

## The Effect Of Emotional Intelligence On The Academic Adjustment With Hearing Impairment Students In Saudi Arabia

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### Abstract

*This research study focused on identifying the effect of emotional intelligence program on academic adjustment for the academic adaptation of students with hearing impairment in Saudi Arabia. The mixed method was used in the study methodology. The respondents were distributed into two groups: an experimental group and a control group. The researcher used Academic Adjustment Test (2011) to measure the skills of academic adjustment. The study sample consisted of (61) students with hearing impairment from the first, second and third secondary grades from different secondary schools in North Western Kingdom Saudi Arabia. The results of the study showed that the emotional intelligence program affects all aspects of academic adjustment for students with hearing impairment in Saudi Arabia, and that the academic adaptation of these students depends on emotional intelligence.*

Compared to other disciplines in life and different themes in education, special education is a modern domain, although people with special needs existed centuries ago and people in different groups of special education share several aspects but are unique in other areas (AL-Mutery, 2007). One of these aspects is hearing disability, which exerts different effects on the perspectives of individuals. Hearing disability affects linguistic and social growth, adaptability, and independence (Fayzeh, 2014).

More than 1 billion people in the world have some form of disability. This figure corresponds to 15% of the world's population. Between 110 and 190 million people experience serious problems in functioning (Disability and health, 2018). Meanwhile, about 70 million deaf people use sign language as their first language or mother tongue. Sign language is also the first language and mother tongue to many hearing people and several deaf and blind people (tactile sign languages). Although a country can have one, two, or more sign languages, all sign languages share the same linguistic roots in the same way as spoken languages do (World Federation of the Deaf, 2003).

According to World Health Organisation (2008), hearing impairment is one of the major cause of disability across the globe, in particular hearing impairment among juvenile is believed to be affecting their sense of communication, difficulty of comprehending understanding speech sounds which affects their language acquisition, educational advantages and social isolation. It is obvious that, hearing impairment among juvenile has more severe consequences because of its interference with language acquisition and it is uncommon compare to adult onset hearing impairment. Stevens et al., (2012) maintains that a lot of people are bound to experience some hearing impairment issues in their lives, and regardless of the huge commonness and impact of hearing impairment yet it receives slight attention.

There is lack of literature on the hearing impairment issues in among Saudi children (Feeney & Takieddine, 1987). A research was conducted by Zkzouk (2) on the causes of hearing impairment causes among 482 surveyed children in Saudi Arabia. Some of the surveyed students were screened at the ENT Department of the King Abdul Aziz University Hospital while some of them attended schools for the deaf in the Riyadh and Hofuf areas. While conducting the research, the author attempted to establish the etiology of hearing impairment by interviewing parents of the respondents. Among the surveyed children, about 41% of them to were traced with hearing impairment from inherited or genetic origin, 38% of them were identified with hearing impairment from unknown sources, whereas 21% were identified with hearing impairment from

acquired origin. The research finds that hearing impairment among Saudi children was bilaterally symmetrical and its degree varied from 40dB to almost complete loss.

Regarding the significance of emotional intelligence (EI), a few studies have discovered that Emotional Intelligence is a genuine construct that has important ramifications for people, institutions, and different aspects of life. Mayer, Salovey, and Caruso (1999) explained that high EI is associated with high parental warmth and parental attachment styles. As indicated by Fox and Spector (2000), different organizations view EI as an arrangement of emotional abilities that enable individuals to utilize feelings in the achievement of desired results, such as leadership potential (Higgs & Aitken, 2003), job satisfaction, and positive work attitude (Fisher, 2000). Moreover, EI can predict an assortment of effective behavior in the work environment (Cooper & Sawaf, 1997). Mayer and Caruso (2002) indicated that “individuals with high EI will build genuine social texture within organizations and those they serve, whereas those low in EI may create issues for organizations through their individual practices” (p. 1). Using a self-reported measure of EI, Niolaou and Tsousis (2002) found a negative association between EI and job stress in the workplace. The outcomes indicated that individuals with high scores in overall EI experience low pressure relating to the occupational setting. EI also affects significant life results, such as framing satisfying individual relationships and making progress at work (Salovey & Greewal, 2005). Moreover, Brackett, Mayer, and Warner (2004) examined whether EI affects daily life behavior. The outcomes showed that EI corresponds negatively to self-destructive behavior and corresponds positively to pro-social behavior and maintaining relationships. EI likewise creates an impression of being ready to anticipate important external criteria, such as life outcomes and adjustment (Brackett et al., 2004).

