

## Assessment of Attitude, Temperament & Adjustment among Hearing Impaired Adolescents across Gender

SHRUTI SINGH

Research Scholar

Prof. SUNITA MISHRA

Dean & Head

Department of Human Development & Family Studies

School for Home Sciences

Babasaheb Bhimrao Ambedkar University (A Central University)

Lucknow, Uttar Pradesh, India

### Abstract:

*Being an adolescent is a time of contradictions. No longer a child and not yet an adult, adolescence is the time when children want to establish their independence, find their own sense of style that sets them apart from the crowd while at the same time they do not want to be identified by their peer group for being 'different'. A sensory challenge like hearing problem during adolescent phase affects the internal psychology as well as external or societal behavior. This study has been taken with an objective to investigate the gender differences; does gender affect the psychology (attitude, temperament & adjustment) of hearing impaired adolescents? 180 adolescents (72 girls & 108 boys) aged 14 – 18 years were selected from special schools of Lucknow city. Majority of the respondents in both the groups had neutral attitude. Mean attitude scores were  $3.11 \pm 1.25$  and  $3.25 \pm 1.30$  respectively in male and female adolescent groups thus statistically, this difference was not significant. It was found that there was no significant difference in overall adjustment, social adjustment & educational adjustment of hearing – impaired adolescents across gender while significant difference was seen in male & female respondent's emotional adjustment. No significant differences were found in sociability, reflective ability, impulsivity, placid nature,*

*acceptability, vigorousness, persistency and tolerance of hearing – impaired adolescents across gender while significant differences were seen in male & female respondent's overall temperament, ascendant nature, secretiveness, responsibility, cooperativeness, warmth, aggressiveness & tough-mindedness.*

**Key words:** attitude, temperament, adjustment, gender

## **Introduction:**

Hearing loss is a silent and hidden disability because persons are unable to communicate that they have a hearing problem. Among all the sensory disabilities present in children, deafness is generally regarded as the most serious because of its far-reaching influence on the mental, emotional and social development of the affected person (**Marschark, 1993**). Beyond the direct effects of deafness, namely, those relating to hearing and speech, there are a variety of consequences of children's hearing loss that affect their interactions with the environment. What begin as a sensory problem may become a perceptual problem, a speech problem, a communication problem, a cognitive problem, a social problem, an emotional problem, an educational problem and ultimately a vocational problem (**Diefendorf, 1996**).

Humans are constantly thinking, feeling or doing something or the other. People create their own lives with their ideas and actions, which can lead to great success and achievement or to frustration and disappointment. We all want success in our lives and we can have it with the right attitude. According to **Stone (1965)**, "There is little difference in people, but that little difference makes a great difference. This little difference is the *attitude* and the big difference is whether it is positive or negative". Similarly, just like the attitude, temperament of an individual also makes a great difference in how life turns up. Temperament is a configuration of observable

personality traits, such as habits of communication, patterns of action, and sets of characteristic attitudes, values, and talents. Due to the dramatic shifts and transitions from childhood to adulthood, adolescence becomes a period of great adjustment. The adjustment patterns established or developed at this stage are sustained throughout the entire life of an individual.

Since adolescence is a period of such dramatic change, stress and storm, an individual requires stability in environment, and a secure emotional base from which to explore and experience the world. This study has been taken with an objective to investigate the gender differences; does gender affect the psychology (attitude, temperament & adjustment) of hearing impaired adolescents?

### **Methodology:**

A systematic methodology is an important step to any research because it directly influences the validity of the research findings. This precisely describes the methodology tools and instrument adopted in conducting the research.

**Locale & samples of study:** Two special schools (school of hearing – impaired adolescents) from Lucknow city were selected purposively and then 180 adolescents (72 girls & 108 boys) aged 14 – 18 years were selected randomly by using random number table.

### **Research instrument to be used:**

- Attitude of the respondents was assessed by employing Optimism-Pessimism Attitude Scale by D.S Parashar.
- Temperament of the respondents was assessed by employing Dimensions of Temperament Scale by Dr. N.K. Chadha and Sunanda Chandra. It consists of 15 dimensions – sociability, ascendant, secretiveness, reflective, impulsivity, placid, accepting, persistence,

cooperative, warmth, aggressiveness, tolerance and tough minded.

