



# **PERSONALITY TRAITS AMONG HEARING AND SPEECH IMPAIRED STUDENTS AND NORMAL STUDENTS: A REVIEW**

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## **ABSTRACT**

Individuals differ in personality from each other in various aspects. The experiences encountered in childhood which are translated in terms of class room are interpersonal relationships involving pupil, class mates, teachers, environment etc. These are in great measure for the foundation of personality of students. To develop social & economic condition of the country, it is important to mainstream special children with normal ones. 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. The present paper thus focuses on “Personality traits among hearing and speech impaired students and normal students: a review”. The present study is conducted with the objectives to study and assess the knowledge on of study the personality factors of hearing impaired students and speech impaired students. It is a review of past related literature of study that provides the deep insight to the objectives, justifications, method, tests and conclusions construction. It is concerned with the conditions or relationship that exists, to study personality factors of hearing impaired students and speech impaired students. The study focuses and examines the reasons of different trait of the personality factors of the hearing and speech impaired with the help of this review. The study implicates an attempt to know the particular fields of hearing impaired students and speech impaired students in respect to their personality where they lag behind in providing their fields of achievement and adjustment.

**Key Words: Personality traits, hearing impaired students, speech impaired students, normal students,**

## **I. INTRODUCTION**

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. 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.

The present paper thus focuses on “Personality traits among hearing and speech impaired students and normal students: a review”. The present study is conducted with the objectives to study and assess the knowledge on of study the personality factors of hearing impaired students and speech impaired students. One of the early steps in planning a research work is to review research done previously in the particular school of interest and relevant area quantitative and qualitative of the research usually gives the worker an indication. It is a review of past related literature of study that provides the deep insight to the objectives, justifications, method, tests and conclusions construction. It is very essential for every investigator to be up-to-date in his information about the literature related to his own problem already done by others. It is considered the most pre-requisite to actual planning and conducting. The study of finding to take an advantage from familiar or related literature as regards to methodology techniques of data collection procedure adopted and conclusion, drawn.

The review of literature indicates the clear picture of the problem to be solved. Reviewing the literature of the field can develop the scholarship of the field. It provides some insight regarding strong points and limitations of the previous studies. It will be useful for him to see what already been done and what can be done without knowledge of previous literature.

The review of the literature is essential to the development of problem on derivation of an effective approach to its solution. But the review must be systematic or it will produce inadequate results at the same time, ensuring a complete coverage of what is relevant, like literature helps the researcher in classification of his problem and in avoiding duplication. It promotes a greater understanding of this problem and its crucial aspects.

### **Justification of the Study**

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 and speech impaired students. Our study will be an attempt to know the particulars fields of hearing and speech impaired students in respect to their personality where they lag behind in providing their fields of achievement and adjustment.

## **II.OBJECTIVE OF THE STUDY**

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



- To study the personality factors among hearing and speech impaired girls and normal girls.

### **III. REVIEW OF LITERATURE**

Reviewing the literature has two phases. The first phase includes identifying all the relevant published material in the problem school and reading that part of it with which we are not thoroughly familiar. We develop the foundation of ideas and results on which our own study will be built. The second phase of the review of literature involves writing this foundation of ideas into a section of the research report. This section is for the joint benefit of the researchers and readers. For the researchers, it establishes the background in the field. For the readers, it provides a summary of thinking and researches necessary for them to understand the study.

#### **STUDIES CONDUCTED IN INDIA ON RELATED ISSUES:**

##### **Bhatt, DB. 1990**

A comparative study of some personality traits of problematic and non-problematic school going children (Ph. D. Rsy. South Gujrat Univ.)

##### **Lajwanti.**

Aspiration and adjustment as associated with hearing impaired and normal children.

##### **Maheswari, Amrita (2004)**

‘Attention Deficit Disorder of hearing impaired and normal hearing children’.

##### **S.P. Suri (1973)**

‘A Study of Differential Personality Traits in Intellectually Superior, Average and below Average students’. Kurukshetra University, Survey in Education, M.B.Buch, Study no.263 P.202

Suri (1973) studies 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.

##### **Shukla (1983)**

Studied personality characteristics of sociometrically over average and choosed students. 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.



