

## PERSONALITY TRAITS OF NORMAL AND ORTHOPEDICALLY DISABLED CHILDREN

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### ABSTRACT

*The present research has been done for the purpose of comparing the personality pattern of normal and orthopedically disabled children in the age group of 14-18 years. H.S.P. Q was used as a tool to collect data from two hundred adolescent girls from Rewari and Bhiwani districts schools of Haryana. The results of the study revealed that the normal and orthopedically disabled adolescent girls differed significantly in the personality factors- B.D.Q Q.2 and Q. 3.*

*Thus normal adolescents were found to be more intelligent, demanding, impatient, uncontrolled, dependent and secure. No significant differences were found in the areas of A.C.E.G.H.I.J. and Q 4. Both the groups were warm hearted, confident, socially bold, aggressive, moralistic, sensitive and overprotected by parents and teachers.*

### INTRODUCTION

Every individual in a democracy has the fundamental right not only for maintenance but also for his proper education and training so that he becomes useful citizen standing on his own feet and not a parasite on society. Teachers, administrators, social workers and general public should be concerned with the education or training of not only the normal, but also of the handicapped, as in life there are both normal and abnormal, the sick or healthy, just as there are the rich and the poor or young and old (Shankar, 1976).

The term exceptional has different meaning for different people. Exceptional is an inclusive term that refers to a child whose performance deviates from normal-below or above, to such an extent that special education programming is needed. Education is important not only for normal children but also for the exceptional children.

According to Kirk, "An exceptional child is he who deviated from the normal child in physical, mental and social characteristics to such an extent that he requires a modification of school practices or special educational services in order to develop to his maximum capacity." Exceptional children cannot be benefitted by normal classes in regular schools. They need

special learning methods, special syllabi, and special teachers. So special education for exceptional children becomes a special. Orthopedically disabled children are one of the categories of exceptional children. Orthopedically disabled child is one who suffers from physical defect or deformity. This may be congenital or acquired. The disability involves a condition in the muscles, bones or joints, which seriously impair their normal functioning.

In order to bring the handicapped children into the mainstream of life along with normal children, a new scheme has been launched under the New Education Policy. The Govt. of India has established offices to provide teacher training and education to adult handicapped persons at few centers, namely Jamia Milia Islamiq New Delhi, Ram Krishan Mission School (Coimbatore), Banaras Hindu University Vananasi and Utkal University Bhuneshwar and National Institute for the physically handicapped, Kolkata.

The major causes of disability among children are inadequate nutrition of mothers and children, including vitamin deficiencies, abnormal prenatal and prenatal events such as prenatal damage, genetic factors and damages during the birth places, infectious diseases during the prenatal and postnatal life. Including

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environmental pollution and impairments of as yet unknown origin.

Physically disabled children may also have to cope with attitudes on the part of their families and friends which make their situation even more painful, they may lead to perceive themselves as different from other children. They may be object of pity or guilt on the part of their families.

The term personality is derived from the word "Persona" which originally denoted the theoretical mask used by the actors in Greek Drama and Later adopted by classical Roman Players to debate their specific roles on the stage in the more popular sense, Personality is understood in terms of the impression one makes on other or in terms of the social stimulus value of the charm or attractiveness acquired by physical means. One may be said to possess a lovable, a charming or a vigorous or respectable personality.

The personality structure can be studied in three components the Id, the ego, the super ego, Id, it is the largest agency of the mind, is inherited and present at birth. Ego, it is "me" and "self" in which the individual differentiates himself from his surroundings. Super Ego, it develops as the ego internalizes social and cultural norms (Freud, 1949).

"Personality is that which permits a prediction of what a person will do in a given situation (cattell, 1970).

Personality is said to be acquired after birth from the environment and personal experiences, though experience and environment are not the same of any two individuals, but they can have similar personality types, an individual's personality can be considered as a whole or it can be considered in factors as self concept, adjustment, anxiety, competitive spirit, intelligence and many more. Adolescence, the transitional to the completion of physical growth as one philosopher remarked "Adolescence begins in biology and ends in the culture."