- Adjustment of the respondents was assessed by employing Adjustment Inventory for School Students by A.K.P Sinha & R.P. Singh.

The above scales were standardized scales for Indian context, so no pre-testing was required before employing them in the present study.

**Variables:** The following dependent and independent variables were considered to carry out the present research; Dependent Variables – Attitude, Temperament and Adjustment, Independent Variable – Gender

**Collection and Statistical analysis of data:** Hindi version of the scales was used as per the convenience of the respondents. Each subject was given questionnaire individually for limited time and was asked to fill it under the strict supervision of the researcher. The collected data was classified and tabulated in accordance with the objectives to derive the meaningful and relevant inferences. The data was analyzed by using statistical techniques; Mann Whitney U test and Kruskal-Wallis U-Test.

## Result & Discussion:

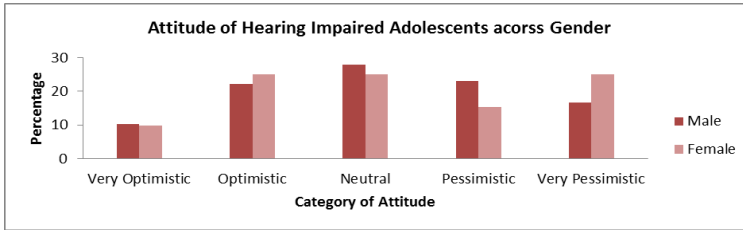
**Hypothesis:** There is no significant difference in attitude of male and female hearing impaired adolescents.

**Table 1: Comparison of Attitude Scores between male and female hearing – impaired adolescents**

Attitude scores	Male (N = 108)		Female (N = 72)		Total (N = 180)	
	No.	%	No.	%	No.	%
Very optimistic	11	10.18	7	9.72	18	10.00
Optimistic	24	22.22	18	25.00	42	23.33
Neutral	30	27.78	18	25.00	48	26.67
Pessimistic	25	23.14	11	15.27	36	20.00
Very pessimistic	18	16.67	18	25.00	36	20.00
	<b>Mean</b>	<b>S.D.</b>	<b>Mean</b>	<b>S.D.</b>	<b>Z*</b>	<b>P</b>
Score	3.11	1.25	3.25	1.30	0.647	0.518(NS)

*\*Mann-Whitney U test*

The above table depicts that mean attitude scores were  $3.11 \pm 1.25$  and  $3.25 \pm 1.30$  respectively in male and female hearing impaired adolescent groups. Statistically, this difference was not significant. Singh, Shruti & Mishra, Sunita (2014) also concluded in their study that there was no significant difference of optimism & pessimism among adolescents across gender.



**Graph 1: Attitude of adolescents across gender**

The graph shows that majority of the respondents in both the groups had optimistic to neutral attitude. However, proportion of adolescents with neutral (neither optimistic nor pessimistic) scores was higher in the male group (27.78%) as compared to female group (25.00%).

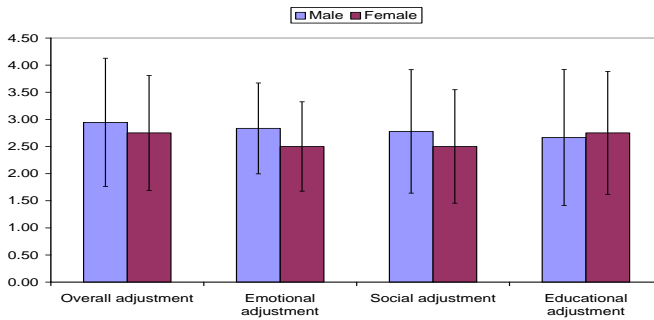
**Table 2: Comparison of Adjustment Scores between male and female adolescents**

