

**Full Length Research Paper**

# A Comparative Study of Personality Traits among Deaf Dumb and Normal : A Case Study of Students in Dakshin Dinajpur District of West Bengal India

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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. 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 Factors by Cattell. This study is an attempt to know the particular fields of deaf & dumb students in respect to their personality where they lag behind in providing their fields of achievement and adjustment.

**Keywords:** Comparison of Personality Traits, Cattell Personality Factors

**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. He should be capable of understanding the potentials about himself. He must have a genuine love for others without making a parade or it. So there is no end of qualities that we would like to see in an ideal student. 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.

A comparative study of personality factors among deaf and dumb students and normal students of high schools in the Dakshin Dinajpur district of West Bengal is done. The data have been collected from the 100 students, 50 from special school and 50 from normal school of Dakshin Dinajpur to find out the personality characteristics. 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 deaf & dumb.

Our study will be an attempt to know the particulars fields of deaf & dumb students in respect to their personality where they lag behind in providing their fields of achievement and adjustment. This study was undertaken to access the following objectives: i) To study the personality factors of deaf & dumb boys (ii) To study the personality factors of deaf & dumb girls (iii) To study the personality factors of normal boys (iv) To study the personality factors of normal girls (v) To compare the personality factors among deaf & dumb students and normal boys and (vi) To study the personality factors among deaf & dumb students and normal girls.

**Materials and Methods**

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 information.

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 100 students have been selected randomly for this study. 50 deaf and dumb students from a special school - Suchetana Abashik Pratibandhi Vidyalaya, Gangarampur and 50 normal students from a high school - Daulatpur High School (H.S.), Daulatpur

### *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 Cattle or H.S.P.Q. (High School Personality Questionnaire) (Hindi version by S.D. Kapoor).

### *Description of high school personality questionnaire by cattle*

An Indian adaptation of the Cattle's 14PF in Hindi has been developed by Kapoor and Malhotra (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 Cattle (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 behaviors, 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, under-demonstrative, 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 has circumspect individualism, is reflective & is internally restrained.

Factor K : The person who scores low tends to be placid are placid, serene, confident and self – assured. The person who scores high tends to be worrying, depressive, troubled and apprehensive.

Factor L : 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 M : The person who scores low tends to be are undisciplined and careless. The person who scores high tends to be controlled and socially precise.

Factor N : 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.

*Hypothesis:*

- There is no significant difference between personality traits of deaf & dumb boys and normal boys.
- There is no significant difference between personality traits of deaf & dumb girls and normal girls.
- There is no significant difference between personality traits of deaf & dumb students and normal students.

Statistical technique

*Standard deviation:*

Standard Deviation of any distribution is the most suitable index of variability. It may be defined as Root Mean Square Deviation from mean. It is denoted by the Greek letter sigma.

*Formula :*

$$S.D.= i\sqrt{\sum fx^2 / N - (\sum fx / N)^2}$$

*Where;*

*N = total frequency*

*i = class interval*

*fx = multiplication of frequency & x*

*fx<sup>2</sup> = multiplication of frequency & deviation of x from the midpoint for each class*

*“t” value:*

t test for measuring if the sample S.D. differ significantly or not, was also used.

*Formula::*

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

*Where;*

*x1<sup>-</sup> = Mean of first set of values*

*x2<sup>-</sup> = Mean of second set of values*

*S<sub>1</sub> = Standard deviation of first set of values*

*S<sub>2</sub> = Standard deviation of second set of values*

*n<sub>1</sub> = Total number of values in first set*

*n<sub>2</sub> = Total number of values in second set.*

*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 multiple choices. 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.

## Results and Discussion

*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. Here collected data from the 50 normal students and 50 deaf and dumb students are analyzed with the help of statistical techniques S.D. Value.

*Scores*

Table 1. Showing the Mean, S. D., &amp; 't' of 50 normal students and 50 deaf &amp; dumb students on personality factors:

Factor	Deaf & Dumb students		Normal students		't' test	Level of Significance
	Mean	SD	Mean	SD		
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.
E	5.82	1.82	5.66	1.86	0.44	N.S.
F	5.92	1.85	5.88	1.95	0.11	N.S.
G	5.66	2.09	5.78	1.91	0.32	N.S.
H	5.94	1.82	5.8	1.91	0.38	N.S.
I	5.32	1.98	5.8	1.89	1.26	N.S.
J	5.98	2.14	5.96	2.03	0.05	N.S.
O	5.92	1.84	5.92	1.91	0.22	N.S.
Q2	5.68	1.95	5.68	1.9	0.09	N.S.
Q3	6.1	2.04	6.1	1.84	0.74	N.S.
Q4	6	1.97	6	2.06	0.53	N.S.

