

“A COMPARATIVE STUDY OF PERSONALITY TRAITS AMONG HEARING & SPEECH IMPAIRED STUDENTS AND NORMAL STUDENTS IN DAKSHIN DINAJPUR DISTRICT OF WEST BENGAL: A SYNOPSIS”

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ABSTRACT

To develop social & economic condition of the country, it is important to mainstream special children with normal ones. For these we need to know the varied personality traits and behaviours of the hearing and speech impaired students for better understanding the proper mainstreaming. The present paper thus focuses on “A comparative study of personality traits among hearing & speech impaired students and normal students in Dakshin Dinajpur district of West Bengal: A synopsis.” The present study is conducted with the objectives to study, the different traits of personality of the hearing and speech impaired with the help of administration of the tool –14 Personality Factors of Cattell H.S.P.Q. (High School Personality Questionnaire) (Hindi version by Kapoor and Mehrotra 1967). It implicates an attempt to know the particular fields of personality of hearing and speech impaired students in respect to the normal one’s where they lag behind in providing their fields of achievement and adjustment for opportunities and dignity, equal concern and respect.

Key Words: Personality traits, hearing impaired, speech impaired, normal students, Cattell 14 P.F., Dakshin Dinajpur

LINTRODUCTION

The word “Personality” is originated from the Latin word ‘Personare’ which means as ‘Producing sound’. The word “Personality” also expresses sound of a character in ‘mask. The word ‘Persona’ was used in ancient time in expressing a person’s deeds.

It is a well-known fact that no two individuals are alike. They differ from each other in various aspects. The experience encountered in childhood in great measure from the foundation of personality, which will be manifested by a given individual later in life. These experiences when translated in terms of class room are interpersonal relationships involving pupil and teacher as well as pupil and classmates. He is expected to be a

related balanced personality, perfectly sound in body and mind. He must be a man of high character. He should be capable of understanding the potentials about himself.

Good activities help the student in developing the balanced personality. Personality of a student plays an important role in shaping the behavior of the society having a balanced personality. Student can develop different qualities and values in the society. Emotionally disturbed student is a source of frustration for the other while dedicated and intellectually active student is a source of attraction for the others.

Justification of the problem:

Personality traits describes the:

- mental organization
- dynamic ,internal and developmental
- sum total of potential behaviours and human character
- unique adjustment to the environment

Thus knowledge about the personality traits of hearing & speech impaired students & its comparison with the normal one is important to know the way of better mainstreaming.

Operational Definitions

Speech Impairment: Speech disorders or speech impediments are a type of communication disorder where 'normal' speech is disrupted. This can mean stuttering, lisps, etc. Someone who is unable to speak due to a speech disorder is considered mute.

Hearing Impairment: Hearing impairment is a partial or total inability to hear. A deaf person has little to no hearing. Hearing loss may occur in one or both ears. In children hearing problems can affect the ability to learn spoken language and in adults it can cause work related difficulties. In some people, particularly older people, hearing loss can result in loneliness. Hearing loss can be temporary or permanent.

Personality: R.B.Cattell defined, "Personality is that which permits a prediction of a person what will he do in a given situation."

Personality Traits: Cattell defined, "Trait is a mental structure or an interference which is made from observed behavior-accounts for regularity or consistency in the behaviour."

II.REVIEW OF LITERATURE

Reviewing the literature includes identifying all the relevant published material in the problem studied and reading that part of it which develop the foundation of ideas and results on which the study will be built and understood.

The primary objective of the research, "A Study of Differential Personality Traits in Intellectually Superior, Average and below Average students, Suri, S.P. (1973). Kurukshetra University, Survey in Education,

M.B.Buch, Study no.263 P.202” focuses on the studies of the personality traits in intellectual superior, average and below average students. He found that superior students were different from average and below average. They were found to be more intelligent, emotionally stable, assertive and tough-minded.

The purpose of the research, “Studied personality characteristics of sociometrically over average and choosed students, Shukla. (1983).” results showed that the over chosen possessed socially desirable and under chosen undesirable traits in seven out of fourteen factors. Significant differences among groups were also observed on these factors.

The focus of the study, Pal, S.K. compared selected personality traits of students of engineering law and teaching faculties and investigated the distinguishing personality traits of each group. He concluded that significant differences do exist among engineering, law, medical and teaching students of personality variables.

Mathur (1974) studied the personality pattern of 13 (age) students representing various levels of intellectual ability. The finding of the study has emerged in the form of a suitable scoring manual which can be used by the class-room teachers or counselors to interpret children’s paintings for purposes of prediction and guidance.

