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Specific notes in hearing deficient teenager personality

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Abstract

A secondary consequence of hearing deficiency is represented by language disorder or the absence of its acquisition. If the child fails to acquire verbal language, besides the difficulties of accessing information, he will suffer also difficulties in communicating and determining optimal relationship with others, which will influence his whole subsequent development. This study aims to explore if hearing deficiency creates a typical personality profile, by analyzing the differences between hearing teenagers and those with hearing impairment.

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1. Introduction

In a society made up mostly of hearing people, where the information is transmitted more often oral, and language represent therefore the working tool of thought and interpersonal communication, hearing deficiencies, find themselves in a chance difference reported to the hearing people, in term of developing a fertile ground for familial, school, socio-cultural and professional integration. Therefore, the perspective of leading a normal life, knows some limitations.

Through the language organization function, a man is able to reflect on the world and to analyze, to clarify his relations with the environment, with others, with himself.

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Thus, given the role in the acquisition and operation of external information, which have a formative role (through it are born beliefs, values, aspiration and interest) influence of language on the development of individual human personality cannot be contested.

If hearing impaired child fails to acquire language after demutisation process, it is expected that the influences of this secondary deficiency, stemming from primary deficiency- hearing deficit, to affect the normal development of personality. This is because the hearing impaired person finds himself unable to express his feelings, beliefs, needs and desires or fully understand their hearing partners. As a result, both cases of success or failure (and perhaps, especially the last ones) will influence the emotional states, conducting the coloration of his inner life and offer some specific characteristics, reported to the normal hearing person.

In our country, although there have been, over time, some thorough studies on this subject, their number is insufficient and the recent studies are almost absent.

Therefore, this study aims to bring useful current information, necessary knowledge in education and social integration of today's hearing deficient teenager by capturing some features of his personality structure.

2. Research design

2.1. Research objectives and hypothesis

The objectives were systematically achieved. In the first place, it was determined the level of self-efficiency, depression, pessimism, and of some aspects of the frustration, namely the aggression direction, the reaction type, and the group conformity rating. Next, it were analyzed the connections between these variables so that in the end it was revealed the influence of the negative elements of personality on self-efficiency.

The following assumptions were outlined:

- it was assumed that people with hearing deficiency need the support and acceptance of the group that they are integrated in, to develop their skills and to succeed, unlike the hearing persons which are more individualistic, more oriented for the inner resources valorization.
- it is assumed that the hearing deficient, due to the communication difficulties and the interrelationships with the hearing people has the pessimism/depression level higher than the one of the hearing persons
- it is assumed that the self-efficiency of the hearing deficient persons is lower compared with that of the hearing persons
- It is assumed that the hearing deficient, due to his communication difficulties, show a higher level of aggression.

2.2. Methodology (subjects, procedure, instruments)

The sample consisted of two groups of subjects: a group composed of teenagers with different levels of hearing loss, varying from the light hearing deficiency to deafness, and a control group composed of normal-hearing teenagers. All subjects were aged between 17 and 20 years and they all were attending high school in Bucharest, Romania. To summarize, the sample included 66 subjects, 34 girls and 32 boys, equally divided.

The study used several instruments applied to the two groups. To measure the level of self-efficacy it was used The Schwarzer and Jerusalem Self-efficacy Scale, 1995 and for the level of pessimism and depression were used ,A.T. Beck Pessimism Scale and the CES-D Randloff Scale. The Rosenweig frustration test provided significant information about the direction of aggression (outwards aggression, repressed aggression, inwards aggression)and the type of reaction (ego defense, need persistence, obstacle dominance). It was established also the group conformity rating.

Next, it was analyzed the connections between these variables so that in the end it was revealed the influence of the negative elements of personality on self-efficiency.

The tests were applied face to face, in groups of 6 students. In the Self-efficiency Scale and CES-D Randloff Scale they had to choose how well the items fits to them on a scale from 1 to 5. In the test to measure the degree of pessimism the items were assessed as true or false. The Rosenzweig Picture Frustration test consists of 24 cartoon

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