In another investigation, Malek (2011) explained that EI training in academic adjustment is powerful in raising the level of EI. Malek suggested that EI training should be utilized as a support technique to enhance academic and social adjustment among adult students and teenagers. Fayzeh (2014) explained that training programs based on the EI theory of Goleman positively affect social change and self-esteem, thereby enhancing social and academic adjustment. Moreover, the absence of research on individuals working on different grounds makes it difficult to distinguish if EI support is required to help students with hearing disability.

In the international context, several studies conducted at the national level (Al-Abulgabar & Masud, 2002, Jumah, 2007, Al-Samde, 2008) discussed the subject of comprehensive education for various students with special needs in general schools. Research on students with hearing disabilities is still needed in Saudi Arabia (Alquraini, 2011). Studies that investigate the efficiency of training programs based on Goleman’s EI theory for the improvement of the academic adaptation skills of people with hearing disabilities in Saudi Arabia remain scarce.

Although unquestionable exercises have been observed in the changing of the education system in Saudi Arabia, the establishment of a special educational policy and the enhancement of services for those with special needs have consistently been demanding and slow. As indicated by Rahheem (2010), Saudi Arabia is home to a large population of students with extraordinary needs, but despite extensive efforts, the kingdom faces a major issue in providing education to such students at the national level, particularly in comprehensive schools. The existing scenario indicates that that education provided by comprehensive schools that focus on helping students with deafness is unsatisfactory primarily because of the lack of awareness among school staff and guardians and the absence of accessible professionals, such as language and speech therapists (Al-Amari, 2009).

Meanwhile, the nation’s wealth expanded because of oil revelation that helped the administration set up special schools and institutions for those with special needs. In 1983, the term “Department of Special Education” was changed to “General Secretariat of Special Education” (GSSE). The primary objective and

