Discussion of the Results of the Second Partial Hypothesis:** The second partial hypothesis states that "there is a relationship between emotional intelligence and social adaptation among hearing-impaired students." To test the validity of this hypothesis, the research team calculated the correlation coefficient to reveal the relationship between emotional intelligence and social adaptation. The results are presented in the following table:

**Table 3:** Shows the results of the relationship between emotional intelligence and social adaptation.

Variables	Correlation Coefficient	statistical significance
Emotional Intelligence	0.06	0.01
Social Adaptation		

It is evident from the results in the table above that there is a correlational relationship between emotional intelligence and social adaptation, as the correlation coefficient falls within the range of [-1, +1], making it statistically significant, with a value of 0.06. This represents a positive correlational relationship, meaning that as emotional intelligence increases, social adaptation also increases.

This may be attributed to the fact that students behave according to a set of norms, laws, customs, and values that they are subjected to. Some families have habits characterized by a lack of social relationship formation with the outside environment, which leads to their children having weak social adaptation, even if they possess a high level of emotional intelligence. As noted in the theoretical aspect, social upbringing, such as excessive protection, neglect, disregard, punishment, and reinforcement of incorrect behaviors, affects their social adaptation within the school. Among the influential factors on a student's school

adaptation are educational factors, which include school administration, teaching methods, and teacher interactions. Poor relationships between the student and the administration or teachers, along with unsuitable teaching methods for their abilities, contribute to a hearing-impaired student's weak social adaptation in the school environment.

Additionally, this result may also be due to the location of one of the schools from which the largest percentage of the study sample was taken, as it is situated in a new neighborhood. Consequently, most of its students are residents of this area, which has led to a weak social adaptation to their new school environment.

Moreover, the lack of social adaptation might also stem from the students not understanding the phrases that measure it or their disregard while answering the school adaptation scale.

**12.3. Presentation and Discussion of Results for the Third Sub-Hypothesis:**

The third sub-hypothesis states that "there are statistically significant differences between genders in emotional intelligence among hearing-impaired students." To test the validity of this hypothesis, the research group conducted a T-Test to determine the significance of the differences between genders in emotional intelligence. The results are presented in the following table:

**Table 4: Shows the Differences between Genders in Emotional Intelligence**

Variable	Gender	N	Mean	Standard Deviation	T Value	Degrees of Freedom	Significance Level (0.05)
Emotional Intelligence	Males	30	98.93	16.90	0.50	90	Not Significant
	Females	62	100.91	18.05			

It is evident from the results in the table above that there are no statistically significant differences between genders in emotional intelligence among hearing-impaired students. The calculated "T" value was 0.50 at a significance level of  $\alpha = 0.05$ , with degrees of freedom  $DF = N1 + N2 - 2 = 90$ . Therefore, we are 95% confident of a 5% margin of error. When comparing the calculated "T" value with the tabulated value at the same degrees of freedom and significance

level, which is estimated at  $TT = 1.67$ , we find that the calculated value is less than the tabulated value, indicating that it is not significant at this level.

When we compare the mean scores of males and females, we find a slight difference of 1.98, suggesting that there is homogeneity between the two samples. Additionally, the difference in the standard deviations for both groups is small, indicating that there is close proximity and clustering around the mean, leading to low dispersion, thus showing that the two samples are homogeneous.

The results of our study indicate that emotional intelligence is not restricted to a specific gender. This implies that gender does not play a role in emotional intelligence, and there is equality in the level of emotional intelligence between males and females. This can be attributed to the equal opportunities provided to both genders due to the nature of the current era.

**13-4. Presentation and Discussion of the Results of the Fourth Partial Hypothesis:**

The fourth partial hypothesis states: "There are statistically significant differences between genders in school adjustment among hearing-impaired students."

