



## **Physical Disability and Personality Traits**

**Tejpal Jagtap<sup>1</sup>**

**Sagar Thorat<sup>2</sup>**

**Department of Psychology,**

**Karmaveer Bhaurao Patil College,**

**Urun-Islampur, Sangli, Maharashtra**

### **Abstract:**

Disability is a global problem. Although many individuals suffer physical disability, they cope-up with their physical disability and become successful (e.g. Stephen Hawking). The proposed research is hypothesized to study the problem of the personality of disable people. It is directed towards exploring impact of physical disability on personality. Altogether, a total of 200 students (100 students with physical disability and 100 normal students) were selected in Sangli and Kolhapur district of Maharashtra. Age range of the sample was 10 to 14 years. Child Personality Questionnaire (CPQ) (Marathi language version) developed by Kumthekar and Joshi (2007) was used for the data collection purpose. Data analysis was carried out using descriptive statistics techniques-Mean, SD, and 't' value. The results indicated significant difference in personality traits among differently abled and normal students. Normal students are more extraverts, emotionally stable, excitable, assertive, venturesome, tough minded, shrewd and placid. On the other hand, differently abled students are more intelligent, sober, conscientiousness, vigorous and apprehensive. Handicap students have more anxiety than normal students. There was no significance difference in control among normal and handicap students.

**Keywords: Personality Traits, Physical Disability, Adolescence**

**Introduction:**

In our society a large number of people are suffering with their disability. Some people born with disability and some people are accidently handicapped. WHO's world report on disability shows that 15% of the world population lives with some form of disability, of whom 2-4% experience significant difficulties in functioning. Many researchers and health organizations gathered information and try to coin particular definition of disability. But it is very terrible thing. According to Person with Disabilities Act 1995 and Rehabilitation Council of India act 1992 person with disability means 'a person suffering from not less than forty percent on any disability certified by a medical authority'. According to rehabilitation program plan 1994/95/98/99 by R division, health and welfare branch of the Hong Kong G., disability means 'a person who has a disability of locomotors and neurological organ which constitutes a disadvantage or restriction in one or more aspects of daily living activities including work'. According to education of the handicap act, (United State Congress, 1975) children who are mentally retarded, hard of hearing, deaf speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf blind, multi handicapped, or as having specific learning disabilities who because of those impairments need special education and related services called as a handicap children.

Disability is stated 'a helpless condition in which person deprived from the physical fitness goes behind the standard and norms of society'. These people are ignored by their families, educational institutions and as well as they are considered valueless at a workplace. They deprived of their basic rights. There are various types of disabilities such as physical disability- blindness, low vision, hearing impairment; locomotors disability includes disability of bones, joints, muscles leading to substantial restriction of movement or any form of cerebral palsy, olfactory and gustatory impairment.

Present research deals with locomotors disability. Individuals having 40% or more disability have been considered as persons with locomotors disability. That means a person's inability to execute distinctive activities associated with moving, both himself/herself and objects from place to place and such inability resulting from affliction of bones, joints, muscles or nerves (The Rehabilitation Council of India).

Enhancement of quality of disable persons' lives brings a change in civil society and develops a positive sense toward physically disabled people. Study of personality of disabled person is a unique way to understand feelings, sensations, thinking process and helpless condition of the concerned person. A person is more than a bundle of abilities. They possess attributions, motions, temperament, character and personality. According to Larsen and Buss (2005) 'personality is the set of psychological trait and mechanisms within the individual that are organized and relatively enduring that influence his or her interactions adaptations to the intra-psychic, physical and social environments'. "Personality is the dynamic organization within the individual of that psychophysical system that determine his characteristics behavior and thought" (Allport, 1961). "Personality is a characteristic is blend of characteristics that make person unique" (Weinberg and Gould, 1999). The Five Factor Model evaluates the necessary traits of personality. It has been widely used by many researchers. But for the purpose of evaluation of the personality of children, Cattle developed Children Personality Questionnaire in 1975 is also known as CPQ 14 PF.

