



## USE OF TOTAL CONTACT AND ITS EFFECTIVENESS IN IMPROVING THE RESULTS OF EDUCATIONAL CONTENT AND EMOTIONAL INTELLIGENCE FOR DEAF-MUTE CHILDREN IN THE EASTERN PROVINCE (DAMMAM)

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### Abstract

*Aim.* The study aims to identify the effectiveness using total contact method supported with collaborative learning strategy to improve the results of educational content and emotional intelligence for deaf-mute children in Saudi society at deaf eastern region in Dammam

*Methods.* Experimental method were used with one group experimental design (using pre-and post-measurement), research sample consisted of (20) female learners from deaf-mute children at of The Saudi Charity for Hearing Disability in the Eastern Province (Dammam), sample were divided to (8) learners as pilot sample and (12) learners as experimental sample, educational content was measured (reading – writing - computer - drawing - Fine Arts) using by tests which were designed by researchers and emotional intelligence measure in pre and post measurements, (18) educational units were applied (3 educational units weekly ) each unit duration is two hours.

*Results.* Using total contact method was effective in improving the results of educational content and emotional intelligence for deaf-mute children in the Eastern Province (Dammam).

*Conclusions.* The proposed program, using total contact method positively and effectively contributed

*Key words:* Emotional Intelligence - Content -Total communication – Deafness

### Introduction

Any human community has handicapped individuals but the difference appears in these communities' look to and dealing with those groups and values and social norms that govern the actions of community members.

Handicapped category is those who have f disability reduced from their ability to fulfill their social roles to the fullest like ordinary people (Al-Safadi 2003)

Hearing disabilities or auditory deficiencies is a generic term given to a wide range of hearing loss degrees. This disability significantly affect the disable in terms of ability to contact or interact with others as well as family upbringing that lead to development of reliability, lack of maturity and not assuming responsibility (Bashir & Makhlouf 1991)

Hearing loss represent isolation fence around the deaf and which is so high acute problem face workers in hearing disabled' qualifying and educating (Qarscham; 2004)

Language is a mean of communication and understanding between people, sign language is the deaf-mute language in their lives where they are communicate with, and sign language is centered around fingers and

hand movements to represent words and verbs, and thus the eye's mission is to pick up these signals and translate them into their meanings, but sign language is not the only way to communicate, but there are many other communication methods, including lips method that focuses on visual observation and sound training method through hearing aids while total contact method combines various styles with what commensurate with disabled child's nature.

So we have to improve teaching and learning process for this category intending to increase educational productivity by increasing learning rate; teacher's role should be indication and directions. Children should get the opportunity to share their ideas, offer their suggestions, and their perceptions of educational issues and tasks under consideration. As there is more participation and practice by the learner as the learning is more effective. These types of educational activities aimed at strengthening cooperation between learners. (Salem, 2007)

Effective teacher should master various types of communication skills to be able to teach to this learners category and successfully manage the educational situation, this is beads on sending clear messages to learners. (Shoqir 1999)

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Collaborative learning helps in making all learners work positively in an interactive and active manner in small groups, which means considering equal educational opportunity and distribution justice principle, where children viewed as human force and one of the society wealth sources, therefore they should be provided with appropriate education opportunities in order to upgrade their self-abilities, which in turn is reflected in society upgrading (Abdul Karim, 1995)

Since success in life requires 20% of general intelligence, 80% of emotional intelligence, because the emotional intelligence of children helps innovation, love, responsibility, and caring for others in addition to the formation of best friendships and social relations, as well as the availability of relationship between emotional intelligence and orientation toward objective and life satisfaction, which makes the child is able to emotionally connect with others (Hassouna& Abu Nashei 2006) (Madkour, 1997)

Emotional intelligence is an important part of institution's philosophy in personnel's selection and training; that's due that emotional intelligence teaches people how to work together to achieve a common goal. Emotional intelligence plays an important role in children coping with peers and environment so they growth is normal and consistent with life, Emotional intelligence also leads to improve and raise academic achievement to fulfill its emotional objectives.