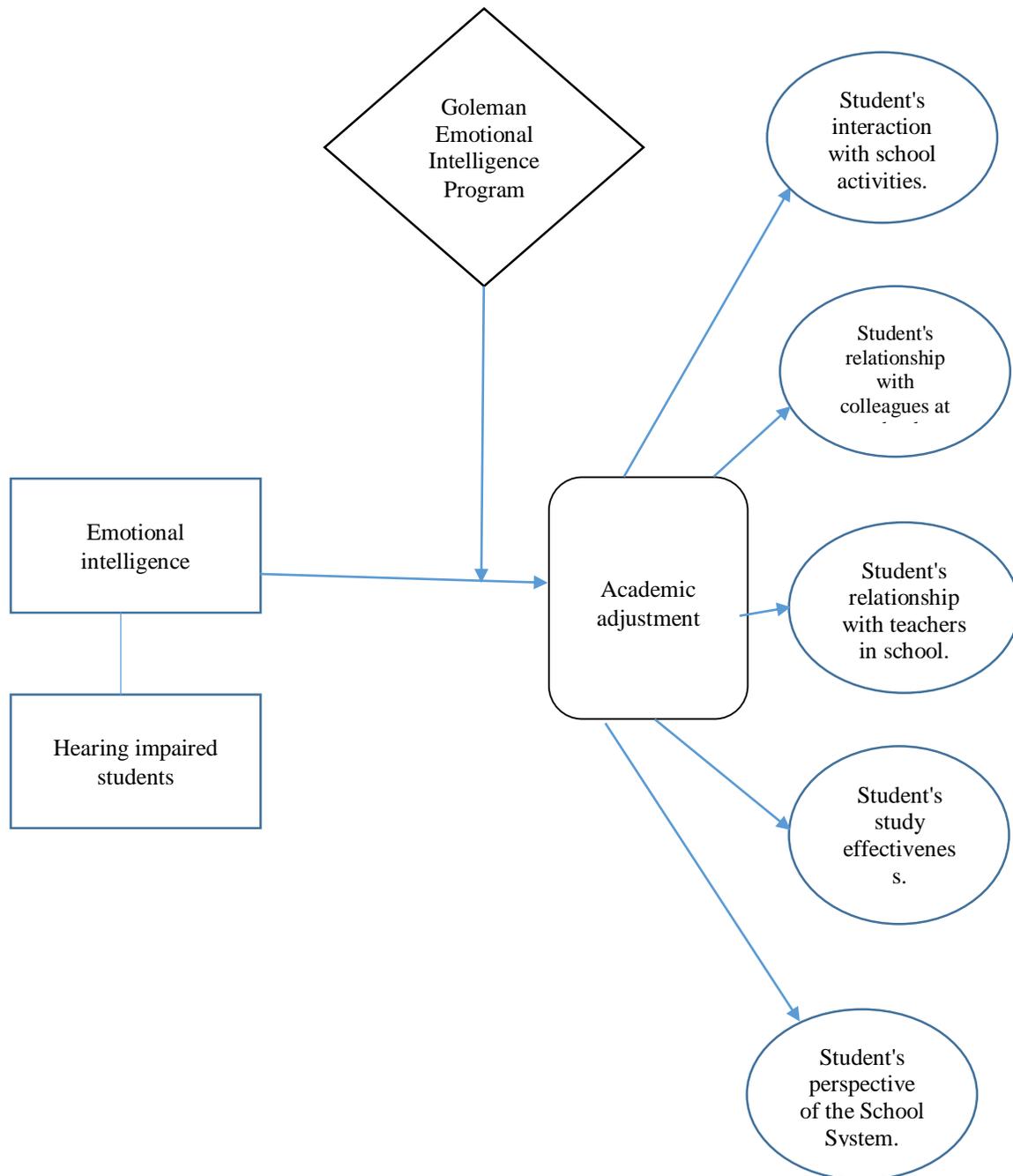
intention was to continue opening specialized institutions in the 13 neighborhood educational authority districts to provide fundamental offices and help undergraduates with disabilities (Al-Musa, 1999).

GSSE recognized the advantages of special educational programs and policies for undergraduates with visual deficiency, deafness, mental incapacity, learning problems, autism, and multiple disabilities (Al-Musa, 1999). The Secretariat likewise incorporated undergraduates who were outstanding and skilled as recipients of the project and strategies. Al-khashrmi in 2000 contended that “all undergraduates with special educational requirements have the privilege to learn at universal schools with their associates. Education for undergraduates who are extraordinary and gifted and individuals who have disabilities are a fundamental part of the Saudi strategy in different types of complete learning.

As at 1964 when teaching of hearing impaired students began there were only 11 formal deaf teachers across the Saudi kingdom. At a later time specifically around 1968, the Saudi Government in collaboration with UNESCO organised a program that trained 40 teachers 20 Male and 20 Female (Al-Muslat, 1984). Up to the year 2002, there were only two Universities that provide training for special education tutors in Saudi Arabia. That causes shortage and lack of adequate special education teachers in the kingdom, and researchers have been advocating for the demand of additional qualified special education teachers to cater for the needs of the disabled students especially hearing impaired (Abdulaziz, 2014). In recent years, there are evidences of graduate education teachers who are working with deaf students, based on the condition of teacher’s employment this category of teachers most obtained Bachelor degree in education specifically related to special education for teaching the hearing impaired students. In Saudi Arabia teachers who are trained and specialized in teaching students with hearing impairment are entitled to additional 30 percent of their salaries (Al-Musa, 1999).