**M. Saraswat,**

‘Compared the Personality Pattern of Adolescents Boys and Girls’. Ibid, P.107

**S.K.Pal** 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.

**R.P.Goyal**

‘A Study Of Some Personality Traits of Creative children at middle school stage’. Aligarh Muslim University, 1969.

**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.

**Pandey** studied the personality determinant of the choice of a job in a sample of undergraduate students representing different faculties. He found significant differences in ranking of the jobs the high and low extraversion groups as well as by high and low criticism groups.

**Sahoo.J.1991**

‘A comparative study of the behavioural characteristics of the blind deaf, and dumb and the normal children of Orissa’. (M.Phil Edu, Utkal University).

**Bhatt,D.B.( 1990 )**

A comparative study of some personality traits of problematic and non-problematic school going children (Ph. D. Rsy. South Gujrat Univ.)

**Gopal** studied that the creative pupils at the middle schools stage possessed a higher level of energy. They were more of introverts and are more independent in both thought and action, had open minds, could tolerate ambiguity and entertained opposing values.

**STUDIES CONDUCTED ABROAD ON RELATED ISSUES:**

**Rober Nadeem Rasheed:** studied the relation of the personality and academic achievement personality factor. Sizothymia was the best predictor of academic success in a programmed learning environment, personality factors, intelligence, self-assured, undisciplined.



**Alvin William Quyinn:** “An Assessment Selected Personality Characteristics in Able Adolescent Science Students: Ibid, P.2195 A, studied the personality characteristics adolescents, California, Pshychological inventory differentiate able adolescent science students from non-science students.

**Dorothy P.Bogers:** “Personality Traits and Academic Achievement among Mexican-American Students”, Ibid, Vol 33 (5A) No. 1921, Pp.2172-2180, explored the relationship between academic achievements and personality traits of Mexican-American students, results of study showed that mean scores on response during interview are higher for boys as compared to girls. There is no significant difference in the overall personality rating of boys and girls.

**Barbara Frand Okum:** “A Study Of The Variable Effecting The Occupational Voices Of Women 12-20 Years After Graduation”, Ibid, Vol 31 No. 1, May 1971 P. 596a, took into consideration the variables affecting occupational choices of women after college graduation.

**Bintney, Ramond & Howard:** “An Analysis of Occupational choice and Selected Personality Characteristics”, Vol, 35 No.1, 1975 Pp.1, analyzed the occupational choice. Significant relationship was found between personality type and vocational choice among boys occupational and transfer students. Boy’s students had higher vocational aspiration than girl students.

**Edward C.Mattie:** “Personality Factors In the Discrimination of Medical Surgical and Obstetrical Specialists”, Ibid, Vol. 31. 1970 Pp, 2189A, studied that the discrimination of medical, surgical and obstetrical specialists. Study concluded that the personality traits offered a promising school for the development of an effective instrument for counseling prospective, individuals, medical professions in which specialization and sub-specialization were indicated.

**Nuchlos, Troy and Raymond Bonducci 1:** considered knowledge of occupations. All students regardless of their academic achievement, social status, formulation and non- academic achievement, social status, formulation and non-formulation of future plans had a greater knowledge of low-level occupations therein of high-level occupations. Personal experiences were positively related to knowledge of students.

**Willco-Engene 2:** “Job satisfaction and personality traits of certified public accountants,” in this study he studied full satisfaction and personality traits. He concluded that girls’ accountants are less satisfied than boys’ accountants; younger accountants are less satisfied than older ones. There is little relationship with job satisfaction and especially school, partners are more satisfied than accountant at their level established by a para-military force; Indian Institute of Tourism and Travel Management; and the Indian Institute of Hotel Management.