### Objectives

The study aims to identify the effectiveness using total contact method supported with collaborative learning strategy to improve the results of educational content and emotional intelligence for deaf-mute children in Saudi society at deaf eastern region in Dammam

### Methods

Experimental method were used with one group experimental design (using pre-and post-measurement), research was applied on a sample of (12) female learners female learners from deaf-mute children at of The Saudi Charity for Hearing Disability in the Eastern Province (Dammam), in the academic year 2014-2015 homogeneity was insured in age  $13.2 \pm 0.32$ , intelligence  $70.31 \pm 3.82$ , right ear's hearing  $90.23 \pm 2.12$ dB, left ear's

hearing degree  $90.12 \pm 1.99$ , right eye's eyesight  $0.80 \pm 0.18$ , left eye's eyesight  $0.85 \pm 0.30$ , reading Skills' level  $0.45 \pm 2.74$ , writing skills' level  $0.46 \pm 2,296$ , computer skills' level  $0.42 \pm 2.27$ , drawing's level  $0.44 \pm 2.48$  skills, fine arts skills' level  $0.43 \pm 2.17$ , emotional intelligence scale was applied on (8) learners as pilot sample from research society and not in main sample to standardize it .

### Data collection tools

**1- Educational content:** this include reading skills evaluation form, writing skills test, computer skills test, artistic expression (drawing) evaluation form, Fine Arts skills' evaluation form.

### 2- Emotional Intelligence Questionnaire:

To achieve the research's objectives and hypotheses; due to lack of emotional intelligence questionnaire for deaf-mutes in the age group in question, the researcher gone throw scientific literature to develop this questionnaire, in light of the findings, The researcher lay out the main questionnaire aspect, namely:

- First Aspect: Emotions
- Second aspect: Motivation
- Third aspect: - Communication
- Fourth aspect: empathy

The aspects have been presented to the experts to express an opinion about their relevance for emotional intelligence for deaf-mute questionnaire, the researcher consented approval ratio of more than 70%; thereby all the four aspects were approved, through scientific literature study and analysis, as well as expert opinions through personal interviews, with respect to phrases which measure the questionnaire aspects, the researcher developed initial form of the questionnaire's phrases

### Questionnaire's initial form

The questionnaire's initial form consisted of (56) phrases distributed among the four aspects as follows: (18) phrases for emotions management, (16) phrases for motivation, (12) phrases for communication, and (10) phrases for empathy.

The questionnaire's initial form has been presented to experts to express an opinion on phrases appropriateness to its aspect and to suggest the response evaluation scale. The following table illustrates the result

**Table (1)**  
**Experts' opinions frequencies and percentages in deaf-mute emotional intelligence questionnaire's phrases (n= 10)**

No	Emotions management		motivation		communication		Empathy	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	10	100%	9	90%	10	100%	10	100%
2	10	100%	10	100%	10	100%	10	100%
3	9	90%	10	100%	10	100%	9	90%
4	9	90%	10	100%	10	100%	9	90%
5	8	80%	10	100%	10	100%	10	100%
6	10	100%	10	100%	10	100%	8	80%
7	10	100%	10	100%	9	90%	10	100%

8	10	100%	4	40%	10	100%	10	100%
9	10	100%	9	90%	9	90%	9	90%
10	3	30%	2	20%	10	100%	3	30%
11	2	20%	9	90%	10	100%		
12	9	90%	3	30%	4	40%		
13	9	90%	10	100%				
14	8	80%	10	100%				
15	10	100%	10	100%				
16	10	100%	9	90%				
17	10	100%						
18	10	100%						

Table (1) results reveal that experts' opinions have pointed out the following: -

Some phrases which have less than approval percentage less than the minimum acceptable one (70%) to be deleted, namely:

First Aspect: Phrases (10, 11)

- Second aspect: Phrases (8, 10, 12)

- Third aspect: Phrase (12)

- Fourth aspect: Phrase (1)0

The Experts also suggested amending some phrases, namely:

- Second aspect: Phrase (6)

- Third aspect: Phrase (6)

Phrase (13) in first aspect has been moved to second aspect as per experts' suggestion, hence questionnaire consisted of (49) phrases distributed follows: (15) phrases for emotions management, (14) phrases for motivation, (11) phrases for communication, and (9) phrases for empathy.