To test the validity of this hypothesis, the research group calculated the T-test to reveal the significance of the differences between genders in school adjustment, and the results are presented in the following table:

**Table 5: Shows the Differences between Genders in School Adjustment**

Variable	Gender	N	Mean	Standard Deviation	T Value	Degrees of Freedom	Significance Level (0.05)
School Adjustment	Males	30	154.16	10.41	0.99	90	Not Significant
	Females	62	156.35	9.70			

It is evident from the results in the table above that there are no statistically significant differences between genders in school adjustment among hearing-impaired students, as the calculated "T" value is 0.99 at a significance level of  $\alpha = 0.05$ , with degrees of freedom  $DF = N1 + N2 - 2 = 90$ . This indicates that we are 95% confident with a 5% margin of error. Comparing the calculated "T" value with the tabulated value for the same degrees of freedom and significance level,

which is estimated at  $TT = 1.67$ , shows that the calculated value is less than the tabulated value, thus it is not significant at this level.

When comparing the mean scores for males and females, we find that the mean difference is minimal at 2.18, indicating a degree of homogeneity between the two groups. Additionally, the small difference in the standard deviations for both groups suggests that there is close clustering around the mean, resulting in low dispersion, further supporting the homogeneity of the samples. Therefore, the null hypothesis is accepted.

The findings of our study suggest that school adjustment is not restricted to a specific gender, indicating that gender does not play a role in school adjustment. Consequently, there is equality in the level of school adjustment between males and females, which can be attributed to the equal opportunities provided to both genders, as previously noted about the homogeneity between the samples.

### 13-5- Presentation and Discussion of General Hypothesis Results:

The general hypothesis states: "There is a correlational relationship between emotional intelligence and school adjustment among hearing-impaired students." To test the validity of this hypothesis, the research group calculated the correlation coefficient to investigate the relationship between emotional intelligence and school adjustment. The results are presented in the following table:

**Table 6: Shows the results of the relationship between emotional intelligence and school adjustment**

Variables	Correlation Coefficient	statistical significance
Emotional Intelligence	0.25	0.05
School Adjustment		

it is evident from the results of the table above that there is a correlational relationship between emotional intelligence and school adjustment, as the correlation coefficient falls within the range of  $[-1, +1]$  and is statistically significant. The correlation coefficient was found to be 0.25, indicating a positive relationship, meaning that as emotional intelligence increases, school adjustment also tends to improve. However, this relationship is weak. Therefore, the null hypothesis  $H_0$  is rejected, and the alternative hypothesis  $H_1$  is accepted.

## 14. General Summary

This study, which investigates the relationship between emotional intelligence and school adjustment among hearing-impaired students, has yielded a series of results following the testing of the study hypotheses. The first partial hypothesis was not confirmed, as a positive correlation was found between emotional intelligence and psychological adjustment. The second partial hypothesis revealed a positive, albeit weak, correlation between emotional intelligence and social adjustment. The third partial hypothesis, which examined gender differences in emotional intelligence, concluded that there are no statistically significant differences between genders in emotional intelligence. Similarly, the fourth partial hypothesis indicated no significant differences between genders in school adjustment.

Based on the results obtained, it is clear that there is a positive correlation between emotional intelligence and school adjustment among second-year secondary students. However, this correlation is weak, suggesting that other factors contribute to achieving a student's school adjustment. These factors may relate to the student themselves, such as unmet psychological needs and internal conflicts, as well as to family and community influences, such as socialization, which in turn affects their relationships with elements of their school environment.

Consequently, schools should prioritize the emotional aspects of students alongside other areas, recognizing that individuals are holistic beings with multifaceted personalities. Students enter school not only to expand their academic knowledge but also to develop themselves and cultivate their social relationships with peers, teachers, and administrative staff. This holistic development shapes their identities, hones their skills, and impacts their future productivity.

## 15. Suggestions

- Organize training courses to teach students how to apply emotional intelligence in the context of school adjustment.
- Focus on the dimensions of emotional intelligence by designing practical programs for implementation among students.
- Pay attention to personal and psychological factors in the field of special education in our country to increase awareness of the importance of acquiring emotional intelligence skills.
- Collaborate with university faculty members and all educational institutions to provide training courses on emotional intelligence and school adjustment, ensuring that these courses are continuous and monitored diligently.
- Benefit from regional, Arab, and global expertise in developing emotional intelligence skills among hearing-impaired students.

- Design specialized training programs on emotional intelligence for hearing-impaired individuals.

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