**Demir, E., Sertbas, K., Senturk, U. & VURAL, M. (2016);** “ Investigation of personality characteristics of hearing impaired athletes participating in 2nd European youth hearing impaired athletics championships.” *Turkish Journal of Sport and Exercise. Volume: 18 (Issue: 1)*, Pages: 76-80, ISSN: 2147-5652, Year: - 2016- DOI: 10.15314/tjse.70535. School of Physical Education and Sports. Çanakkale Onsekiz Mart University. Çanakkale, Turkey, 2Sakarya University, School of Physical Education and Sports, Sakarya-Turkey, 3Sakarya University, Graduate School of Educational Sciences, Sakarya-Turkey. The aim of this research is to assess the personality characteristics of national hearing impaired athletes and to evaluate the relationship between gender and branches with the personality characteristics. There were no significant differences between sport branches and gender and personality characteristics of the athletes. ( $p>0.05$ ). National hearing impaired athletes had in "not effective or low" level the personality trait of emotional stability and they defined as the individuals not feeling optimistic enough, easy-tempered and having a high level of anxiety. But they had in "effective or high" level the personality traits of sense of responsibility and they defined as disciplined individuals who do not give up in the face of difficulties themselves, pay attention to details, are planned in everything they do.

**Lesar, I. & Vitulić, H. S.** “Personality traits of deaf and hard of hearing students from regular and special schools in lovenia” The present research is amongst the first to focus on personality traits in the DHH student population. The results of the study indicate that the level of hearing loss has no impact on student self-assessment of conscientiousness, disagreeableness, neuroticism and extraversion.

**Boerrigter, M.<sup>1,2,\*</sup> Vermeulen, A.<sup>1,2</sup> Marres, H.<sup>1,2</sup> and Langereis, M.<sup>1,2</sup> ) (2018);** “Personality Traits of Profoundly Hearing Impaired Adolescents with Cochlear Implants – A Comparison with Normal Hearing Peers.” Published online 2018 Feb 20. doi:10.3389/fpsyg.2018.00161. The aim of this study 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. This holds, despite variations in speech perception ability and language comprehension levels, for the CI group. On the RE scale, the adolescents with CI with low speech perception and poor language comprehension scores are more likely to score in the clinical deviant range and are at risk.

#### **IV.MAJOR FINDINGS**

1. The normal children showed much better behavioural functioning as compared to the blind, the deaf and the dumb.
2. The blind, deaf and the dumb children exhibited low self concept as compared to the normal ones. But the blind children did not differ significantly from the deaf children with regard to their self-concept.





3. The blind children differed significantly from the deaf, dumb and the normal children with regard to disturbed relationship with peers. The deaf and the dumb children were able to maintain good relation with peers just like normal children.
4. It was also found that, with regard to inappropriate relationship with teachers, parents and their authority figure the blind, deaf and the dumb children were able to maintain almost an equal level of relationships as the normal children.
5. The blind, deaf and the dumb children showed more social emotional problem, as compared to normal children. But the social-emotional problems of the blind, deaf and the dumb children did not differ much.
6. The independence responsibility and maturity of the blind children did not differ much from the deaf and dumb children.
7. Non-problematic male group was found more intelligent than the problematic group. Further on their ego strength too.
8. The female non-problematic group was found more intelligent and had higher ego strength than the female problematic group.
9. Male urban non-problematic was more intelligent than male urban problematic group.
10. Female urban non-problematic was found socially precise, possessed more will power than female urban problematic group.
11. There were no significant differences between sport branches and gender and personality characteristics of the athletes. ( $p > 0.05$ ). National hearing impaired athletes had in "not effective or low" level the personality trait of emotional stability and they defined as the individuals not feeling optimistic enough, easy-tempered and having a high level of anxiety.
12. The results of the study indicate that the level of hearing loss has no impact on student self-assessment of conscientiousness, disagreeableness, neuroticism and extraversion.
13. 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.
14. The creative pupils at the middle schools stage possessed a higher level of energy. They were more of introverts and are more independent in both thought and action, had open minds, could tolerate ambiguity and entertained opposing values.
15. 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.
16. Superior students were different from average and below average. They were found to be more intelligent, emotionally stable, assertive and tough-minded.



## V. EDUCATIONAL IMPLICATION

There are various educational implications. By establishing a relationship between the hearing and 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 and speech impaired students can arrange for the substitute in a more logical manner.

## VI. CONCLUSION

This study is an attempt to know the particular fields of hearing and speech impaired students in respect to their personality of normal students 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. Seeing the present need there may be further studies also.

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