



# ADMINISTRATION AND PROCEDURE OF TEST ON PERSONALITY TRAITS AMONG HEARING AND SPEECH IMPAIRED STUDENTS AND NORMAL STUDENTS IN DAKSHIN DINAJPUR DISTRICT OF WEST BENGAL

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## Abstract

*Personalities of individuals are different from each other in various aspects. To develop social & economic condition of the country, it is important to mainstream special children with normal ones. For that we need to know the personality traits and behaviours of the hearing and speech impaired students. The present paper thus focuses on “Administration and procedure of the test on personality traits among hearing and speech impaired students and normal students in Dakshin Dinajpur district of West Bengal.” The present study is conducted with the objectives to study, administer the tool, collect data, and assess the hearing and speech impaired girls and boys with normal students and its impact in all aspects about the knowledge for their personality, social and just life with better understanding as a whole. The study examines the different trait of the personality factors of the hearing and speech impaired with the help of administration of the test and tool. A comparative study of personality factors of deaf & dumb students and normal students of special & general high schools located in Dakshin Dinajpur district of West Bengal is done by. –14 Personality Factor of Cattell or 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 hearing and speech impaired students in respect to their personality where they lag behind in providing their fields of achievement and adjustment for opportunities and dignity that hearing and speech impaired girls and boys securing an equal concern and respect.*

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



## Introduction

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.

Personality cannot be measured, it is only assessed. 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. These are in great measure for the foundation of personality of students. 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 have adequate training and must have for developing and feeling of democratic values. 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 behaviour 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. Inclusive education can only happen when children with and without disabilities participate and learn together in the same classes with the normal students fruitfully. For this we need to know & compare the personality traits of special & general school children. In the past, the personality development of hearing impaired and speech impaired students were severely compromised. Reviewing the literature includes identifying all the relevant published material in the problem school and reading that part of it which develop the foundation of ideas and results on which the study will be built and understood.

With the guidance of review the present study is conducted with the objectives to study and assess the personality factors of hearing impaired students and speech impaired students. It focus on the administration and procedure of the test on personality traits among hearing and speech impaired students and normal students in Dakshin Dinajpur district of West Bengal. It is a study that provides the deep insight to the objectives, justifications, method and administration of tests for conclusions construction. The administration of the tool led collection of the data from the 200 students , 100 from special school and 100 from normal school of Dakshin Dinajpur to find out the personality characteristics.



### **Justification of the problem:**

The personality traits describes the:

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

In the democratic country like ours, we need the social economic development of each child, as each child is special to our country and where we struggle for the mainstreaming of special children with normal ones, we need to know the personality traits of special children like hearing & speech impaired.

### **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.”

**14 Personality Factor of Cattell or H.S.P.Q. (High School Personality Questionnaire) (Hindi version by S.D.Kapoor):** An Indian adaptation of the Cattell’s 14PF 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.

### **Objectives of the study**

- To study and collect the data of personality factors of hearing and speech impaired boys.
- To study and collect the data of personality factors of hearing and speech impaired girls.
- To study and collect the data of personality factors of normal boys.
- To study and collect the data of personality factors of normal girls.

- To compare the data of personality factors among hearing and speech impaired boys and normal boys.
- To compare the data of personality factors among hearing and speech impaired girls and normal girls.



**Figure 1: Few Personality Traits Identified:** Sources: The Power of Personality: Using brain science to reveal your best self. Retrieved from: [https://www.ThePowerofPersonality\\_PsychologyToday.html](https://www.ThePowerofPersonality_PsychologyToday.html)

## Methodology

For the measurement of certain personality traits of deaf and dumb students and normal students, selection and definition of the problem survey of related information, its collection and reporting is done. Hence for the present research descriptive survey 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.

### Descriptive Method:

This method is one of the most commonly used approaches to educational problems. Data are subjected to parametric treatment and sampling error is put to minimum. The survey studies collect three types of informations.

1. Of what exists by studying and analyzing important aspects of present situation.
2. Of what we want by clarifying goals and objectives possibly through a study of the condition existing.
3. Of how to get through discovering the possible means of achieving the goals on the basis of the experiences of other or the opinion of experts.

### Population:

All the deaf and dumb students and normal students are from district Dakshin Dinajpur, state West Bengal.



1. Suchetana Abashik Pratibandhi Vidyalaya, Gangarampur.
2. Daulatpur High School (H.S.), Daulatpur.

### **Sample:**

Total 200 students have been selected randomly for this study. 100 deaf and dumb students from a special school - Suchetana Abashik Pratibandhi Vidyalaya, Gangarampur and 100 normal students from a high school - Daulatpur High School (H.S.), Daulatpur.

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:**

Psychological tests are frequently used as tools in the form of questionnaire in the school surveys for causal relationship studies. A comparative study of Personality Traits is done by -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).

