



IDENTIFYING PERSONALITY TRAITS & LISTENING STYLE PREFERENCES AMONG OCCUPATIONAL THERAPY UNDERGRADUATE STUDENTS.

Dr . Rakesh. B. Shitole*

Asst.Prof , MOTh (Mental Health Sciences). *Corresponding Author

Dr. Priyanka Narendra Yadav

Occupational Therapist (BOTH).

Dr. Sebi Jagdish Yadav

Occupational Therapist (BOTH)

ABSTRACT

Background- Listening play an important role in the functioning of a person. This study investigated listening style preferences among students and also studied if individual personality traits play a role.

Objective - To identify Personality traits & Listening style preferences among Occupational therapy undergraduate students.

Study Design- A cross sectional study design.

Methods-: Written consent from participants was taken. Paper-based version of the Big five personality test & Listening Style Inventory (LSI) were given to OT UG students (I to IV year) from School of occupational therapy. Personality traits and listening Preference styles of OT students were analyzed.

Result – OT students exhibited more passive listening style & Agreeableness type of personality trait.

Conclusion – The progress in academic year of the students leads to change in the listening styles preferences and personality traits.

KEYWORDS : Personality Traits ,Listening Style, Occupational Therapy

INTRODUCTION:

Listening is the first language skill to be acquired and begins as a foetus in the mother's womb (Wolvin and Coakley 2000)^[1]. Listening a primary mean through which we learn new information , which can help us meet instrumental need as we learn things that helps us complete certain tasks at work pour school and get things done in general. ^[2] Listening to what others say about us help us develop an accurate self-concept, which can help us more strategically communicate or identity needs in order to project to others our desired self . Overall, improving our listening skills can help us be better students, relational patterns and more successful professional.^[2]

Personality is defined as the characteristic sets of behaviours, cognitions, and emotional patterns that evolve from biological and environmental factors.^[4] Trait-based personality theories, such as those defined by Raymond Cattell, define personality as the traits that predict a person's behaviour.

People listening behaviours tends to be more a function of habit than conscious choice, relying primarily as a single, predominant listening style – a structured, habitual response^[1]. In study of Debra L Worthington they have observed that People Listening Style is moderately associated with the Myers-Briggs Personality Types Feeling and Intuiting.^[6] Also in the study of James B. Weaver III they observed the extraversion personality type was associated with a friendly and supportive 'people' oriented listening style.

NEED OF THE STUDY –

Over years, it has been seen in studies that personality of an individual depends on the preference of their listening styles. However, the listening styles vary from person to person depending on few factors like: Age, Gender, Duration of time (day/night), Sleep cycle, Interest in the ongoing topic being discussed and understanding and importance of it.

Occupational Therapy students has to actively attend lectures and clinicals daily, interact with teachers, patients and other students, also to get notes online or offline & learn from medical apps. Therefore, it is important to determine the listening styles preference, personality traits & correlation among OT UG Students in order to device more effective ways

of therapist-patient communication.

AIM:

To identify listening style preferences and personality traits among undergraduate Occupational therapy students.

OBJECTIVES:

To identify the personality trait , Listening style preferences & correlation between them.

METHODOLOGY:

Occupational Therapy students from the Occupational Therapy Department of a Medical college participated in the study. They were explained the purpose and nature of the study. A consent letter was taken from them in the language best understood by them. Any queries regarding the study were explained. This study was conducted adhering to the principles of 'Declaration of Helsinki'. There were total 116 participants out of 180 undergraduate Occupational Therapy students (1st to 4th year) included in the study. The participants ranged in age from 19 to 23 years. Paper based version of the Listening Styles Inventory and Big Five Personality test were used.

Listening Style Inventory^[3]

Every question was given points ranging from 1 to 5 depending on the response given by the participants. All the questions had 5 points for Almost always and 1 for never, except question number 2 and 8 in which the scoring system was exactly opposite of this. Final score was calculated as sum of scores of individual question and then the listening style of participant was classified in four groups; Active Listeners(45-50), Involved listeners (38-44), Passive listener (28-37), Detached listeners(<27).