Experts have suggested tripartite evaluation scale (often - sometimes - never), and take the values (3, 2, 1).

After the researcher made all experts suggestion for phrases amending, moving or deleting, phrases were

randomly distributed in preparation for application on pilot sample to find out questionnaire's validity and reliability.

**Content's Validity:** -

The researcher presented deaf-mute emotional intelligence questionnaire to the (10) experts to express an opinion about phrases appropriateness for deaf-mute learners and language wording appropriateness as shown in Table (1), questionnaire's final form consisted of (49) phrases.

**Questionnaire internal consistency's validity**

Researcher used internal consistency's validity by calculating correlation coefficients between every single phrase and the aspect which it belongs to and between each aspect and questionnaire's total by applying the questionnaire for pilot research sample which consisted of (8) learners from research society and not included in main sample on Tuesday, April 15<sup>th</sup>, 2014, the following table illustrates this.

**Table (2)**

**Emotional intelligence questionnaire's internal consistency validity (n=8)**

Emotion management		motivation		communication		Empathy	
No	Correlation coefficient	No	Correlation coefficient	No	Correlation coefficient	No	Correlation coefficient
1	0.865 *	1	0.806 *	1	0.758 *	1	0.815 *
2	0.765 *	2	0.837 *	2	0.729 *	2	0.701 *
3	0.854 *	3	0.888 *	3	0.731 *	3	0.833 *
4	0.765 *	4	0.860 *	4	0.769 *	4	0.834 *
5	0.743 *	5	0.834 *	5	0.708 *	5	0.798 *
6	0.825 *	6	0.763 *	6	0.764 *	6	0.825 *
7	0.804 *	7	0.749 *	7	0.729 *	7	0.766 *
8	0.736 *	8	0.732 *	8	0.831 *	8	0.921 *
9	0.741 *	9	0.741 *	9	0.823 *	9	0.974 *
10	0.822 *	10	0.722 *	10	0.844 *		
11	0.769 *	11	0.831 *	11	0.821 *		

12	0.723 *	12	0.822 *			
13	0.824 *	13	0.834 *			
14	0.764 *	14	0.834 *			
15	0.958 *					
Total	0.867*	0.987*		0.888*		0.901*

\* Significant at 0.05 level

Table (2) reveals that correlation coefficient for emotions aspect ranged between (0.736 - 0.958), motivation aspect ranged between (0.722 - 0.888), communication aspect ranged between (0.708 - 0.884), and empathy aspect ranged between (0.701 - 0.974), which point out significance of all correlation coefficients between each individual phrase and its aspect's total and between total aspect's marks and total

def-mute emotional Intelligence questionnaire's marks, which proof phrases valid representation of the aspects.

Emotional Intelligence Questionnaire's Reliability:

The reliability coefficient was calculated using test/re-test method on the (8) learners represent the pilot sample in the period from April 1<sup>st</sup> to April 15<sup>th</sup>, /2014, Table 3 illustrates this.

**Table (3)**

**Mean, standard deviation and the correlation coefficient between first and second applications of Emotional Intelligence questionnaire (n=8)**

Aspects	first application		second application		Correlation coefficient
	Mean	SD	Mean	SD	
Agitation Management	14.39	1.63	15.11	1.88	0.887 *
Motivation	12.67	1.78	13.08	1.64	0.876 *
Communication	10.77	2.01	11.64	1.97	0.923 *
Empathy	8.97	0.97	9.13	1.04	0.834 *

\* Significant at 0.05 level

Table (3) results reveal that correlation coefficient values ranged between (0.834 - 0.923), which indicates presence of statistically significant correlation **Deaf-mute emotional intelligence questionnaire's final form:**

After confirming questionnaire's validity and reliability the final form of the questionnaire consisted of (49) phrases distributed among the four aspects using triple response scale (often - sometimes - never) and take the values (3.2.1) and aspects are as follows:

- First Aspect: Emotions (15 phrases)
- Second aspect: Motivation (14 phrases)
- Third aspect: - Communication (11 phrases)
- Fourth aspect: empathy (8 phrases)

### 3- The proposed educational program's content:

The program's aimed at skills investment and employing them to do simple works in life.