The academic research setting in Saudi Arabia, especially in education for those with hearing impairment, has been highlighted by researchers who predominantly analyzed educational modules, ways of teaching, and communication strategies (Al-Turky, 2005, Hanfy, 2008). The current study highlights the issues of deaf students and is interesting because research on comprehensive education for students in Saudi Arabia is scarce. In particular, no study has qualitatively investigated the experiences and perceptions of the school principals, teachers, and guardians of deaf students. This gap is not surprising because almost no qualitative research has been conducted in Saudi Arabia. This extensive review of literature and practical experiences concludes that although the government of Saudi Arabia has recognized the privileges of hearing-impaired students and effectively advocated for their comprehensive education in schools, issues might still exist. The purpose is to obtain a clear comprehension of the exact nature of these problems in Saudi Arabia settings for deaf students studying in general schools and to help the social and academic advancement of these students. Students with the moderate and extreme deafness still receive education in separate classrooms in comprehensive schools; thus, the interest of students in common activities is limited (Alquraini, 2011). The comprehensive educational framework for deaf students is a partial inclusion in which special classes or units inside general schools only have a few comprehensive activities and classes. This type of comprehensive study influences a large population of hearing-impaired students, and statistics suggest that this approach is the most widely recognized mode for educating deaf students.

Nonetheless, this situation shows the lack of educational research on comprehensive educational practices for students with hearing disabilities in Saudi Arabia. Moreover, comprehensive schools do not meet the basic standard of awareness and lack proper policies and commitment to host hearing-impaired students successfully.



## RESEARCH METHODOLOGY

This research investigates the efficacy of a training program based on Goleman's EI theory in the growth of the academic adjustment of hearing-impaired college students in Saudi Arabia.

However, the main purpose of this chapter is to clarify, describe, and rationalize the research configuration developed with a specific end goal to answer the research questions. Sample size, population, and the sampling process are discussed, as well as the description of the information gathering instruments. Moreover, clarification about the pilot research, data collection and analysis techniques are discussed. Therefore, the present investigation applies a mixed-method technique. Utilizing a mixed-method is an essential step for emerging new and far-reaching logical models of interpretation and assessment of

data. Quantitative data are gathered from experiments, whereas qualitative data are obtained from semi-structured interviews. Studies should innovate and select within the six plans for mixed method studies where all their variations may be sub-summed within the six following types (Creswell, 2003; Gay, Mills, & Airasian, 2009).

### Population of the Study

The research population consisted of (91) hearing impaired high school students in Saudi Arabia. Students aged 15– 18. The main center in AL-Jouf was selected because it is situated in one of the large cities in Saudi Arabia, and the center is approachable to the researchers. Specimens were obtained from evaluations: first, second, and third in high school.

### Sample and Sampling Procedure

To increase the possibility of representing all population characteristics in the sample, stratified random sampling was used. Thus, we classified the community according to grades (first, second, and third grade from two secondary schools). Then, we obtained a simple sample from the smallest cell i.e. the grade. Finally, we obtained a random sample representing the characteristics of the population.

chapter incorporated all the outcomes of this research, considering expected objectives and hypotheses highlighted in chapter four. This section presented the primary results.

### Data Analysis

#### Descriptive Analysis

The experimental and control groups associated with this research had 30 and 31 subjects, correspondingly. Members aged 16 obtained the most elevated occurrence (34.4%), whereas aged 17 and 18 obtained the rate of 32.8%. Table 5.1 shows that members who have a difficult time hearing obtained a high occurrence (50.8%), whereas those with hearing weakness obtained approximately 49.2% each.

#### *Participants' Demographic Characteristics*

Variable		Student	%
Group	Experiment	31	50.8
	Control	30	49.2
Age	16 years	21	34.4
	17 years	20	32.8
	18 years	20	32.8
Handicap	Hearing impairment	30	49.2
	Deaf	31	50.8

### Evaluation and Score of Study Outcome

The mean ( $\pm$ SD) and median for the dimensions of pre-session were; 7.62 $\pm$ 4.128 and 6, 8.66 $\pm$ 3.478 and 10, 5.67 $\pm$ 2.454 and 6, 4.92 $\pm$ 2.525 and 4, 8.79 $\pm$ 5.342 and 5, and 35.66 $\pm$ 11.763 and 33 for relation with colleagues, relation with teachers, perception at school system, study activities and pre-overall score, respectively. The mean ( $\pm$ SD) and median for the dimensions of post-session were; 14.13 $\pm$ 7.862 and 15, 11.3 $\pm$ 4.24 and 11, 5.56 $\pm$ 2.37 and 6, 10.54 $\pm$ 4.982, 12, 12.79 $\pm$ 6.277, and 54.31 $\pm$ 22.536 and 59 for relation with colleagues, relation with teachers, perception at school system, study activities and pre overall score respectively, as shown in

