

The Relationship Between Emotional Intelligence and Adjustment in Deaf

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ABSTRACT

This study aims to examine whether there is a relationship between emotional intelligence and adjustment in deaf people. The method used is a quantitative method. The sample in this study were 60 deaf people, the sample was taken using a purposive sampling technique and the analysis technique used the product moment correlation technique. From the results of data analysis, a correlation value of 0.674 was obtained with a very significant value of 0.000 ($p < 0.01$). This shows that there is a positive relationship between emotional intelligence and adjustment in the deaf. The higher the emotional intelligence, the higher the self-adjustment of the deaf, the lower the emotional intelligence, the lower the self-adjustment of the deaf.

Keywords: emotional intelligence, adjustment, and deaf people

INTRODUCTION

Every human being created by God is different, no human is perfect in this world. Each human being must have its own strengths and weaknesses, both in terms of physical and psychological. However, every human being wants to look perfect without any flaws in him. This of course makes every individual want perfection so that society does not take it for granted. As is often experienced by persons with disabilities, most people view persons with disabilities from their limitations. One of them is what is experienced by individuals with hearing disabilities or commonly called the deaf. If someone is deaf, what society sees is their difficulty in hearing and speaking. Society seems to forget that

behind its status as a deaf person is also a complete human being, just like the others, who has the potential and right to develop (Muharam, 2014).

Deafness is a state of hearing loss which results in a person being unable to perceive various stimuli, especially through the sense of hearing. Individuals with hearing loss (deaf) often experience their own problems. The main problem of individuals with hearing impairments is in terms of communication. Deaf people often experience problems in understanding spoken or written language, causing deaf people to often interpret something negatively or wrongly and that often becomes pressure for deaf people (Somantri, 2006).

Based on the Data and Information Center of the Ministry of Health of the Republic of Indonesia (2014) hearing disabilities occupy the third position after disabilities of more than one type (multiple disabilities) and visual disabilities. The total percentage for disabilities is 7.87% of the total disability in Indonesia. The 2010 population census data processed by the Central Bureau of Statistics (BPS) found 2,568,224 people with mild hearing disabilities and 459,047 people with severe disabilities in Indonesia. The results of these percentages show that not a few people have hearing disabilities or are deaf.

The problem for deaf people is in terms of communication, because of their limitations in communicating. Deaf people experience obstacles in their speech and language processes caused by their hearing disorders.

As a result of the delay, the development of speech and language of the deaf will experience delays and difficulties in matters related to communication. The main obstacle for deaf people in the communication process is poor vocabulary and not fluent in speaking. This is caused by important tools for understanding language, namely the sense of hearing does not function properly. This situation causes the deaf to experience difficulties in the adjustment process (Haenudin, 2013).

Although deaf individuals have limitations in terms of communication, deaf people are the same as other humans who are social beings who need to be together with other people. However, because of these limitations, deaf people often experience difficulties in adapting themselves to their environment. This is because the environment views individuals with hearing impairments as individuals who have deficiencies and judges them as someone who lacks work. With such an environmental assessment, deaf individuals feel really less valuable, and of course this has a big influence on the development of their social functions (Somantri, 2006).

To deal with these situations, it is necessary to adapt to the deaf. According to Fudyartanta (2002) self-adjustment is the process and result of individuals or groups of people facing new situations in their environment so that their behavior can be accepted in living together with the surrounding community. Self-adjustment occurs throughout the process of human life, from birth to death. During this adjustment process, it is not uncommon for humans to experience obstacles in themselves and in others. This is of course related to childhood experiences that have an influence in shaping behavior and adjustments in life later on. The factors that influence self-adjustment according to Soeparwoto (2004), namely internal conditions (motives, self-concept, achievement, attitudes, intelligence and interests, and personality) and external (family, school conditions, peer groups, and social prejudice).

When viewed from a physical perspective, deaf individuals are no different from individuals in general. However, as a result of deafness, deaf people have unique characteristics, which are clearly different from other normal human beings in terms of physical, language and speech, personality, as well as emotionally and socially. This certainly affects the adjustment of individuals with hearing impairments (Haenudin, 2013).

