

# Emotional intelligence VS Self-Esteem: A Study of its Relationship among Hearing-Impaired Students

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**ABSTRACT:** This study examines the relationship between emotional intelligence and self-esteem of hearing-impaired students. Data from 163 hearing-impaired students were collected using simple random sampling at five polytechnics in Malaysia. The Bar-On Emotional Quotient: Short (EQ-i: S) instrument and the Rosenberg Self-Esteem Scale were utilised to explore the relationships between emotional intelligence and self-esteem. Elements of emotional intelligence comprises of intrapersonal, interpersonal, adaptability, stress management, and general mood. Findings exposed a positive significance correlations between self-esteem and emotional intelligence dimensions (interpersonal and general mood). The findings of this study will facilitate the education, family and society to create a supportive environment and encourage hearing-impaired students to have an awareness of their social environment.

**Keywords:** Emotional intelligence, self-esteem, hearing-impaired, polytechnic

## Introduction

Young adolescent is a stage of an individual face an unstable emotion, uncertain social values and status. In this period, the factors such as poor self-esteem and emotional interruption may cause psychological discomfort. Hearing-impaired students also have this issues during this lifespan. This statement was supported by Goodstein (2006), who was found that hearing-impaired face difficulty in manage and maintain their emotion. Thus, effect the process of develop and establish the functional of hearing-impaired society. According to Zeidner, Matthews and Roberts (2012) hearing-impaired who were so dependent and rely on help and care of others, contribute to less of reediness in independent life.

The independent lifestyle in college have a valuable moment for hearing-impaired students to flourish and embolden their psychological, social and emotion aspect of their life. The harmony on both psychological and emotional skills become a boost element for hearing-impaired to be successful in their life. In recent years, there has been an expend the number of research on hearing-impaired population in Malaysia. Nevertheless, the studies involve hearing-impaired population enlighten pathology aspect and concerned on employability of hearing-impaired, teaching and learning aspect. Accordingly, research on flourish and enhance the psychological aspect specific on emotional aspect and self-esteem are essential (Polat, 2003; Valentine & Skelton, 2007)

Emotional intelligence are comprise of emotional, individual and social abilities. It encompass the competency of an individual to manage their relation with others, regulate emotions and efficiently solved their problem (Lukomski, 2007). Furthermore, Mulcahy (1998) indicate the hearing-impaired individual's self-esteem may influence by an element of emotional intelligence such as interpersonal skills and social skills. Peterson and Slaughter (2006), and Rieffe (2011), indicate that the research focalize on hearing-impaired emotional intelligence and emotion regulation are limited.

Based on the literature, social relationships and emotional played an important role and influenced the hearing-impaired self-esteem. Apparently, the hearing-impaired can affect various aspects of life in some individuals, their families and society. However, research on relationship between emotional intelligence and self-esteem specifically among hearing-impaired in Malaysia is lacking and further studies are needed to support it. Therefore, accomplishing this study expands the knowledge of self-esteem and emotional intelligence as well as hearing disabilities and special education study in Malaysia.

In this study, emotional intelligence was defined based on Bar-On (1997) EQ-i:S instrument. The intrapersonal, is the hearing-impaired self-regard, emotional self-awareness, assertiveness, independence, and self-actualization. The hearing-impaired interpersonal, includes their empathy, social responsibility, and relationship with others. Meanwhile, their adaptability includes reality testing, flexibility, and problem-solving. Their stress management refers to how they tolerate with stress and impulse control. Finally, hearing-impaired general mood refers to their optimism and happiness thoughts. In terms self-esteem, the operational definition was based on Rosenberg (1979), who defines self-esteem as a worthiness of a person as a human being.

The purpose of this study was to examine the relationships between self-esteem and emotional intelligence dimensions. The hypotheses developed to this particular study are as follow;

H1: Hearing-impaired intrapersonal dimensions is significantly related to self-esteem.

H2: Hearing-impaired interpersonal dimensions is significantly related to self-esteem.

H3: Hearing-impaired adaptability dimensions is significantly related to self-esteem.