### The acceptance of the Goleman EI program among hearing impaired students in Saudi Arabia?

The interviews were assessed utilizing an inter ratter for all interview questions to be regulated to the investigational group. However, researcher arranged the interviews and recorded the answers unbiasedly. The researcher recorded and aggregated the consequences of the interviews in the information recording worksheet. The researcher inspected students' answers and judged their attitudes toward EI programs and academic adjustments.

#### Question 1: What do you think about applying the EI program to hearing impaired students?

Table 5.1 Shows that the program was useful

No.	Response	Frequency from the Most to the Least	Attitude
1	Useful.	7	Positive
2	Excellent.	6	Positive
3	It improves personal skills.	5	Positive
4	It improves study skills.	3	Positive
5	It assists handicapped students.	3	Positive
6	It helps in coexistence.	2	Positive
7	It helps understand things.	2	Positive
8	It helps students understand things.	1	Positive
9	It is necessary.	1	Positive
10	I am happy with it.	1	Positive
11	It helps understand how to deal with them.	1	Positive
12	It breaks the routine of curricula.	1	Positive
13	I need it.	1	Positive
14	It must be repeated.	1	Positive

Useful has repeated (10) times in positive way and Excellent has repeated (6) times in positive way .and It improves personal skills has repeated (5) times in positive also It improves study skills has repeated (3) times in positive way and It assists handicapped students has repeated (3) times in positive way also It helps in coexistence has repeated (2) time in positive way and It helps understand things has repeated (2) times in Positive way and It helps student understand things has repeated (1) times in positive way and It needed has repeated (1) times positive way and I am happy with it has repeated (1) times in Positive way and It helps understand how to deal with them has repeated (1) times in positive way also It breaks the routine of curricula has repeated (1) times in positive way and I need it has repeated (1) times in positive way finally It needs to be repeated has repeated (1) times in positive way .  
Result of the first question: Generally speaking, the program is useful.

#### Question 2: Do you think the activities of the EI program are suitable for hearing impaired students?

Table 5.2 Activities that were generally understood

No.	Response	Frequency from the Most to the Least	Attitude
1	Yes.	10	Positive
2	I understood every activity.	10	Positive
3	I responded to them.	6	Positive
4	They need broad clarification.	5	Negative

5	I trust them.	3	Positive
6	We, the handicapped, are like normal people.	2	Positive
7	We can understand everything using the sign language.	2	Positive
8	They are properly translated for me.	2	Positive
9	They are clear to me.	1	Positive
10	I am happy with them.	1	Positive
11	I interacted with them.	1	Positive
12	I participated.	1	Positive

Yes has repeated (10) times in positive way. and has repeated I understood every activity (10) and I responded to them has repeated (6) and They need broader clarification has repeated (5) and I trust them has repeated (3) also We the handicapped are like the normal people has repeated (2) and using sign language we can understand everything has repeated (2) and They translated the proper way to me has repeated (2) and They are clear to me has repeated (1) and I am happy with them has repeated (1) and I interacted with them has repeated (1) and I participated has repeated (1) .

Result of the second question: the used activities were generally understood.

**Question 3: Do you think the activities of EI program can enhance the EI performance of hearing impaired students? If yes, why? If no, why?**

Table 5.3 *The program activities could improve Emotional Intelligence*

No.	Response	Frequency	Attitude
1	Yes.	10	Positive
2	The program helped enhance EI.	7	Positive
3	I knew everything.	6	Positive
4	Prior to the program, things were difficult.	5	Positive
5	After the program, I realized that everything can be handled.	3	Positive
6	After the program, I realized that everything can be developed.	3	Positive
7	I understand difficult things now.	3	Positive
8	My personality changed positively.	1	Positive
9	Activities greatly helped me.	1	Positive
10	I was responsive to it.	1	Positive
11	I can handle myself.	1	Positive
12	I know how to deal with others.	1	Positive
13	My confidence has increased.	1	Positive