**The program's behavioral objectives:** the researcher worded the general objectives of the proposed educational program's content in the form of behavioral objectives which can be observed, measured, and accurately described illustrating various performance forms expected from learners as follows:

**Cognitive objectives: by the end of the program learners should recognize:**

between the first and second application for all questionnaire's aspects indicating that they are with high reliability coefficient.

- Their strengths areas and work to develop them, decision-making and social behavior, common terminology and concepts used, some of the rules and laws related to their study in simplified manner (practicing their legitimate rights)

**- Skill goals: by the end of the program learners should be able to perform:**

- Skills required according to area of specialization, professional performances required, to focus on the remaining capacity, participate in community life, achieve economic sufficiency through work and engage in a profession.

**Affective objectives: by the end of the program learners could feel:**

- Happily participating with colleagues, to respect other colleagues' performance, cooperate with colleagues to goodly achieve the required, self-realization through good practices, a sense of satisfaction in practice with colleagues.

**Proposed educational program's educational tasks of the:**

**Activities carried out by teacher:**

- **Before program start:** Clarification of educational activities to be learned and emotional Intelligence performance with total contact method with the help of teaching aids and use of computers.

- **During program teaching:** clarify learning aspects and observe learners' performance, direct them, correct their performance errors and answer questions that may arise during implementation, using total contact method.

- **After completion of program teaching:** hold a meeting with learners who represent research sample to know how much skills and knowledge in specialization area they have gained and how can this be employed in public life.

**Activities carried out by the learners:**

- Learners should view different skills situation through computer (video clips - illustrations) before program start with at least (15 minutes),

perform skills correctly, acquisition of social behavior aspects presented by the teacher.

**Research experiment implementation:** (18) educational units were applied (3 educational units weekly); i.e. total program duration were (6) weeks; each unit duration is two hours.

**Statistical analysis**

Data were examined using a computerized statistical package (SPSS). Differences between two groups measurements were analyzed using T-Test. and Correlation between variables was assessed by a Pearson's correlation, Significance was accepted at  $p < 0.05$  level.

**Results**

**Table (4)**

**Differences between pre and post measurements post for experimental group in educational content and Emotional Intelligence**

n = 12

Test	Pre-measurement		Post-measurement		"T" value	Improvement ratios (%)	
	Mean	SD	Mean	SD			
Educational content	Reading (literacy)	0.333	0.4924	0.6667	0.4924	0.1491	100.1
	Writing (literacy)	0.2500	0.4523	0.6667	0.4924	2.907*	166.67
	Computer	0.2500	0.4523	0.5833	0.5149	2.264 *	133.32
	drawing	0.333	0.4924	0.6667	0.4924	2.236*	100.03
	Fine Arts	0.2500	0.4523	0.6667	0.4924	2,907 *	166.67
Emotional Intelligence	265.77	4.58	302.19	6.81	17.56 *	122.92	

\* Significant at 0.05 level

**Discussion:**

Table (4) results point out the presence of statistically significant differences between pre and post measurements for research experimental group in educational content tests and emotional intelligence in favor of post measurements , where calculated T values ranged between (0.1491- 17.56), and the improvement percentage ranged between (100.1- 166.67)

The researcher attribute this to total contact effectiveness through the educational program in improving the educational content as the nature of skills learned performance requires clarification of performance details and its stages, total connect method helped to achieve this by integrating different communication patterns: linguistic, expressive movements, sign language patterns, lips reading and fingers spelling with what commensurate with the needs and circumstances of deaf-mute and taking into account individual differences among them; and in particular that

some learners may not know a certain method used by the teacher (a specific communication, manual method for example), which does not help them to understand the nature of educational content (under study) performance and therefore does not help to improve their level, therefore using several ways to connect and integrate them in what is known as total contact method help to achieve a good learning level of skills learned.

The researcher also believes using collaborative learning helped deaf-mute learners in innovation, love, responsibility and caring for others in addition to formation of best friendships and social relations, as both emotional intelligence and collaborative learning helps to achieve communication and coping with others

That is what required by collaborative learning and needed by deaf –mute learners as this process is the essence of social life and the continued success of deaf-mute students in interaction with community around



them is the most important main object behind upbringing them.