H4: Hearing-impaired stress management dimensions is significantly related to self-esteem.

H5: Hearing-impaired general mood dimensions is significantly related to self-esteem.

## **Literature Review**

Studies done by Ciarrochi, Chan and Caputi (2000), and Schutte, Malouff, Simunek, Hollander, and McKenley (2002) revealed that self-esteem and emotional intelligence were correlated positively, with emotional intelligence being associated with positive mood and higher self-esteem.

Jambor and Elliot (2005) found that students with hearing impairment have difficulty in building social relationships and handling their own emotions. The findings have reiterated the parents

or guardians of hearing-impaired, which plays a vital and crucial role, and contribute toward hearing-impaired emotional development. Moreover, Lesar and Vitulič (2014) study that focuses on the self-esteem of hearing-impaired students from Slovenia found that hearing-impaired students achieved moderate scores in self-esteem dimension.

An interesting study by Fellingner, Holzinger, Sattel and Laucht (2008) compared the quality of life and mental health in a representative sample of hearing-impaired. Results showed that there are differences in hearing-impaired concerning behavioural problems, emotional problems, and peer problems. Therefore, to reduce the problem of social isolation, researcher recommend a specific training program and concentrate on the improvement of a positive self-concept (self-esteem) and social skill.

Shahida et al. (2012) revealed that students with hearing impairments have difficulty in constructing social relationships and managing their own emotions. The study extends to measure hearing-impaired ability on recognizing their own emotions, how they manage emotions, motivation, recognizing the emotions of others, and establishing social relationships. A study on hearing-impaired that investigates the relationship between emotional intelligence social skills and self-esteem with family communications was conducted by Ataabadi, Zahra and Moradi (2013). The results showed that family communication construct was significantly associated with hearing-impaired emotional intelligence and self-esteem.

Hearing-impaired excelling in social interaction and relationships were raise by strengthen and stabilize their emotional and self-esteem aspect. As a result an effective communication and interaction may build the hearing-impaired potential in academic achievement and social relation. Thus, it will be great to investigate the hearing-impaired emotional intelligence and self-esteem.

**Conceptual framework**

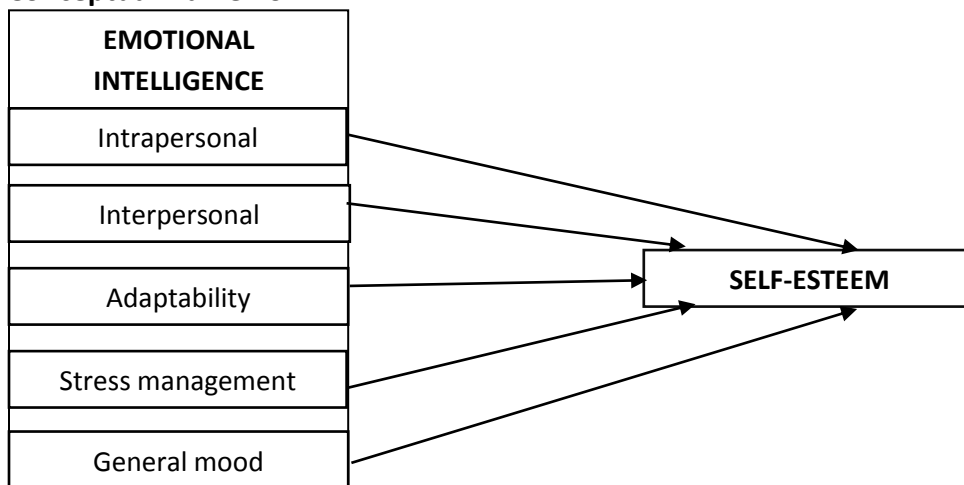


Figure 1  
Conceptual framework

## **Methods**

### **Research Design**

The cross-sectional design was used to examine the relationship between the variables of emotional intelligence and self-esteem. The main reason for choosing a quantitative method for the cross-sectional correlational survey design was due to the required degree of generalization of results. The rationale for this research stems from the fact that the design allows researchers to examine various variables.