Adjustment scores	Male		Female		Total	
	No.	%	No.	%	No.	%
<b>Overall adjustment</b>						
Excellent	15	13.88	3	4.16	18	10.00
Good	30	27.78	36	50.00	66	36.67
Average	30	27.78	15	20.83	45	25.00
Unsatisfactory	24	22.22	15	20.83	39	21.66
Very unsatisfactory	9	8.33	3	4.16	12	6.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z*</b>	<b>P</b>
Score	2.94	1.18	2.75	0.83	1.15	0.24
<b>Emotional adjustment</b>						
Excellent	7	6.48	6	8.33	13	7.22
Good	30	27.78	32	44.44	62	34.44
Average	48	44.44	31	43.05	79	43.88
Unsatisfactory	23	21.29	3	4.16	26	14.44
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z*</b>	<b>P</b>
Score	2.83	0.84	2.50	0.77	2.694	0.007

Shruti Singh, Sunita Mishra- Assessment of Attitude, Temperament & Adjustment among Hearing Impaired Adolescents across Gender

Social adjustment						
Excellent	18	16.67	6	8.33	24	13.33
Good	23	21.29	37	51.38	60	33.33
Average	36	33.33	18	25.00	54	30.00
Unsatisfactory	25	23.14	11	15.27	36	20.00
very unsatisfactory	6	5.56	0	0.00	6	3.33
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z*</b>	<b>P</b>
Score	2.78	1.14	2.50	0.87	1.80	0.07
Educational adjustment						
Excellent	24	22.22	6	8.33	30	16.67
Good	24	22.22	24	33.33	48	26.67
Average	36	33.33	24	33.33	60	33.33
Unsatisfactory	19	17.59	11	15.27	30	16.67
very unsatisfactory	5	4.62	7	9.72	12	6.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z*</b>	<b>P</b>
Score	2.67	1.25	2.75	0.93	0.76	0.45

\*Kruskal-Wallis U-Test



**Graph 2: Mean Scores for different dimensions of adjustment pattern among adolescents across gender**

The above table shows that mean overall adjustment scores were  $2.94 \pm 1.18$  and  $2.75 \pm 0.83$  respectively in male and female adolescent groups, the difference was non-significant, statistically. Mean emotional adjustment scores were  $2.83 \pm 0.84$  and  $2.50 \pm 0.77$  respectively in male and female adolescent groups, the difference was statistically significant. Social adjustment's mean scores were  $2.78 \pm 1.14$  and  $2.50 \pm 0.87$  respectively in male and female adolescent groups, the difference was statistically non-significant. Educational adjustment's mean scores were  $2.67 \pm 1.25$  and  $2.75 \pm 0.93$  respectively in male and female adolescent groups, this difference was also not significant.

The graph depicts that no significant differences were found in overall adjustment, social adjustment & educational adjustment of hearing – impaired adolescents across gender while significant difference was seen in male & female respondent’s emotional adjustment. Boman, P. & Yates, G.C. (2001) in their study Optimism, hostility, and adjustment in the first year of high school found that girls reported greater levels of positive adjustment than boys.

**Table 3: Comparison of temperament Scores between male and female adolescents**

Scores of Temperament	Male		Female		Total	
	No.	%	No.	%	No.	%
<b>Overall temperament</b>						
Very high	2	1.85	7	9.72	9	5.00
High	42	38.89	12	16.67	54	30.00
Average	18	16.67	6	8.33	24	13.33
Low	3	2.77	42	58.33	45	25.00
Very low	43	39.81	5	6.94	48	26.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.50	1.39	3.08	1.20	2.441	0.015 (S)
<b>Sociability</b>						
Very high	30	27.78	12	16.67	42	23.33
High	12	11.11	18	25.00	30	16.67
Average	61	56.48	41	56.94	102	56.67
Low	5	4.62	1	1.38	6	3.33
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	2.39	0.96	2.42	0.76	0.117	0.906(NS)
<b>Ascendant</b>						
Very high	5	4.62	36	50.00	41	22.77
High	37	34.25	6	8.33	43	23.88
Average	48	44.44	24	33.33	72	40.00
Low	18	16.66	6	8.33	24	13.33
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.00	0.89	2.00	1.09	5.870	<0.05(S)
<b>Secretiveness</b>						
Very high	23	21.29	5	6.94	28	15.55
High	62	57.40	6	8.33	68	37.77
Average	14	12.96	54	75.00	68	37.77
Low	9	8.33	7	9.72	16	8.88
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.00	0.95	2.67	0.63	2.12	<0.05(S)
<b>Reflective</b>						
very high	2	1.85	6	8.33	8	4.44