In the modern era of the world, handicap students face many problems and challenges in their life. Family and society can't accept handicappers easily. It effects on their personality and career. Some drawbacks like helplessness, hopelessness, frustration, sense of dependence, secondary role in life etc. are created in his life. They feel more anxiety, stress and depression. On the other hand some handicap person achieve broad goal in their life. They live and fulfill life with their handicappers. Some handicap people accept their handicappers as strength not as a weakness like as a Stephen Hawking, Nicholas James, John Millstone, Helen Keller, Arunima Sinha and SudhaChandran. These difference in the behave pattern of the handicap people (frustrated and achievers) creates some questions about his personality. Which personality factors impact and effect on his motivation? The present study is taken withthe purpose to focus on the personality factors of handicap students.

### **Objectives of the study**

1. To study the extravert in normal and handicapped students.
2. To study the intelligence in normal and handicapped students.
3. To study the emotional stability in normal and handicapped students.

4. To study the phlegmatic in normal and handicapped students.
5. To study the assertively in normal and handicapped students.
6. To study the soberness in normal and handicapped students.
7. To study the conscientiousness in normal and handicapped students.
8. To study the shyness in normal and handicapped students.
9. To study the tough mindedness in normal and handicapped students.
10. To study the vigorousness in normal and handicapped students.
11. To study the forthrightness in normal and handicapped students.
12. To study the placidness in normal and handicapped students.
13. To study the control in normal and handicapped students.
14. To study the anxiety in normal and handicapped students.

### **Hypotheses of the study**

1. Normal student will be more extraverts than handicapped students.
2. Normal student will be more intelligent than their counterparts.
3. Normal student will be more emotionally stable than handicapped students.
4. There would be no significant difference in phlegmatic traits.
5. Normal student will be more obedient than handicapped students.
6. Normal student will be more sober than handicapped students.
7. There would be no significant difference in conscientiousness traits.
8. There would be no significant difference in shyness.
9. Normal student will be more though minded than handicapped students.
10. Normal student will be more vigorous than their counterparts.
11. Handicap student will be more forthright than normal students.
12. There would be no significant difference in placidness.
13. There would be no significant difference in control.
14. There would be no significant difference in anxiety.

### **Method**

**Participants**

There were 200 samples comprised purposely in which 100 physically handicap student selected from Helper of Handicap School, Kolhapur and 100 normal students selected from various schools in Kolhapur district. The subject was belonged from 4<sup>th</sup> standard to 8<sup>th</sup> standard and their age range was 10 to 14 years. Male and female ratio of sample was equal.

**Instruments****Children Personality Questionnaire (CPQ) (2007)**

The Marathi version of CPQ, developed by Kumthekar and Joshi (2006), was used. There are two main parts of this questionnaire; first part is 'A' and second is 'B' and each part also divided into two sub parts as a 'A1' and 'A2' on the other hand B1 and B2. Subject should assure that his or her response would be kept confidential and should be used for research purpose only. It is self-report questionnaire designed to measure the 14 personality traits. Total 140 items are included in this questionnaire. The format of questionnaire is very simple and easy to understand and based on daily routine, habits, mathematics and relationship. Children had to answer two options for each item. There are two options for answering, option (a) and (b); children had to choose particular option for him or her. The scoring of questionnaire is doing by stencil. The questionnaire measures personality traits of children within 4<sup>th</sup> to 8<sup>th</sup> std. or 10 to 14 years old.