Sunarto and Hartono (2008) state that one of the characteristics of good adjustment includes being physically healthy and psychologically comfortable. Good physical health means that individuals are free from health problems such as headaches, allergies, sexual dysfunction, pain in parts of the body, problems with decreased appetite or physical problems caused by psychosomatics, while psychological comfort means that individuals feel psychological comfort free from symptoms. psychological disorders such as anxiety, depression, and emotional disturbances. Deaf people who have problems adjusting themselves, of course, will feel psychologically uncomfortable. This can be seen from the deaf person himself who feels less valuable because the environment around him judges the deaf person based on his shortcomings, where the drawback is that it is difficult to communicate with other people. This of course results in deaf people feeling alienated from their environment. Deaf people are able to see all events, but are unable to understand and follow them thoroughly, causing unstable emotions, suspicion, and lack of confidence, and this has an impact on their psychology (Haenudin, 2013).

Also, individuals with hearing impairments often experience pressure in their emotions. This emotional pressure occurs due to the poverty of the language they have, individuals with hearing impairments cannot explain or express what they want properly and do not understand what other people are saying. This situation can certainly cause individuals with hearing impairments to

display self-closing attitudes, act aggressively, or otherwise show indecision and doubt, and this will hinder their social development. So individuals with hearing impairments need to improve their emotional intelligence (Somantri, 2006).

According to Goleman (2018) emotional intelligence is an important factor in adjustment. Emotional intelligence is an ability such as the ability to motivate oneself and withstand frustration, control impulses and not exaggerate pleasure, regulate moods and keep stress from paralyzing the ability to think, empathize and pray. According to Goleman (2018), emotional intelligence consists of five aspects, namely the ability to recognize one's own emotions, manage emotions, motivate oneself, recognize other people's emotions (empathy), and foster social relationships.

According to Suparno (2001), the emotional and social characteristics of deaf people are that they like to interpret things negatively, are unable to control their emotions so that their behavior tends to be aggressive, have feelings of inferiority and feel alienated, and have feelings of jealousy because they are not treated fairly and it is difficult to get along. With emotional intelligence, individuals are also able to build good relationships with other people and easily recognize emotions in other people and be considerate. Deaf people who have good emotional intelligence will certainly affect their adjustment (Goleman, 2018).

The relationship between emotional intelligence and self-adjustment is supported by Adeyemo's research (2009) which shows that there is a significant relationship between emotional intelligence and self-adjustment, in which high emotional intelligence translates into a high average value in self-adjustment. The research by Singh and Bhardwaj (2016) shows that there is a relationship between emotional intelligence and adjustment, by clarifying that emotional intelligence is very important in determining sportsman's adjustment. Furthermore, according to research by

Amin, Patel, and Sivastava (2016), it shows that there is a relationship between emotional intelligence and adjustment in adolescents, but there is no significant difference between female and male adolescents.

Based on the explanation previously described, the hypotheses that can be developed in this study are (1) emotional intelligence has a relationship with self-adjustment, (2) emotional intelligence has no relationship with self-adjustment.

RESEARCH METHODS

The population in this study were deaf people, with a sample of 60 respondents, who are deaf people who have education equivalent to junior high and high school.

In this study, emotional intelligence for the deaf was measured using the Salovey scale (in Goleman, 2018) which includes five aspects, namely the ability to recognize one's own emotions, the ability to manage emotions, the ability to motivate oneself, the ability to recognize other people's emotions (empathy), and the ability to build social relationships. This emotional intelligence scale contains 23 statements. One example of an item for the aspect of the ability to recognize self-emotions is "I know the feelings I'm experiencing". This scale has very inappropriate to very appropriate categories and a score range of 1-4. Item consists of positive statements (favourable) and negative statements (unfavorable). Based on the results of the discrimination power test conducted on the emotional intelligence scale, it is known that out of the 23 items used, 6 items were dropped. The correlation range of items that have good item discrimination ranges from 0.311 to 0.660. The reliability of this measuring instrument is $\alpha = 0.880$.

In this study, self-adjustment for the deaf was measured using Aisyah's (2015) scale which refers to Kartono (2000) which includes two aspects of adjustment, namely personal and social adjustment. This self-adjustment scale contains 20 statements. One example of an item for the aspect of

personal adjustment is "I am able to accept the flaws in me". This scale has very inappropriate to very appropriate categories and a score range of 1-4. Item consists of positive statements (favourable) and negative statements (unfavorable). Based on the results of the discrimination power test conducted on the self-adjustment scale, it was found that 1 item was dropped out of the 20 items used. The correlation range of items that have good item discrimination ranges from 0.551 to 0.801. The reliability of this measuring instrument is $\alpha = 0.952$.