### Findings

- There is no significant difference between deaf & dumb students and normal students in factor A i.e. either both are outgoing warm hearted easy going and participating or both tends to be reserved detached cool critical.
- There is no significant difference between deaf & dumb students and normal students in factor B i.e. either both are concrete thinking and less intelligent or both tends to be more intelligent, bright and abstract thinking.
- There is no significant difference between deaf & dumb students and normal students in factor C i.e. either both are unstable, emotional and affected by feelings or both tends to be emotionally stable, faces reality, calm and mature.
- There is no significant difference between deaf & dumb students and normal students in factor D i.e. either, both are under demonstrative, deliberate, inactive or both tends to be excitable, impatient and overactive.,
- There is no significant difference between deaf & dumb students and normal students in factor E i.e. either both humble, mild, accommodating and confirming or both tends to be assertive, independent, aggressive competition and stubborn.
- There is no significant difference between deaf & dumb students and normal students in factor F i.e. either both are sober, prudent, serious taciturn or both tends to be happy – go – lucky, impulsively lively and enthusiastic.
- There is no significant difference between deaf & dumb students and normal students in factor G i.e. either both are expedient evades rules few obligation or both tends to be staid, rule – bound preserving and conscientious.
- There is no significant difference between deaf & dumb students and normal students in factor H i.e. either both are shy, restrained, different and timid or both tends to be venturesome, socially bold, inhibited and spontaneous.
- There is no significant difference between deaf & dumb students and normal students in factor I i.e. either both are tough – minded, self reliant realistic and no - nonsense or both tends to be tender minded, dependent over – protected and sensitive.
- There is no significant difference between deaf & dumb students and normal students in factor J i.e. either both are zestful and like group action or both tends to be reflective and internally restrained.
- There is no significant difference between deaf & dumb students and normal students in factor O i.e. either both are placid, serene, confident and self - assured or both tends to be worrying, depressive, troubled and apprehensive.
- There is no significant difference between deaf & dumb students and normal students in factor Q2 i.e. either both are group dependent, group joiner and sound follower or both tends to be self – sufficient, prefers own decisions resourceful.
- There is no significant difference between deaf & dumb students and normal students in factor Q3 i.e. either both are undisciplined and careless or both are controlled and socially precise.
- There is no significant difference between deaf & dumb students and normal students in factor Q4 i.e. either both are relaxed, tranquil, torpid and un – frustrated or both are tense, frustrated and overweight.

### Interpretation

As a result of statistical analysis of the data their interpretation is drawn that how there is no significant difference between deaf & dumb and normal student in factors but there is significant difference in one factor only. From the above, the mean score of deaf & dumb students is 6.1 and score of normal students is 6.38 on factor Q.3. This shows that deaf & dumb students are disciplinable, controlled socially precise and following self – image and normal students are self – complicit careless and follows own urges. The mean score of deaf & dumb students is 5.58 and a normal student is 5.98 on factor B. This indicates that deaf & dumb students are detached, cool and critical whereas normal students are warm hearted, easy going and participating. The mean score of deaf & dumb students is 5.74 and normal students is 6.12 on factor E. This indicates deaf & dumb students are independent, competitive, participating whereas normal students are humble, mild and accommodating. Q.1 at 0.05 level of significance which shows that if deaf

& dumb tends to be conservative respecting established idea then normal tends to be liberal experimenting analytical free thinking and vice a versa. Hence hypothesis “There will be no significant difference between the personality factor of deaf & dumb students and normal students” was accepted at the maximum factors only at the factor Q.1 was rejected at the level (0.05)  
Both deaf & dumb and normal students have same personality factors.

### **Educational implications**

There are various educational implications. By establishing a relationship between the deaf & dumb 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. Deaf & dumb students can arrange for the substitute in a more logical manner.

### **Conclusion**

This study is an attempt to know the particular fields of deaf & dumb 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. Seeing the present need there may be further studies also. Similar studies can be made in larger population, even among the girls, or in an backward ethnic group. Or even in rural & urban regions. .Simultaneously there are many limitations to the study. Due to shortage of time and constraints the sample size could not be increased. The sample of the present study included only 100 students (50 deaf & dumb and 50 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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