The aim of the research, “Personality Traits of Profoundly Hearing Impaired Adolescents with Cochlear Implants – A Comparison with Normal Hearing Peers, Boerrigter, M., Vermeulen, A., Marres, H., & Langereis, M. (2018, Feb, 20).” doi:10.3389/fpsyg.2018.00161.” was to compare the personality traits of adolescents with cochlear implants (CIs) to a reference group (normal-hearing peers). There was a significant influence of speech perception and language comprehension on this scale. In conclusion; personality traits that reflect social relations, self-conscience, and school- and task orientation in adolescents with CI are similar to those in normal-hearing peers.

III.OBJECTIVES OF THE STUDY

- To study the personality factors of hearing & speech impaired students.
- To study the personality factors of normal students.
- To compare the personality factors among hearing & speech impaired students and normal students.

Hypothesis:

- There is no significant difference between personality traits of hearing & speech impaired students and normal students.

Delimitation of the study:

- The study is to be delimited to the Dakshin Dinajpur district of West Bengal.
- The study is to be delimited among one high school and one special school.

- The study is to be delimited to 200 students only.
- The study is to be delimited to hearing & speech impaired students & normal students.

IV.METHODOLOGY

For the measurement of certain personality traits of hearing & speech impaired students and normal students, selection and definition of the problem survey of related information, its collection and reporting is done.

Descriptive Method:

For the present research descriptive method is used. It is a descriptive type of study that provides the deep insight to the psychometric methods of a test construction. It is concerned with the conditions or relationship that exists, process that are going on effects that are evident or trends that are developing.

Population:

All the hearing and speech impaired students and normal students are from district Dakshin Dinajpur, state West Bengal.

Sample:

Total 200 students have been selected randomly for this study.

Name of the School	No. of Students
Suchetana Abashik Pratibandhi Vidyalaya, Gangarampur, Dakshin Dinajpur	100
Daulatpur High School (H.S.), Daulatpur, Dakshin Dinajpur	100
Total	200

Procedure of the study:

It is concerned with the personality factor testing & identifications of the different traits of the personality factors with the help of Personality Factors of Cattell's test.

Tool:

For a comparative study of Personality Traits-14 Personality Factor of Cattell or H.S.P.Q. (High School Personality Questionnaire) (Hindi version by S.D.Kapoor and K.K. Mehrotra 1967) is used.

Description of. High School Personality Questionnaire by Cattell (H.S.P.Q):

An Indian adaptation of the Cattell's 14 PF in Hindi has been developed by S.D.Kapoor and K.K. Mehrotra (1967) having questionnaire measuring 14 dimensions of personality was found useful for the present study. The questionnaire has two forms namely A and B in which form A and B were parallel hence form B was selected for the purpose. Junior (Jr.) Senior (Sr.) High School personality questionnaire invented by Cattell (1962,1963) was designed to measure the 14 dimensions of personality of ages of 12 to 13 years school students. Each dimension measured by H.S.P.Q. has a technical name and an alphabetical symbol for reference, e.g. A, B, C etc. Each dimension is defined by two poles (extremes). Each pole of each factor describes the list of behaviours, presented to the left and right of the extreme opposite characteristics. In case of the measurement of personality high score or a low score in a test respectively does not always mean good or bad.

Administration of the test:

With the cooperation of the Head of the institution, the H.S.P.Q. Booklets were distributed to the students. The students were told it was a simple personality test. Important instructions were given and during the test meaning of difficult words were made clear. The test was completed within forty – five minutes.

Reliability and Validity of the test:

The research was on Indian sample thus the adapted 14 P.F. Questionnaire in Hindi is fairly reliable on various indices. The dependability coefficient is re - administered after so brief a time_interval that a trait itself is assured not to have changed (by maturation, learning or fluctuation).

Scoring procedure of the test:

There are total 142 questions asked in M.C.Q. pattern. The students were motivated to give one answer for each question. All the answer sheets were scored with the help of standardization table provided in the manual (Kapoor and Mehrotra, 1967). For every correct answer score is one and for every incorrect answer score is zero.

Analysis of data:

Analysis of data includes organization of data, studying of the tabulated material, determining the interesting facts to help in interpretation and drawing conclusion. Qualitative data have to be treated statistically to make the significance clear.