### **Description of H.S.P.Q.:**

#### **High School Personality Questionnaire by Cattell:**

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 HSPQ 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.

### **Description of 14 personality factors:**



**FACTOR A** : The person who scores low tends to be reserved, detached, cool & critical. The person who scores high tends to be outgoing, warm-hearted, easy-going & participating.

**FACTOR B** : The person who scores low tends to be concrete thinking, and less intelligent. The person who scores high tends to be more intelligent, bright & abstract thinking.

**FACTOR C** : The person who scores low tends to be unstable, emotional & affected by feelings. The person who scores high tends to be emotionally stable, faces reality, calm & mature.

**FACTOR D** : The person who scores low tends to be phlegmatic temperament, underdemonstrative, deliberate, inactive & stodgy. The person who scores high tends to be excitable, impatient, demanding, overactive & unrestrained.

**FACTOR E** : The person who scores low tends to be humble, mild, accommodating & conforming. The person who scores high tends to be assertive, independent, aggressive, competitive & stubborn.

**FACTOR F** : The person who scores low tends to be sober, prudent, serious taciturn. The person who scores high tends to be happy go lucky, impulsively lively & enthusiastic.

**FACTOR G** : The person who scores low tends to be expedient, evades & feels few obligations. The person who scores high tends to be staid, rule bound, preserving & conscientious.

**FACTOR H** : The person who scores low tends to be shy, restrained, different & timid. The person who scores high tends to be venturesome, socially bold, inhibited & spontaneous.

**FACTOR I** : The person who scores low tends to be tough minded, self reliant, realistic & non sense. The person who scores high tends to be tender minded, dependent, over protected & sensitive.

**FACTOR J** : The person who scores low tends to be zestful & likes group action. The person who scores high tends to have circumspect individualism, is reflective & is internally restrained.

**FACTOR O** : The person who scores low tends to be placid, serene, confident and self – assured. The person who scores high tends to be worrying, depressive, troubled and apprehensive.

**FACTOR Q2** : The person who scores low tends to be dependent, group joiner and sound follower. The person who scores high tends to be self – sufficient, prefers own decisions resourceful.

**FACTOR Q3** : The person who scores low tends to be undisciplined and careless. The person who scores high tends to be controlled and socially precise.



**FACTOR Q4** : The person who scores low tends to be relaxed, tranquil, torpid and un – frustrated. The person who scores high tends to be tense, frustrated and overweight.

### **Administration of the test:**

First of all being investigator the schools were selected. With the cooperation of the Head of the institution, the H.S.P.Q. Booklets were distributed to the students. Students were told that it was not concerned with their academic test; it was a simple personality test. Important instructions were given and students and asked to give answer of each question as soon as possible. It was announced that there is no time limit yet it should be completed by forty to forty five minutes. During the test meaning of difficult words were made clear by the investigator. When the test was completed, the investigator collected the answer sheet booklets.

### **Reliability and Validity of the test:**

Reliability consistency of scores is the extent to which a test agrees with itself. The reliability form of consistency is the degree of agreement of a test with itself between two administrations. The dependability coefficient is readministered after so brief a time interval that a trait itself is assured not to have changed (by maturation, learning or fluctuation).

Since the research undertaken on a Indian sample, it was considered essential that the personality measuring devised must be cross culturally valid. From this view point 14 Personality Factor of Cattell or H.S.P.Q. (High School Personality Questionnaire) (Hindi version by S.D.Kapoor) is a satisfactory instrument. The adopted 14 P.F. Questionnaire in Hindi is used in the present study, has fairly high reliability on various indices.

### **Scoring procedure of the test:**

In the H.S.P.Q. there are total 142 questions. There alternative answers are given to each question in multiple choices. The students were motivated to give one answer for each question. The completed answer sheet is the primary “record” from which the score are obtained. All the answer sheets were scored with the help of standardization table provided in the manual (Kapoor and Mehrotra, 1967). The scoring was done for each student and each factor. For every correct answer score is one and for every incorrect answer score is zero.

## **Findings**

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. Here collected data from the 100 normal students and 100 of hearing and speech impaired students are analyzed with the help of statistical techniques mean, S.D. Value and t test to find out.



## Conclusion

This study is an attempt to know the particular fields of hearing and speech impaired students in respect to their personality where they lag behind in providing their fields of achievement and adjustment. 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. Simultaneously there are many limitations to the administration of the study. Due to shortage of time and constraints the sample size could not be increased. The sample of the present study included only 200 students (100 hearing and speech impaired students and 100 normal students). Socio – economic status of the students were not given due importance in the study. Here descriptive (survey) method was used. Moreover the study was delimited among the one high school and one special school only of Dakshin Dinajpur district of West Bengal

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