Yes has repeated (10) times in positive way and It helped enhance emotional intelligence has repeated (7) time in positive way and I knew everything has repeated (6) time positive way also prior to the program

things were difficult has repeated (5) times in positive way and after the program I got to know that everything can be handled has repeated (3) times in positive way and after the program I got to know that everything can be developed has repeated (3) times in positive way and now I understand difficult things has repeated (3) times in positive way and there is a positive change in my personality has repeated (1) times in positive way and activities helped me a lot has repeated (1) times in positive way and I was responsive to it has repeated (1) times in positive way also I can handle myself has repeated (1) times in positive way and I know how to deal with the others has repeated (1) times in positive way finally My confidence has increased has repeated (1) times in positive way .

As a result of the third question, overall, the program activities can improve emotional intelligence.

**Question 4: Do you think the activities of the EI program can improve the performance of academic adjustment for hearing impaired students? If yes, how? If no, why?**

*Emotional Intelligence program could improve the performance of academic adjustment*

No.	Response	Frequency from the Most to the Least	Attitude
1	Yes.	10	Positive
2	Prior to the program, understanding things were difficult for me.	10	Positive
3	I have the confidence to deal with others now.	10	Positive
4	I can face and solve issues now.	10	Positive
5	It helps academic adjustment.	1	Positive
6	I came to understand certain problems.	1	Positive

Yes has repeated (10 ) times in positive way and prior to the program It was difficult for me to understand things has repeated (10) times in positive way and now I have the confidence to deal with the others has repeated (10) times in positive way also now I can face and solve issues has repeated (10 ) and It helps academic adjustment has repeated (1) times in positive way finally I got to understand some problem has repeated (1) .

Result of the fourth question: the EI program could improve the performance of academic adjustment.

**Question 5: What are your suggestions for improving the Goleman EI program?**

*Emotional Intelligence program must be included in the school curriculum*

No.	Response	Frequency from the Most to the Least	Attitude
1	Incorporating the program into the school curriculum	10	Positive
2	Having certain stuff translated in a video	10	Negative
3	Applying the program in all stages	7	Positive
4	Adding images and drawings	6	Negative
5	Applying the program to hearing impaired students.	1	Positive
6	Holding intensive courses for hearing impaired students.	1	Positive

Incorporating into school curriculum has repeated (10) times in positive way also having some material translated in a video has repeated (10) times in negative way and Applying the program in all stages has repeated (7) times in positive way and adding more images and drawings has repeated (6) times in negative way also applying the program to students with hearing impairment has repeated (1) times in positive way finally holding intensive courses for the hearing impairment has repeated (1) times in positive way.

The section clarified a definite feature of the study and explained the standard preliminary characteristics of the research, highlighting the settings and significance of the study area. Moreover, the academic adjustment of hearing impaired students in Saudi Arabia was minor, and the proficiency of EI was lacking. The second chapter highlighted the literature review, starting from general theories to principal theoretical structures and specific perceptions. The researcher cited EI models and academic adjustment theory detailing students' adjustment during changeover to school. First development theory was also used to clarify the social and emotional adjustment in adolescence (Chickering & Reisser, 1993), which was trailed by the EI development training. The third chapter defined the use of quasi-experimental framework in the research. Moreover, this chapter further discussed the methodological problems, such as sample size, measurement, descriptive statistics, and population to the data normality, suitability, validity, and reliability. The fourth chapter explained the advancement of EI training sessions and evaluation of related literature. Chapter five comprised hypothesis testing and quantitative information. It also explained the results of the content validity and its construct. Moreover, this chapter contained the interpretation and presentation of internal consistency test. Finally, the sixth chapter argued about the research purpose, explanation of the major study conclusion, discussions about the implications, research limitations, and recommendations for future studies. Further associations in the form of appendices, references, tables, and lists of figures were included at the end of the study. The rationale of the research was to integrate the EI training program and to analyze its efficiency in improving the level of academic modifications among hearing impaired students. This research is one of the few empirical studies, which were completed to obtain information on social and academic adjustment, as well as EI among hearing impaired students.