Personality of orthopedically disabled adolescent is also affected by many factors

including physical structure, health, complexion, height and weight, intelligence. The comparisons of handicapped and non handicapped children have been done in public schools or other integrated settings, however, Bresline in (1968) who studied handicapped children in special classes could not find the expected negative relationship. The handicapped youngsters in segregated classes scored as high as normal group. (Lipsitts 1958.)

### OBJECTIVES

1. To assess the personality traits of normal and orthopedically disabled adolescents.
2. To compare the personality traits of normal and orthopedically disabled adolescents.

### HYPOTHESES

To carry out the research properly the following null hypotheses have been formed.

1. There is no significant difference between the adjustment of orthopedically disabled children and normal children.
2. There is no significant difference between the self concept of orthopedically disabled children and normal children.
3. There is no significant difference between the all personality traits of orthopedically disabled children and normal children.

### DELIMITATIONS

Taking the time, energy and facility factors under consideration, the study is delimited to:-

1. The study has been delimited to the normal and orthopedically disabled adolescent females between age group 14 to 18 years.
2. The sample size of 200 students (Normal and orthopedically disabled) were taken.
3. The study has been limited to only institutionalized orthopedically disabled females from schools of Rewari and Bhiwani.

### REVIEW OF LITERATURE

Kagan and Moss (1962) reported that adolescents who found social interaction easy and gratifying became adults, who enjoyed meeting new people. Those who were socially withdrawn or tense as adolescents remained shy

and anxious with people during college years as adults.

Eysenck (1976) found that personality is more or less stable and during organization of a person's character, temperament, intellect and physique, which determined his unique adjustment to the environment.

Hall and Lindzey (1989) found that personality is the total quality of an individual's behavior. It includes his physical mental. Emotional and temperamental make up and now it shows itself in behavior.

Singh and Sinha (1990) studied the personality characteristics of socially advantaged and socially disadvantaged. They found that socially disadvantaged were. On the whole, inferior to the socially advantage students in terms of important personality dimensions.

Darling (1978) indicated that initially, many parents had negative attitude towards their children. Parent child interaction generally led fairly quickly to love and acceptance. Although all of the parents would have preferred a normal child, they were generally happy with the defective child they had.

Singh et al.,(1980 ) took 20 physically handicapped children and 20 normal and matched them for age, sex and education. It was found that physically handicapped were more neurotic. They were found to be more tender minded, more depressed and more submissive as compared to them non-physically handicapped.

### METHODOLOGY

Methodology is the method or mode of collecting data for study undertaken. It deals with the method and procedure in execution of study.

Sample of the study:- The study was undertaken in the various schools. Normal respondents (100) were taken from Hindu Sr. Sec. School, Rewari, Vishwakarma Sr. Sec. School, Rewari. Orthopedically disabled (100) were taken from Govt. Sr. Sec. Schools of Rewari and Bhiwani. Districts

### TOOLS

For the measurement of personality High School Personality Questionnaire (HSPQ) developed by S.D. Kapoor was used. This questionnaire measures 14 personality characteristics.

Result and Discussion:-

The data collected was classified, tabulated and analyzed in the light of objectives set in the present study. Results have been presented under following sub-heads:-

**Table No. 1**  
**Difference between normal and orthopedically disabled children on personality factors**

Factor	Respondents	Mean	S.D.	t' value
A	Normal	4.18	0.85	0.97
	Orthopedically disabled	4.36	0.96	
B	Normal	6.23	1.04	3.87**
	Orthopedically disabled	5.41	1.6	
C	Normal	4.22	0.65	1.40
	Orthopedically disabled	4.17	0.74	
D	Normal	5.16	1.05	2.62**
	Orthopedically disabled	4.61	0.70	
E	Normal	3.78	1.47	1.88
	Orthopedically disabled	4.32	1.23	
F	Normal	5.21	0.91	0.25
	Orthopedically disabled	5.22	1.44	
G	Normal	5.18	0.84	0.16
	Orthopedically disabled	5.19	1.63	
H	Normal	4.30	0.96	0.56
	Orthopedically disabled	4.73	0.75	
I	Normal	4.47	1.06	0.66
	Orthopedically disabled	4.70	0.73	
J	Normal	3.58	1.05	1.18
	Orthopedically disabled	4.70	1.05	
Q	Normal	3.58	1.02	2.43**
	Orthopedically disabled	4.38	0.95	
Q2	Normal	3.95	1.21	2.86**
	Orthopedically disabled	4.58	0.95	
Q3	Normal	4.04	1.02	1.97**
	Orthopedically disabled	4.45	1.12	
Q4	Normal	4.60	0.81	0.76
	Orthopedically disabled	4.70	0.95	