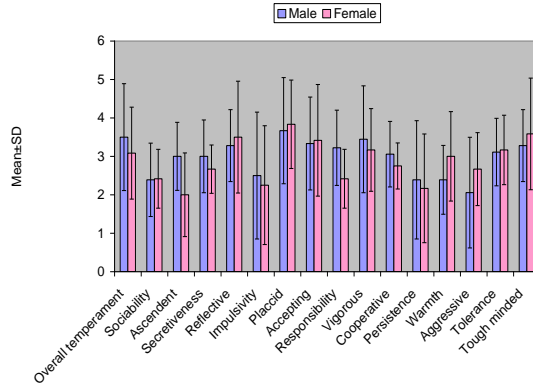
Shruti Singh, Sunita Mishra- Assessment of Attitude, Temperament & Adjustment among Hearing Impaired Adolescents across Gender

High	33	30.55	18	25.00	51	28.33
Average	6	5.56	12	16.67	18	10.00
Low	66	61.11	6	8.33	72	40.00
very low	1	0.92	30	41.67	31	17.22
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.28	0.94	3.50	1.45	1.825	0.068(NS)
<b>Impulsivity</b>						
Very high	47	43.51	37	51.38	84	46.67
High	19	17.59	11	15.27	30	16.67
Average	6	5.56	6	8.33	12	6.67
Low	12	11.11	6	8.33	18	10.00
Very low	24	22.22	12	16.67	36	20.00
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	2.50	1.65	2.25	1.55	0.950	0.342(NS)
<b>Placid</b>						
High	42	38.89	26	36.11	68	37.77
Average	48	44.44	30	41.67	78	43.33
Low	18	16.67	12	16.67	30	16.67
very low	0	0.00	4	5.55	4	2.22
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.67	1.38	3.83	1.15	0.782	0.434(NS)
<b>Accepting</b>						
Very high	3	2.77	3	4.16	6	3.33
High	36	33.33	18	25.00	54	30.00
Average	30	27.78	18	25.00	48	26.67
Low	27	25.00	33	45.83	60	33.33
Very low	12	11.11	0	0.00	12	6.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.33	1.21	3.42	1.45	0.439	0.66(NS)
<b>Responsibility</b>						
Very high	1	0.92	11	15.28	12	6.67
High	33	30.55	15	20.83	48	26.67
Average	36	33.33	42	58.33	78	43.33
Low	27	25.00	3	4.16	30	16.67
Very low	11	10.18	1	1.38	12	6.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.22	0.98	2.42	0.76	4.94	<0.05(S)
<b>Vigorous</b>						
Very high	42	38.89	42	58.33	84	46.66
High	30	27.78	18	25.00	48	26.67
Average	24	22.22	6	8.33	30	16.67
Low	6	5.56	0	0.00	6	3.33
Very low	6	5.56	6	8.33	12	6.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.44	1.39	3.17	1.07	1.677	0.094(NS)
<b>Cooperative</b>						
High	36	33.33	24	33.33	60	33.33



Shruti Singh, Sunita Mishra- Assessment of Attitude, Temperament & Adjustment among Hearing Impaired Adolescents across Gender