## **Conclusion**

The research was completed under the supposition of Goleman's EI model, which is considered as the potential indicator to enhance general academic achievement. In the pilot research, EI was associated with academic adjustments of hearing impaired students in Saudi Arabia. Moreover, in later results depicted that the five dimensions of academic adjustment were significantly related with the academic adjustment of hearing impaired students in Saudi Arabia. Consequently, the result indirectly supported past studies' (Qualter, Gardner, & Whiteley, 2007; Parker et al., 2004; Mayer, Salovey, Caruso, 2004; Saarni, 1998; Beirami, 2008; Esmaeeli, et al., 2007) claimed that certain EI factors could foresee students' academic achievement in universities.

In the experimental research, the primary hypothesis was studied to conclude whether the skilled EI training group (trial group) varied considerably from the control group in the emotional intelligence and academic adjustment levels. At the beginning of the research, the researcher anticipated that executing the training program were delivered important effects on students' EI and academic adjustment after controlling the effects of the two pre-tests (pretest of EI and academic adjustment).

The univariate investigation of covariance yielded partially and statistically important and insignificant outcomes. Results showed the efficiency of the training program in terms of enhancing the EI levels of hearing impaired students in Saudi Arabia. Hence, the first hypothesis was supported. The importance was further clarified by many training conditions, which rely upon the co-operation between students among themselves from one perception and co-operation with surroundings from another perception. Results were consistent with EI literature theory (Mayer et al., 2004; Goleman, 1998; Baron, 1997) with past studies, which confidently stated that EI abilities can be developed through training sessions and learned in any stage of life. This finding is in accordance with that of a few number of programs existing in academic

literature works, which have studied the changing pattern of educating EI skills (Slaski & Cartwright, 2003; Shapiro, Morrison, & Boker, 2004; Schutte et al., 2002; Polyakova et al., 2019). The present research found that students were prepared to increase their consciousness, comprehend their feelings, and enhance their capacity to deal with their emotions through the training program. Consequently, the program was useful in expanding students' EI level and effect on academic adjustment. It also offered an empirical support to the idea that EI can be developed and learned by students. The second arrangement of variables used to assess the effectiveness of the EI training program affected all the five dimensions of students' academic adjustment. The research also hypothesized that the training session could adequately increase students' level of academic adjustment in five dimensions. Outcomes obtained in the appraisal of the training program were successful in helping the five hypotheses.

Apart from the achievements of the training program in enhancing the EI level, five of the aspects of adjustment had also improved after training sessions. Therefore, the second hypothesis was supported by the following discussion. The training program essentially expanded students' level of academic adjustment straight away, and it could possibly affect students' level of adjustment in long term. For instance, they might not report the feeling of being optimistic with their capabilities until the point when they had the chance to apply skills developed in the EI training program during their school semester, session, or year. Hence, a long training session would be important and adequate in this research. Another motive behind academic adjustment level was enhancing the following contribution in the training program because of the focus of this research, which was marginally different from conventional adjustment programs. The training program objectives were executed in this research; to prepare students and colleagues on EI and keep provides the guideline to students using their skills to help themselves and colleagues in managing the effects on academic adjustment. Thus, in the sum this training program, which incorporates EI skills, did not consider in the previous studies in the development of the academic adjustment level among hearing impaired students with their colleagues at school in Saudi Arabia. However Parker et al. (2004) stressed and explained that the elements of EI rather than EI itself depict an academic achievement among students. Therefore, additional research is required to investigate specific components of EI in the future.