### **Samples**

Samples for this study consisted of students with hearing-impaired from five polytechnics in Malaysia. The participating students were identified as students with hearing disabilities by their polytechnic and are currently receiving special education services at their polytechnic. The samples consisted of both male and female students. For this study, the samples were selected through simple random sampling technique. A random size of 163 samples were taken based on Krejcie and Morgan, (1970) table, from a population size of 198.

### **Instrument**

To measure emotional intelligence, the Bar-On Emotional Quotient: Short (EQ-i:S), an instrument built by Bar-On in 1997 which was translated by Ahamd Marzuki et.al (2012) was utilized. The EQ-i:S instrument contains 51 items, which includes five major scales. The scale of the EQi:S are intrapersonal, interpersonal, adaptability, stress management and general mood with cronbach alpha of between 0.67 to 0.80. The instrument used a five-point likert scale type responses.

The Rosenberg self-esteem Scale (Rosenberg, 1965), which comprised of 10 items with four points likert scale with the Cronbach's alpha 0.82 was utilised in this study to measure self-esteem of the hearing impaired. In this study, the Rosenberg self-esteem scale has been translated by Mohd Jamil (2006).

### **Data Analysis**

SPSS Statistic version 21 was performed to analyse the data. The Pearson correlation analysis was conducted to investigate the relationships between the predictive variables which were emotional intelligence elements (intrapersonal, interpersonal, adaptability, stress management and general mood) and self-esteem as outcome variable.

## **RESULTS AND DISCUSSION**

In this section, table 1 revealed the relationship on emotional intelligence dimensions and self-esteem.

**Table 1**

*Correlation between emotional intelligence dimensions and self-esteem*

Variable	1	2	3	4	5	6
Self-Esteem	1					
Intrapersonal	-.13	1				
Interpersonal	.31**	-.23**	1			
Adaptability	.07	-.29**	.51**	1		
Stress Management	.06	.68**	-.19*	-.34**	1	
General Mood	.26**	-.05	.51**	.42**	-.00	1

\*\*  $p < .01$ , \*  $p < .05$

The results found self-esteem positively correlated with interpersonal and general mood. Interpersonal and general mood were related significantly to self-esteem at small but definite relationship level with ( $r = .31, p < .05$  and  $r = .26, p < .05$ ). These results indicated that there were positive relationships between interpersonal and general mood with self-esteem.

Findings explain that an increases in interpersonal and general mood were correlated with increases in self-esteem. However, increases in intrapersonal, adaptability and stress management were not correlated with increases in self-esteem. Thus, hypotheses H2 and H5 were accepted, whereas hypotheses H1, H3 and H4 were rejected.

The results partially supported Marquez, Martin and Brackett (2006) study that emotional intelligence was positively correlated with student’s self-esteem. Hearing-impaired students in polytechnic were using sign language to communicate with each other. This skill may help them to express their emotion, feeling and building a relationship with other peers and lecturers, thus enhancing their self-esteem. According to Salovey and Mayer (1990), emotional intelligence consists of appraisal of emotion in the self and others, expression of emotion, regulation of emotion in the self and others, and utilization of emotion in solving problems. Therefore, to embolden hearing-impaired self-esteem, education authority and family need to enhance emotional intelligence elements (interpersonal and general mood).

**CONCLUSION**

Emotional intelligence and self-esteem of hearing-impaired students at polytechnics revealed that self-esteem and emotional intelligence dimensions which are intrapersonal and general mood were positively correlated with self-esteem. Thus, some suggestions are provide to enhance the emotional intelligence and self-esteem level are recommended. Activities which involved normal hearing students at polytechnics, hearing-impaired family and community are highly recommended to establish the relationship between hearing-impaired students and normal hearing community. The activities may heighten and sustain the interaction between normal hearing community and hearing-impaired students, therefore increase the opportunity to communicate each other. Therefore, boundary between normal hearing people and hearing-impaired students will eliminated. Finally, this supportive environment will make them feel

equal to others. The education authorities should take crucial action in build and widen the hearing impaired students' efficiency by establish their emotional intelligence and self-esteem.

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