The Big Five Personality Test^[5]

This is a personality test; it will help you understand why you act the way that you do and how your personality is structured. Please follow the instructions below, scoring and results are on the next page. For each statement 1-50 mark how much you agree with on the scale 1-5, where

1=disagree, 2=slightly disagree, 3=neutral, 4=slightly

agree and 5=agree, in the box to the left of it. The scores you calculate should be between zero and forty. The personality traits are Extroversion (E), Agreeableness (A), Conscientiousness (C), Neuroticism (N), Openness to Experience (O).

Listening Style preferences & personality traits of Undergraduate Occupational Therapy Students were assessed, along with Gender wise percentage. All the testing was done using Pearson's correlation test. Thus, the criteria for rejecting the null hypothesis was a 'P' value of <0.05.

RESULTS AND DATA ANALYSIS:

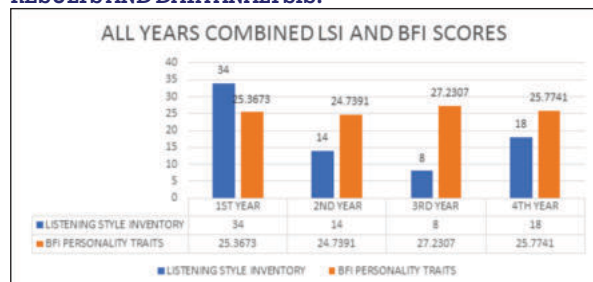


Fig 1- This graph shows Listening Style of all the years in OT under graduate students, which results in Passive Listening style (74) as its Maximum Score & BFI Agreeableness personality trait in all 1st to 3rd year combine under graduates students except 4th year, fourth year students shows openness to experience personality traits.

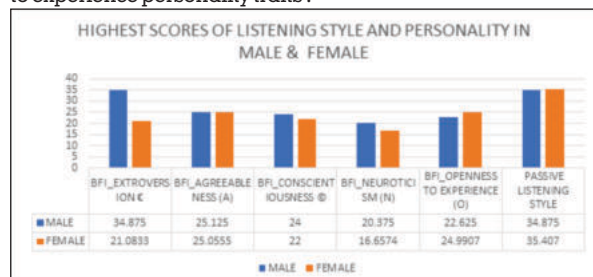


Fig 2. This graph shows Listening Style of Males and Females in OT UG students, they both are passive listeners. BFI Agreeableness traits in female (25.0555) and BFI Extroversion (34.875) in male respectively.

Table 1. Shows There Is Strong Correlation Between Listening Style Preferences And (agreeableness & Openness To Experience) Personality Traits Among OT UG Students,

		Correlations					
		LSI	EXTROVERSION (E)	AGREEABLENESS (A)	CONSCIENTIOUSNESS (C)	NEUROTICISM (N)	OPENNESS TO EXPERIENCE (O)
LSI	Pearson Correlation	1	.025	.248*	.091	.019	.304*
	Sig. (2-tailed)		.789	.007	.330	.843	.001
	N	116	116	116	116	116	116

DISCUSSION:

In this study, OT UG students demonstrated strong correlation between personality traits (agreeableness) and listening style (table 1) and specifically first to fourth year demonstrated passive listening style preferences and agreeableness, openness to experience personality traits.

This might be due to the one way communication from both the sides as the lectures are more in audio visual, via presentation and links of other applications and also as students are now exposed to various sources of technologies and easy access to information on any topic and subject which

ultimately decreases the one and one interaction between the professors and the students which makes them disinterested and promotes more of passive listening style without showing much involvement inverbally instead of verbally and participation during lectures. This is supported study Nur Zahira Samsu Zeman and Taufiq Gurnam Sidhub study on "Listening Styles and Challenges of ESL Instructional Leaders in institutions of Higher Learning." They concluded that external distractions and environment, language and sentence organization, communication style, personal emotions and attitudes and nonverbal cues appear to be challenge for them when listening to speaker.^[7]

