

## A Comparative Study of Adjustment and Emotional Intelligence of Deaf/Dumb and Blind Children

### Abstract

Adjustment is an important trait for happy living in a society. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Adjustment helps for self initiated growth and development along intellectual, emotional, social, physical and vocational dimensions. Adjustment refers to psychological process through which people manage or cope with the demands and challenges of everyday life.

For the quality of education in the schools, the adjustment and emotional intelligence of student is very much important. Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances like business, education and other social activities. In the present study, the researcher intended to study the adjustment and emotional intelligence of deaf/dumb and blind children .The findings of the study is that there is significant relation between adjustment and emotional intelligence. It is also found that the deaf/dumb children have better adjustment and they are emotionally more intelligent than the blind children.

**Keywords:** Adjustment, Emotional Intelligence, Specially Abled Condition, Deaf/Dumb and Blind.

### Introduction

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. According to Shafer "Adjustment is the interaction between a person and his environment." An individual is adjusted if he is adjusted to himself and to his environment.

Adjustment of a student is related to arrive at a balance state between his needs and satisfaction. Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction. The situation that offers few barriers compels the person to struggle to overcome them. The adjustment process is affected and modified by the individual's experiences.

There is a continuous struggle between the needs of the individual and the forces outside his environment. It consists in the reduction of the inner needs and strains. Individual needs differ from person to person and from time to time. Accordingly he adjusts himself in the immediate environment to meet his needs. If he is unable to adjust in the immediate environment he fails to have control over emotions and it results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment provide fundamental success in life.

For the quality of education in the schools, the adjustment and emotional intelligence of students is very much important as adjustment is dependent on the emotional intelligence of the children.

The term "Emotional intelligence" is created by two researchers- Peter Salovoy and John Mayer and popularized by Don Goleman . Emotional intelligence refers to the mental processes involved in the recognition, use, understanding and management of one's and others emotions, to discriminate among them and to use the information to guide one's thinking and actions.

To be emotionally intelligent, one must become proficient in the four areas of emotional intelligence-awareness, acceptance, action and attitude. Awareness means knowing what you are feeling. Emotion is a

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biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Action is the behavior we show based on emotion. Attitudes are beliefs attached to emotion.

### Dimensions of Emotional Intelligence

Four dimensions of emotional intelligence are----

#### Understanding Emotions

An individual's capacity to identify emotions in one's and others physical states and thoughts.

#### Understanding Motivation

A high achievement drive together with the tendency to be optimistic and take initiative.

#### Empathy

Ability to identify oneself mentally with others and to understand a person or thing accurately and read how other people feel, understand their perspectives, develop others, leverage diversity, read the mood of a group, discern political realities and a tendency to take an interest in the lives of others.

#### Handling Relations

To be able to manage and handle relations with others in a better way.

#### Significance of the Study

Children need security and love from the teachers. Encouragement, motivation and support provided by teachers help child in achieving higher goals and in shaping destiny. Emotional intelligence of children helps in adjustment with any new environment. This proposed study will make teachers and parents enable to know the adjustment problems of specially abled children and their emotional intelligence. This study also aims at sensitizing teachers with respect to children's needs and expectations. This study would further help teachers and parents to know the problems of specially abled children along with their emotional intelligence and thus it will help them in solving the problems of specially abled children.

### Aim of the Study

1. To study the adjustment of deaf/dumb and blind children.
2. To study the emotional intelligence of deaf/dumb and blind children.
3. To study the correlation between adjustment and emotional intelligence.

### Hypothesis

1. There is significant difference between adjustment of deaf/dumb and blind children.
2. There is significant difference between emotional intelligence of deaf/dumb and blind children.
3. There is significant correlation between adjustment and emotional intelligence.

### Research Methodology

#### Research Method

Descriptive research method is used for the study.

#### Sample

A sample of 200 deaf/dumb and blind children.

#### Research Design

Ex-post-facto research design is used for the study.

#### Sampling Technique

To select the sample from the population purposive sampling is used.

#### Tool Used

1. Bell's Adjustment Inventory by R. K. Ojha.
2. Emotional Intelligence Scale by Dr. Arun Kr. Singh and Dr. Shruti Narain.

#### Statistical Techniques Used

1. Mean and S.D. is computed from the data.
2. 't' test

### Analysis of Data

Table 1

Data Related to Differences of Mean Scores of Adjustment of Deaf/Dumb and Blind Children

Areas of B.A.I.	N=100(deaf/dumb)		N=100(blind)		't' value	Significance
	Mean	S.D.	Mean	S.D.		
Home	9.69	1.212	9.51	1.124	1.089	0.277
Health	8.39	1.188	8.84	1.509	-2.343	0.020*
Social	14.91	3.571	16.30	2.125	-3.345	0.001*
Emotional	11.01	2.468	11.02	2.030	-0.031	0.975

From the table above it is observed that the 't' value in the area of Health and Social is found to be significant. So, we can say that visually and speech impaired children differ significantly in their social and

emotional adjustment. Further we can say that deaf/dumb children possess better adjustment than visually impaired children.

Table 2

Mean Scores of Emotional Intelligence of Deaf/Dumb and Blind Children

Area of E.I.	N=100(deaf/dumb)		N=100(blind)		't'	Significance
	Mean	S.D.	Mean	S.D.		
Emotion	3.41	1.212	3.32	0.490	1.197	0.233
Motivation	5.64	1.188	5.27	0.802	3.080	0.000**
Empathy	7.63	3,571	6.94	1.108	4.441	0.000**
Handling Relation	7.06	2.468	5.56	0.998	3.685	0.000**
Total	23.74	2.223	22.09	2.288	5.172	0.000**

It is observed from the table that the 't' value is significant in the areas of Motivation, Empathy and Handling relation. The result of 't' value reveals that there is significant difference between the Emotional Intelligence of deaf/dumb and blind children.

**Table 3**

**Correlation between Adjustment and Emotional Intelligence**

	Emotion	Motivation	Empathy	Handling Relation
Me	0.179*	0.022	0.097	0.021
Health	-.013	-.177*	-.131	-.376**
Social	-.040	-.368**	-.207**	-.526**
Emotional	-.097	-.497**	-.244**	-.632**

From the table above it is observed that there is significant correlation between emotional intelligence and adjustment in most of the areas. So we can say that emotional intelligence has an important role in adjustment.

1. \* indicates 0.05 level
2. \*\* indicates 0.01 level

**Findings**

The Findings of the study are as follows

1. Deaf/dumb children show more adjustment than the blind children.
2. Deaf/dumb children are emotionally more intelligent than the blind children.
3. Adjustment is correlated with emotional intelligence.

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