**Stability Coefficient of Children Personality Questionnaire**

A	B	C	D	E	F	G	H	I	J	N	O	Q3	Q4
.26	.42	.46	.55	.51	.47	.36	.43	.55	.29	.39	.32	.47	.54

**Content Validity of Children Personality Questionnaire**

A	B	C	D	E	F	G	H	I	J	N	O	Q3	Q4
.39	.50	.47	.41	.38	.36	.48	.41	.38	.33	.41	.38	.41	.48

**Procedure**

For the purpose of the data collection, researchers got the permission from Chairman of Helpers of Handicap Organization and various normal students' schools. Then researches gathered meeting, discussed all importance about research and assured privacy. The questionnaire was administered in a group setting. Students were cordially thanked for their responses to the questionnaire and for their cooperation. Data was collected and scored according to defined rules and analyzed using descriptive statistical techniques, such as Mean, Standard Deviations and 't' value.

**Results and Discussion**

The aim of the study was to assess the impact of handicappers on personality development of school students. So in the present study, handicappers and normalness treated as independent variables and 14 personality traits were measures as dependent variables. Following table illustrate the results.

**Table – 1 Showing level of mean, S.D. and 't' value of 14 personality traits among handicap and normal students.**

<b>Factor</b>	<b>Category</b>	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>'t' value and Significance</b>
Extraversion & introversion	Handicap	100	7.62	1.002	17.5**
	Normal	100	10.03	0.7	
Intelligence	Handicap	100	9.65	1.329	9.07**
	Normal	100	8.19	0.924	
Emotional stability	Handicap	100	7.5	1.489	4.143**
	Normal	100	8.25	1.089	
Phlegmatic and excitable	Handicap	100	2.68	0.653	19.339**
	Normal	100	4.73	0.847	

**Physical Disability and Personality Traits**

Assertively and obedient	Handicap	100	2.36	0.836	12.773**
	Normal	100	3.88	0.857	
Soberness	Handicap	100	5.83	1.281	12.745**
	Normal	100	3.88	0.857	
Conscientiousness	Handicap	100	10.08	1.078	16.166**
	Normal	100	8.7	0.774	
Shyness	Handicap	100	6.05	1.152	18.6**
	Normal	100	8.86	1.025	
Tough minded & tender minded	Handicap	100	1.02	1.273	9.05**
	Normal	100	5.59	0.953	
Vigorous & circumspect	Handicap	100	3.48	0.748	18.03**
	Normal	100	5.68	1.013	
Forthright & Shrewd	Handicap	100	2.00	0.7	21.9**
	Normal	100	3.69	0.542	
Placid & apprehensive	Handicap	100	3.94	2.755	2.27*
	Normal	100	3.29	0.840	
Control	Handicap	100	7.68	1.657	0.052ns
	Normal	100	7.67	1.03	
Anxiety	Handicap	100	5.45	1.247	18.278**
	Normal	100	2.69	0.934	

The above data was verified for the verification of hypothesis no. 1. The t value of extravert personality is significant at 0.01 level. It means that result showed significant difference in extravert personality trait among handicap and normal students. Normal students are more extravert than handicap students and handicap students are more introverts. In our society normal students live well, communicate easily, going to school easily and happily involve in social gatherings. On the other hand, handicap students have already a stigma given

by society. They more think about their limitations. They can't communicate easily, can't mix easily. Normal students passed ton them as like 'ugly', 'half etc. They fill themselves as guilty and live lonely. All these factors are very responsible to forming personality. This result in line with the earlier findings that the normal students have high score as compared to physically handicap students on big five trait like extraversion, neuroticism, openness to experience, agreeableness and conscientiousness (Jabeen et. al, 2016).

For the verification of hypothesis no. 2 above statistical data was verified. The t value of intelligence is significant at 0.01 level. The result of study indicates that there was significant difference in normal and handicap students on intelligence and handicap students have more intelligent than normal students. So hypothesis no. 2 was rejected. For the better intelligence development good education, cognitive stimulation, facility, support is very important and they got equally. But normal students distracted by various types of addictions, over sociality and many things. Handicap students only focus on their education, cognitive stimulation and thinking process. So they show more intelligence than normal students.