The third hypothesis was supported through the following explanation. Previous studies concluded that time limitations were forced by educational institutes of participating students, which did not provide enough time to cover all four sides within adequate depth, especially for interpersonal skills of hearing impaired students. Moreover, Qualter et al. (2009) stated that EI was associated with students' adjustment exclusively because it affected the expansion of social relationships, such as teacher' activities in the particular studies help hearing impaired students adjust in the academic setting. Subsequently, the time of the implementation of the training program for this research could contribute to outcomes. That's reason, this program should expand the time of the emotional training program and academic adjustment to examine the accurate effect of every dimension of EI that contributes to the changes in students' adjustment scores. Teachers' support for hearing impaired students was utilized as a part of training participants, keeping in mind the goal to discover significant outcomes on students' adjustment. Thus, EI training exercises and time spent on training hearing impaired students on the given topics were associated with interpersonal factors. For example, supportive classroom environment, cooperation with others, and social skills deliver considerable outcomes on any of the resulted variables. The researcher reported the contradictory outcomes in the association between EI and students' academic adjustment (e.g., Abdallah et al., 2009; Gumora & Arsenio, 2002; Newsome et al., 2000; Bastian et al., 2005). Therefore, researchers concentrated on these contradictory outcomes because the clear majority of past studies concentrated on EI in general rather than on its particular elements (Qualter et al., 2007). For example, Parker et al. (2004) favored that focusing on EI factors rather than EI in general can anticipate academic achievement among students in higher educational institutions. Lopes (2003) explained that the capability to handle emotions positively interlinks with the nature of social relationships. Moreover, this research concentrated on EI completely, thus significant outcomes could be based on EI in general instead of its elements.

This research developed activities and independent programs for these content areas, but irrelevant differences for these variables could be caused by precise methods. Thus, the idea that EI affects academic achievement was still unidentified (Kracher, 2009). Researchers (Qualter, Whitely, Morley, & Dudiak, 2009; Parker et al., 2005) expressed that a probability of threshold level of EI that protects against the negative effects of evaluation was found. From the effect of the school system, the several school system assists students with hearing impairment. Most research samples had modest and high EI level, which might prompt relevant outcomes for students' adjustment (Engelberg & Sjoberg, 2004). School Culture principally served as another reason behind the significant outcomes in this research. The main school culture in Saudi Arabia was prohibitive on the blend of males and females at the early days of schooling, which added the most effect toward well-known apathy among students and could discourage supportive information in school environment. Such school environment could influence the student adjustment capability, thus prompting a significant outcome as shown in this study. Another reason could be preparation on the side of the EI training in the early for students to handle future college challenges. This School culture allows students to work hard in preparing themselves for university life. These findings supported the fourth hypothesis.

The fifth hypothesis was supported by the following results. Most students in this research originated from special schools in Saudi Arabia, consequently making school life completely unusual and difficult to adjust to. The age long religious tradition of hearing impaired students started from home to early school days, without having an essential training on social skills. Thus, students had a difficult time adjusting in the school culture, where normal and hearing impaired students are brought together for the first time. Moreover, the nature of this restraining culture of complete connection to the family changed into what was obtained in the school session, where students did not receive adequate opportunity and were strictly observed. This condition could translate into various social practices among students because of Arabic culture and could have been added to the significant outcomes on students' adjustment level in this research. In that sum, school activities and development of students' adjustment to such activities were realized as time sensitive problems (Waller, 2009). Baker & Syrik (1999) suggested that outcomes should be obtained in an appropriate manner. Hence, individuals who took part in the EI training program required more time to adjust in accordance with the school activities than the students who were not interested in the EI training program for hearing impaired students. This factor could affect the findings based on perceptions and time. Future studies should investigate the adjustment of hearing impaired students and relate it with year one students to acquire an outcome because duration of time influenced students' adjustment skills.

Saudi Arabian researchers have been noted to use instruments that contain only a few variables in their studies, especially those concerning the measurements of students' adjustment in colleges (e.g., Al-Qaisy, 2010; Al-Kfaween, 2010). Conversely, the present research used several variables in its estimation of the adjustment of hearing impaired students in Saudi Arabia because the researcher attempted to authenticate an instrument containing new variables. Therefore, time limitations that encircle members' dealing with their trainer might have prompted their manipulation of answers because of different reasons. Another logic that could be quoted for the significant outcomes was ascribed to SACQ that has been utilized to quantify students' academic adjustment. Thus, these studies confined the utilization of negatively worded questions, keeping in mind the goal to decide if such questions could affect the outcomes of students' adjustment in the school premises of hearing impaired students in Saudi Arabia. Therefore, the sixth hypothesis was supported.

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