RESULTS AND DISCUSSION

The subjects used as this study were deaf people who had education equivalent to junior high school and high school totaling 60 people. In this study, researchers conducted two categorizations of emotional intelligence and self-adjustment scales. The scale of emotional intelligence and self-adjustment in this study was categorized into five groups. The purpose of this classification is to place subjects into separate groups in tiers according to a continuum based on the measured attributes (Azwar, 2012). The categorization of the emotional intelligence scale can be seen in table 2, and the categorization of the self-adjustment scale can be seen in table 3 :

Table 1. Table of Categorization of Subjects on the Emotional Intelligence Scale

Variable	Range of Values	Category
Emotional Intelligence	$X < 34,5$	Very low
	$34,5 \leq X < 46$	Low
	$46 \leq X < 69$	Medium
	$69 \leq X < 80,5$	High
	$X \geq 80,5$	Very high

The emotional intelligence category is based on the distribution of the emotional intelligence scale with the empirical mean known on the emotional intelligence scale of 64.66 with the medium category.

Table 2. Subject Categorization Table on Self-Adjustment Scale

Variable	Range of Values	Category
Self-adjustment	$X < 28,5$	Very low
	$28,5 \leq X < 38$	Low
	$38 \leq X < 57$	Medium
	$57 \leq X < 66,5$	High
	$X \geq 66,5$	Very high

The self-adjustment category is based on the distribution of self-adjustment with an empirical mean of 55.15 with a moderate category.

This illustrates that deaf people are able to adjust well to their friends, teachers, and others. Self-adjustment is obtained by supporting factors such as friends, school conditions, and family, often individuals interact and receive support influencing individuals to accept their shortcomings and adapt to their environment. Deaf people who are active in activities certainly have more knowledge about themselves than those who are not. Deaf people are more able to accept themselves, fully realize who they really are, what their strengths and weaknesses are, and are able to act objectively according to their condition. This causes deaf people to become individuals who are not easy to hate, run away from reality or responsibility, are upset, disappointed or do not believe in their condition (Fatimah, 2008).

Table 3. Correlation Test Results

		EI	SE
Emotional Intelligence (EI)	Pearson Correlation	1	0,674**
	Sig. (1-tailed)		0,000
	N	60	60
Self-adjustment (SE)	Pearson Correlation	0,674**	1
	Sig. (1-tailed)	0,000	
	N	60	60

Based on table 3 of product moment correlation test results from pearson, it can be seen that the value of Sig. (2-tailed) for emotional intelligence variables and self-adjustment variables is 0.000 or less than 0.05 ($p < 0.05$). This means that there is a relationship between emotional intelligence and self-adjustment.

To see the direction of the relationship and how strong the relationship between emotional intelligence and self-adjustment can be seen from the Pearson Correlation value. Based on the table of Pearson correlation test results, an r value = 0.674 was obtained. The r value of 0.674 has no negative signs, so it can be said that emotional intelligence has a unidirectional and positive relationship with self-

adjustment. The definition of a unidirectional and positive relationship is that if there is an increase in emotional intelligence, then the tendency to adjust will also increase. Meanwhile, if emotional intelligence decreases, then the tendency to adjust will also decrease.

Based on the value of the correlation coefficient of emotional intelligence with self-adjustment obtained at 0.674, it can be said that the relationship between emotional intelligence and self-adjustment is strong. Based on the calculations made, that there is a very significant positive relationship between emotional intelligence and self-adjustment in deaf people with a positive relationship direction where the value of the correlation coefficient r of the two variables is 0.674 with a very significance value of 0.000 ($p < 0.01$).

Based on the above results, the hypothesis that states there is a positive relationship between emotional intelligence and self-adjustment can be accepted. A positive relationship shows that the higher the emotional intelligence, the higher the self-adjustment of the deaf person, and vice versa, the lower the emotional intelligence, the lower the adjustment in the deaf person. This is because emotional intelligence plays a positive role in self-adjustment. Individuals who have good emotional intelligence will have the ability to manage their emotions, so they become good individuals in adjusting, warm, persistent and optimistic. Deaf people when viewed from a physical point of view there is no difference from individuals in general. However, as a result of deafness, deaf individuals have distinctive characteristics. One of them is in terms of emotional and social. As a deaf person who often has high emotional turmoil, the ability to manage emotions is important so that he can adapt to his environment.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research that has been done, it is known that the hypothesis

proposed by the researcher is accepted, meaning that there is a significant positive relationship between emotional intelligence and self-adjustment in deaf people. This can be seen from the results of the empirical mean test of deaf people based on emotional intelligence of 64.66 which is included in the medium category and the empirical mean results of deaf people based on self-adjustment of 55.15 in the medium category. This shows that deaf people have emotional intelligence even in the moderate category.

Declaration by Authors

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