For the verification of hypothesis no. 3above data was verified. The t value of emotional stability is significant at 0.01 level. It means that result showed significant difference in emotional stability among handicap and normal student. Normal students are more emotionally stable and handicap students are emotionally unstable. Physically disable students experience discomfort in interaction with society, confused for behave and depend to others for basic needs and generally live lonely. They decrease quality of life and emotional well-being. This is the basic cause of emotional instability among handicap students. This result in line with the earlier findings that the normal students have high score as compared to physically handicap students on emotional stability (Jabeen et. al, 2016).

For the verification of hypothesis no. 4 above statistical data was verified. The t value of phlegmatic is significant at 0.01 level. The result of study indicates that there was significant difference in normal and handicap students on phlegmatic and excitable personality trait and handicap students are more phlegmatic and normal students are more excitable. So hypothesis no. 2 was rejected. Normal students can accept challenges and face them easily, play harder and dangerous game, improve their qualities confidently and more excitable they want to do. On the

other hand handicap students have some bonding, that think they feel helpless, guilty, fear of accident, so they cannot participate in any activity with exactly. All these causes effect by phlegmatic and excitable personality traits.

For the verification of hypothesis no. 5 above statistical data was verified. The t value of assertiveness is significant at 0.01 level. The result of study indicates that there was significant difference among normal and handicap students on assertiveness and obedient personality trait. A handicap student is more obedient and normal student is more assertive. So hypothesis no. 5 was rejected. Normal students can believe themselves, act confidently and assertive about our opinion, but handicap students can't believe themselves, don't act confidently and play the role of obedient personality.

For the verification of hypothesis no. 6 above statistical data was verified. The t value of assertiveness is significant at 0.01 level. The result of study indicates that there was significant difference among normal and handicap students on soberness. A handicap student is more sober than the normal student. So hypothesis no. 6 was rejected. Considering the fact that handicapper's stereotypes are very powerful, they undermine their capacities, they have no place or dignity in society. On the other hand, society gives more support and intention to normal students. This different pattern of life creates difference in soberness.

From table no. 1 for the verification of hypothesis no. 7 above statistical data was verified. The t value of assertiveness is significant at 0.01 level. The result of the study showed that there was significant difference among normal and handicap students on conscientious. A handicap student is more conscientious than the normal student. So hypothesis no. 7 was rejected. Considering the fact that society neglects and undermines handicappers, they know oneself, they understand and feel oneself emotions and thoughts, they create and understand value of ourselves. On the other hand normal students live actual life without care and conscientious. This different pattern of life of handicap and normal students creates difference in conscientious. Some previous findings show that the normal students have high score as compared to physically handicap students on conscientious (Jabeen et. al, 2016).

For the verification of hypothesis no. 8 above statistical data was verified. The t value of shyness is significant at 0.01 level. The result of study indicates that there was significant difference in normal and handicap students on shyness. A handicap student has more shy than the normal students. So hypothesis no. 8 was rejected. Physically handicap students' behave was less effective, confused, dependent, discomfort in interaction to the society; social intercourse is very difficult and loneliness have been found to be a frequent companion of those affiliated with physical disabilities. They have always feared about what people think about their disability. On the other hand, normal students make friends, interact with society very confidently. This different pattern of social interaction creates more shyness among handicap students.

For the verification of hypothesis no. 9 above statistical data was verified. The t value of tough minded is significant at 0.01 level. The result of study indicates that there was significant difference in normal and handicap students on tough mind. A handicap student is more tender minded than the normal students. The result verified hypothesis no. 9. Physically handicap students always face social rejection and neglecting. They need attachment and they want to be cared by someone, loved by someone. When someone behaves friendly they feel more gladness. So they are very sensitive about themselves but normal students act strongly and behave fit for tat policy. This different pattern of thinking style creates tough and tender mindedness in handicap and normal students.