\* Significant at 0.5 Level

\*\* Significant at .01 Level

It is clear from Table 1 that on factor A both the respondents were warmhearted, outgoing, participating. They try to make contact with other people so that they can share their feelings. Some-times both are critical and detached. There is no significant difference between the two groups.

On factor B normal respondents were more intelligent as they are receiving better education facilities where as physically handicapped have low capacity due to their disability. The difference between in the two significant.

It is clear from the study of factor C that normal and physically handicapped respondents were able to take decisions, as they were mature enough and emotionally stable. Here, too, they do not differ significantly.

The table further reveals that on factor D the normal respondents were more over-active. They were curios to acquire new knowledge and show eagerness to new experience. They are significantly letter than the handicapped group.

On factor E both the respondents were more aggressive due to the competition among friends. They want to dominate people. Here the handicapped group has scored higher than the normal group.

On factor F they like to take part in new things and they were full with fun. If their desire gets fulfilled they feel happy else they turn serious. Here, too, they do not fifer menu. On factor G both the groups were more conscious and moralistic. They had certain values and morals in their life. In this area too, the group do not differ significantly.

The table further reveals that on factor H both the respondents were adventurous and socially bold. They have capacity to speak in society and able to tell their demands. They do not differ significantly in this area.

It is clear from the table that on factor-I both the respondents have similar views. They want to face the reality as both want to be respected members of the society but sometimes they were over protected by parents and teachers, which develop clinging behavior in

them. The group does not differ significantly.

On the factor J. We find that they were internally restrained and try to change their behavior on the requirement of group. They enjoy participating in group. Both the group stands equal in this area, too.

On factor Q normal respondents were untroubled and they feel more secure for their future. Physically handicapped respondents feel more insecure and worrying for their future. They feel more guilt prone. But both the groups do not differ significantly.

On factor Q2 normal respondents were group dependents and enjoy the company for their friends. Here physically handicapped group in more self sufficient and proper its own decisions in life. This group seems to be more resourceful as compared to the normal group. A significant different has found between these two group in this area.

On factor Q3 normal respondents were uncontrolled and careless when they find that their goals were unfulfilled. They just see their benefit and follow urges. Physically handicapped respondents were controlled and self disciplined because they want to become on respectable members of society. A significant difference is there between the two groups in this area.

On factor Q4 both the respondents were found to be relaxed and unfustrated as their decisions and future care is taken by their parents and teachers. They were tense for their future and become frustrated when they were unable to accomplish their goals. There is no significant difference between the two groups is this area.

From the table we can say that normal respondents were intelligent demanding and impatient. They want to know about the new discoveries but they become uncontrolled, if their demands are not fulfill. They were group dependent and like the company of friends. Sometime they become uncontrolled and careless for the society rules. They are creative. They think more elaborately. Whereas physically handicapped respondents have low thinking and were inactive, as their disability creates disability



creates disturbance in their activities. They feel insecure and worry for their future. They want to be a respectful member of the society so they were controlled, disciplined and prefer to take their own decisions and do not want to be dependent on society they are undemonstrative, quite and gentle. They are satisfied in whatever they do and whatever get they do not follow their own desire and urges.

### **SUGGESTIONS**

Keeping in view the findings of this study, some points have been suggested.

1. Parents should understand the needs, feelings and emotions of their children.
2. Parents should provide congenial atmosphere at home.
3. Parents should have co-operative and understanding attitude instead of sympathetic attitude towards their handicapped child.
4. Parents should encourage the child to become independent in every field.

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