This is consistent with what referred by Ahmed (2006) that use of collaborative learning strategy that addresses individual differences problem among students in same class where using it lead to marked improvement for students with low achievement, followed by medium and then excelling as student achievement, retain information, motivation to learn, self- trust and perseverance increase.

Researcher also attributes this to what dictated by collaborative work of responsibility sense and the importance of giving maximum effort to fulfill a common achievement toward the goal with ease of collection burden unlike pre measurement where they not had those opportunities (reduce collection burden - collective partial responsibility - integration and coordination of efforts) this may be one of the reasons for outweigh level in post measurement. Working in groups as an organization is new to learners which give an atmosphere of friendliness, cooperation, and motivation. In addition to carrying each schoolgirl responsibility of teaching part of the learning material which increased self-confidence and thus contributed to increase of its educational content skills achievement.

Qarscham (2004) confirmed that one of the most important educational demands of proper growth of deaf student is to provide an opportunity for him to take responsibility, learn how to serve himself and others, as well as allow him to participate in collective action and development of his self-confidence by express his point of view and to take his own decisions.

Researcher return the correlation between the program and the progress in emotional intelligence level to that deaf-mute learners is not much different from the ordinary learner in terms of attention, obedience and order, but they differ in terms of leadership and the ability to adapt to society conditions and are characterized by tendency toward isolation and lack of adjustment with life conditions. Proposed program of deaf -mute learners presented an educational climate able to develop emotional intelligence aspects.

Martinez (1997) study results pointed out that emotional intelligence has been positively correlated with direction towards the goal, adaptation, life satisfaction and ease depression symptoms, as well as that the emotional intelligence has a strong influence on establishment of successful relationships, ability to cope with problems and self-control.

Emotional intelligence leads to focus, excellence, decision-making, give the right opinion and lack of response to first frustration that occurs when learning new skills. Learners who have emotional intelligence are more responsive towards the life events than others as they have the skills of role play and thus

positive emotions are generated to help them thinking and be more alert to the details and errors discovery and information auditing.

Researcher argues that collaborative learning is an approach contains small groups working together as a team to solve a problem and complete the task to achieve common goal; each one is part of the team and team success or fail involve all members. Deaf-mute learners need to form behavioral values, instilling positive attitudes towards society, accept others, and work to form friendships.

Abdul Hamid (1999) argues that the collaborative learning task characterized by interdependence rather than independent where the group has to complete one sheet, and so all students complete their tasks as a team which requires that the teacher teaches important social and collective skills that develop successful social relations and enable students to work effectively with others.

Table (4) results also indicate presence of positive improvement percentage between post and pre measurement in all the variables and emotional intelligence.

Researcher attribute this progress to that using collaborative learning for teaching variables under consideration allow to help associates on proper performance and prove them and thus cooperation between learners within the group by helping to proper performance and exchange of specific educational roles; therefore the educational experience acquired is all group experience, not an individual experience .

It is known deaf-mute learners lack many experiences that destitute them from knowing action results or reactions by others; they also deprived from verbal reinforcements enjoyed by normal person and this is what collaborative learning presented to them.

indicated Omar &Galal (2008) noted that the collaborative learning is characterized by lack of teaching load as more than one student involving to take responsibility through small groups with different levels of abilities cooperate with each other and interact and everyone in the group is responsible for learning and help his colleagues on learning and group success in accomplishing tasks assigned to it;this in turn lead to increased self-confidence and providing positive experiences

as this effective interaction develop positive personal and social skills

#### **Conclusions:**

- The proposed program, using total contact method positively and effectively contributed to learn the educational content for deaf-mute learners.
- There were statistically significant differences between pre and post measurement of skills learned in the educational content as total contact method led to

better learning outcomes than the regular method used, as well as the proposed total contact method educational program using collaborative strategy led to statistically significant results in emotional intelligence developing for deaf-mute learners.

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- There were positive improvement percentage between posty and pre measurements in educational content performance and in emotional intelligence