In this study, first to third year, show agreeableness personality trait as there is change in the pattern from the higher secondary college to a professional course as they want to adapt this change students tend to act kind, polite and easily compromises with the situations and has a friendly approach and behaviour towards others and agree with them as they cop up with the upcoming challenges and try to build new rapport and understanding with the new staff, subjects and the curriculum. This was supported by Dong Yang and Chia-Ching Tu study on "Influence of College Students' Agreeableness on Interpersonal Relationships: Moderating Role of Empathy in 2020. Individuals who possess agreeableness display mild and friendly attitudes towards others in interpersonal relationships and are also willing to cooperate with others.^[8]

In this study, fourth year students of Occupational Therapy UG students show openness to experience in the personality traits as they get a detailed idea and knowledge about each and every field of Occupational Therapy topics in fourth year because the lectures are OT oriented. They also spend more time in clinics interacting and treating patients with different needs and problems. Also they are more open to observations and exploration in different setups and their choice of carrier. As they gain knowledge in the field of OT, their cognition and intellectual capabilities also increases and by end of the course students tends to develop a new personality towards their profession which follows up in their real life too and they become more openness to new ideas and experience. The result is consistent with the study of Raza, Sayed Ali, et, al conducted a study on "Influence of the Big Five personality traits on academic motivation among higher education students: Evidence from developing nation" in 2017 published by Munich Personal Repel Archive. The result shows that openness and academic motivation is found to be significant and positive.^[9]

LIMITATIONS:

The population was less in number. There was unequal proportion of Occupational Therapy UG student male and female. It was a Unicentric study. This research only considers the student perspective, the teacher's perspective is ignored.

STRENGTHS:

This study attempted to identify listening styles preferences and personality traits among Undergraduate Occupational therapy students in Private College.

CONCLUSION:

This study showed the relation between listening styles preferences and personality traits in Undergraduate Occupational Therapy students. The conclusion of this study was the progress in academic year of the students leads to change in the listening styles preferences and personality traits. Females & male showed Agreeableness & extroversion personality traits respectively but both showed higher preferences of passive listening style.

RECOMMENDATIONS:

The future research can be conducted by considering teachers

perspective into account. The future reference can be a comparative study conducted between private and government college university or teachers- Larger data from multiple institutes can be compiled and analysed together. Similar long term studies can be conducted with larger sample size. Factors such as age, duration, interest of the individual are important factors as they affect the listening style and personality traits of an individual. Person with different occupations can be studied

REFERENCES:

1. Listening and Human Communication in the 21st Century Edited by Andrew D. Wolvin.
2. Interpersonal Relations Authored by: Valentin Gorbunov. <https://courses.lumenlearning.com/atd-hostos-interpersonalrelations-1/chapter/listening-chapters-chapter-5/> (last access date: august 26th, 2020.)
3. Pearce, C., Johnson, L., & Barker, R. (2003). Assessment of the Listening Styles Inventory. *Journal of Business and Technical Communication*, 17(1), 84-113. doi : 10.1177/1050651902238546
4. Corr, Philip J.; Matthews, Gerald (2009). *The Cambridge handbook of personality psychology* (1. publ. ed.). Cambridge: Cambridge University Press. ISBN 978-0-521-86218-9.
5. The big five personality test big-five-personality-test.pdf (openpsychometrics.org)
6. Debra L Worthington (2003). Exploring the Relationship between Listening Style and Preference and Personality. *International Journal of Listening* 17(1): 66-87. DOI: 10.1080/10904018.2003.10499056
7. Nur Zahira Samsu Zaman Taufiq and Gurnam Kaur Sidhu. Listening Styles and Challenges of ESL Instructional Leaders in institutions of Higher Learning. *Procedia-Social and Behavioural Sciences* 90:558-565. DOI : 10.1016/j.sbspro.2013.07.126
8. Dong Yang and Chia-Ching Tu (2020). Influence of College Students' Agreeableness on Interpersonal Relationships: Moderating Role of Empathy. *Education and Urban Society* 1-19. DOI: 10.1177/0013124520928609
9. Raza, Syed Ali & Nida (2017), Influence of the Big Five personality traits on academic motivation among higher education students : Evidence from developing nation. Munich Personal RePe Archive. <http://mpira.ub.uni-muenchen.de/87136/>