Statistical Technique:

- 1.Calculation of mean.
- 2.Calculation of S.D.
- 3.Calculation of 't' value

4. Testing the significance of 't' value

Level of Significance:

Here two level of significance of any statistics were considered viz. 0.05 and 0.01 levels. If the probability the value of statistics by chance where less than 0.05, it was considered significant at the level similarly when the probability was less than 0.01, it was considered significant at that level. Level of significance devoted the type to commit in rejecting a true null hypothesis.

Hypothesis Testing:

As a result of statistical analysis of the data their interpretation is drawn if there is or not any significant difference between hearing & speech impaired and normal student in factors of personality traits.

Data shown only for 4 Factors A, B, C, D of all 14 personality factors:

Showing the Mean, S. D., & 't' of 100 normal students and 100 Hearing & Speech impaired students on Factors A, B, C, D only among Cattell's 14 personality factors:

Personality traits	Hearing & Speech impaired students		Normal students		't' Test	Level of significance
	MEAN	S.D.	MEAN	S.D.	't' value	N.S./ S
• A	5.92	1.94	6	1.86	0.22	N.S.
• B	5.58	1.88	5.98	1.97	1.14	N.S.
• C	6.18	1.88	5.84	1.92	1.13	N.S.
• D	6.12	2.09	5.74	1.92	1	N.S.

FACTOR A: The mean score of hearing & speech impaired students is 5.92 and a normal student is 6 & 't' value is 0.22. There is no significant difference between hearing & speech impaired students and normal students in factor A.

FACTOR B: The mean score of hearing & speech impaired students is 5.58 and a normal student is 5.98 & 't' value is 1.14. There is no significant difference between hearing & speech impaired students and normal students in factor B.

FACTOR C: The mean score of hearing & speech impaired students is 6.18 and a normal student is 5.84 & 't' value is 1.13. There is no significant difference between hearing & speech impaired students and normal students in factor C.

FACTOR D: The mean score of hearing & speech impaired students is 6.12 and a normal student is 5.74 & 't' value is 1. There is no significant difference between hearing & speech impaired students and normal students in factor D.

These way the rest of the test has to be performed, administered, data collected & recorded & the thesis has to be developed under the guidance under my respected guide.

V.FINDINGS

There is no significant difference between hearing & speech impaired students and normal students in these factors. Thus both hearing & speech impaired and normal students have personality factors that are showing no diversion in population. The followings are the personality traits of respective 4 factors among the 14.

FACTOR A: The mean score in factor A indicates that hearing & speech impaired students are detached, cool and critical whereas normal students are warm hearted, easy going and participating. Since there is no significant difference between them, thus there may be a variation in the population where either both are outgoing warm hearted easy going and participating or both tends to be reserved detached cool critical.

FACTOR B: The mean score in factor B indicates that hearing & speech impaired students are concrete thinking and less intelligent whereas normal students are more intelligent, bright & abstract thinking. Since there is no significant difference between them, thus there may be a variation in the population where either both are concrete thinking and less intelligent or both tends to be more intelligent, bright and abstract thinking.

FACTOR C: The mean score in factor C indicates that hearing & speech impaired students are emotionally stable, faces reality, calm and mature whereas normal students are unstable, affected by feelings. Since there is no significant difference between them, thus there may be a variation in the population where either both are unstable, emotional and affected by feelings or both tends to be emotionally stable, faces reality, calm and mature.

FACTOR D: The mean score in factor D indicates that hearing & speech impaired students are excitable, impatient, demanding, overactive and unrestrained whereas normal students are phlegmatic temperament, undemonstrative, deliberate, inactive and stodgy. Since there is no significant difference between them, thus there may be a variation in the population where either both are under demonstrative, deliberate, inactive or both tend to be excitable, impatient and overactive.

This way the rest of the test has to be interpreted & resulted.

VI.EDUCATIONAL IMPLICATIONS

There are various educational implications by establishing a relationship between the hearing & speech impaired students and normal students and their personality factors the students can thus modify behavior pattern in the

relevant direction. The study is more useful for the students who may relate studies observing in different situations. Hearing & speech impaired students can arrange for the substitute in a more logical manner.

VII.FUTURE RESEARCH SUGGESTIONS

Seeing the present need there may be further studies also. Similar studies can be made in larger population, even among the girls, or in a backward ethnic group, or even in rural & urban regions.

VIII.CONCLUSION

It is important to mainstream special children with normal ones for the development of each & every children which will further develop the social & economic condition of the country. This study is an attempt to synopsis the particular fields of the hearing and speech impaired students in respect to their personality where they lag behind in providing their fields of achievement and adjustment. Personalities of individuals whether normal or special children are different from each other in various aspects.

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