Average	30	27.78	42	58.33	72	40.00
Low	42	38.89	6	8.33	48	26.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.06	0.85	2.75	0.60	2.465	<0.05(S)
<b>Persistence</b>						
Very high	42	38.89	36	50.00	78	43.33
High	30	27.78	12	16.67	42	23.33
Average	12	11.11	6	8.33	18	10.00
Low	24	22.22	6	8.33	30	16.67
Very low	0	0.00	12	16.67	12	6.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	2.39	1.54	2.17	1.41	1.219	0.223(NS)
<b>Warmth</b>						
Very high	30	27.78	12	16.67	42	23.33
High	6	5.56	12	16.67	18	10.00
Average	72	66.67	12	16.67	84	46.67
Low	0	0.00	36	50.00	36	20.00
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	2.39	0.89	3.00	1.16	4.491	<0.05(S)
<b>Aggressive</b>						
Very high	66	61.11	6	8.33	72	40.00
High	6	5.56	30	41.67	36	20.00
Average	6	5.56	18	25.00	24	13.33
Low	24	22.22	18	25.00	42	23.33
Very low	6	5.56	0	0.00	6	3.33
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	2.06	1.44	2.67	0.95	4.126	<0.05(S)
<b>Tolerance</b>						
High	36	33.33	24	33.33	60	33.33
Average	24	22.22	12	16.67	36	20.00
Low	48	44.44	36	50.00	84	46.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.11	0.88	3.17	0.90	0.45	0.65(NS)
<b>Tough minded</b>						
Very high	66	61.66	12	16.67	78	43.33
High	36	33.33	18	25.00	54	30.00
Average	6	5.56	6	8.33	12	6.67
Low	0	0.00	6	8.33	6	3.33
Very low	0	0.00	30	41.67	30	16.67
	<b>Mean</b>	<b>SD</b>	<b>Mean</b>	<b>SD</b>	<b>z</b>	<b>P</b>
	3.28	0.94	3.58	1.45	2.512	0.012(S)



**Graph 3: Mean Scores for different dimensions of temperament among adolescents across gender**

The above graphs show that no significant differences were found in sociability, reflective ability, impulsivity, placid nature, acceptability, vigorousness, persistency and tolerance of hearing – impaired adolescents across gender while significant differences were seen in male & female respondent’s overall temperament, ascendant nature, secretiveness, responsibility, cooperativeness, warmth, aggressiveness & tough-mindedness. Kim. Sooyeon, Brody. Gene H. et al (2003) also found a significant gender difference emerged at the latent mean level: Boys were rated high in high-intensity pleasure and activity level, and girls were rated high in attention. Windle, Michael (2002) examined the temperament; girls reported more adaptability/ positive effect, whereas boys reported more attention focus and general rhythmicity.

### Implications of the Study

The findings would enable the families and teachers to identify sensory challenged (hearing impaired) adolescents in a real sense, including their strengths and weaknesses. This may in turn force them to create an atmosphere by which they can help an adolescent to overcome his weaknesses and thus, develop into an ideal adult.

The results would also help human development personnel understand the role of gender in determining the temperament of adolescents and accordingly formulate strategies for creating conducive environment in families to positively influence them.

The findings would also facilitate psychologists and counselors develop individualized programme for those, who are in a dire need of it.

### **Scope for Future Studies**

Comparative studies across different socio economic and demographic variables as well as different cultures and their effect on behaviour can be examined.

Similar study can be replicated on other differently able adolescents as well as on orphans.

### **REFERENCES**

- Boman, P. & Yates, G.C. (2001) Optimism, hostility, and adjustment in the first year of high school. *British Journal of Educational Psychology* . 71(Pt 3):401-11.
- Diefendorf, A. O. 1996. Hearing loss and its effects. In F. N. Martin, & J. G. Clark (Eds.), *Hearing care for children* (pp. 3-19). USA: Allyn & Bacon.
- Marschark, M. 1993. *Psychological development of deaf children*. New York: Oxford University Press.
- Singh, Shruti & Mishra, Sunita (2014). Optimism-Pessimism among Adolescents – a gender based study. *International Journal of Science & Research*. Vol. 3 (6). 1530-1532
- Sooyeon Kim, Gene H. Brody, Velma McBride Murry (2003) *Factor Structure of the Early Adolescent Temperament Questionnaire and Measurement Invariance across*

Gender. *The Journal of Early Adolescence*. vol. 23 (3). 268-294

Stone. 1965. *Hearing Impairment. Exceptional Children*. Kauffman, James M. Prentice-Hall. Inc. p-297.

Windle, Michael (2003). Revised Dimensions of Temperament Survey (DOTS—R): Simultaneous group confirmatory factor analysis for adolescent gender groups. *Psychological Assessment*, Vol 4(2), 228-234.