For the verification of hypothesis no. 10 above statistical data was verified. The t value of vigorous is significant at 0.01 level. The result of the study indicates that there was significant difference among normal and handicap students on vigorous. A normal student is more vigorous than the handicap students. So hypothesis no. 10 was verified. Physically handicap students' behave was socially, friendly and cooperatively with his handicap mates whereas normal students' acts were competitive and aggressive. These different patterns of social competitiveness create more vigorousness in normal students.

For the verification of hypothesis no. 11 above statistical data was verified. The t value of forthright is significant at 0.01 level. The result of study indicates that there was significant difference among normal and handicap students on forthright. The result of the study shows that handicap students are more forthright and normal students are shrewder. So hypothesis no. 11

was verified. Physically handicap student's behave was socially forthright because of his disability and he expects forthright behavior from society. Normal students have no limitations, so they behave smartly, strongly and shrewder. These different patterns of physical ability create more forthright among handicap students and shrewder in normal students.

For the verification of hypothesis no. 12 above statistical data was verified. The t value of placidness is significant at 0.05 level. The result of study indicates that there was significant difference in normal and handicap students on placidness. Handicap students are more apprehensive and normal students are more placid. So hypothesis no. 12 was rejected. Physically handicap students' behave was less effective, confused, and dependent. They were confused about their ability and future. They always had fear about what people's reactions to their disability. On the other hand, normal students live life normally and placid way. This different pattern of thinking process creates more apprehensiveness among handicap students.

For the verification of hypothesis no. 13 above statistical data was verified. The t value of control is non-significant. The result of study indicates that there was non-significant difference among normal and handicap students on control. So hypothesis no. 13 was accepted. Physically handicap students they accept their liability, ability and control themselves like normal students, because any person's control is dependent upon his or her personality. This same pattern of thinking process creates no difference in control.

For the verification of hypothesis no. 14 above statistical data was verified. The t value of anxiety is significant at 0.01 level. The result of study indicates that there was significant difference among normal and handicap students on anxiety. The result of the study indicates that handicap students had more anxiety than normal students. So hypothesis no. 14 was rejected. Physically handicap students' behave was less effective, confused, and dependent. They were confused about their ability and future. They always had feared and suspicious about what people think about their disability. Overall these symptoms create more anxiety among the handicap students. On the other hand, normal students live life normally and act relax level. This different pattern of thinking process creates more anxiety in handicap students.

It can be concluded that handicap students lag behind in various personality traits when compared to normal students. However, they can develop like normal students if efforts are made to bring resilience development, to create self-efficacy and heighten self-esteem among them.

## **Conclusion**

The following conclusions are drawn from the above results:

1. There is significant difference in extravert and introvert personality trait. Normal students are more extravert than handicap students.
2. There is significant difference in intelligence. Handicap students are more intelligence than normal students.
3. There is significant difference on emotional stability. Handicap students are more emotionally unstable and normal students are more emotionally stable.
4. There is significant difference in phlegmatic and excitable personality trait. Handicap students are more phlegmatic and normal students are more excitable.
5. There is significant difference in assertive and obedient personality trait. Handicap students are more obedient and normal students are more assertive.
6. There is significant difference in soberness. Handicap students are more sober than normal students.
7. There is significant difference in conscientiousness. Handicap students are more conscientious than normal students.
8. There is significant difference in shyness. Handicap students are shyer than normal students.
9. There is significant difference on tough minded and tender minded personality trait. Handicap students are more tender minded and normal students are more tough minded.
10. There is significant difference in vigorousness. Normal students are more vigorous than handicap students.
11. There is significant difference in forthright and shrewd personality trait. Handicap students are more forthright were normal are shrewd.
12. There is significant difference in placid and apprehensive personality trait. Handicap students are more apprehensive and normal students are more placid.

13. There is no significant difference in control among handicap and normal students.

14. There is significant difference in anxiety. Handicap students have more anxiety than normal students.

### **References**

Allport, G. W. (1961). *Pattern and growth in personality*. New York: Holt, Rinehart & Wintson.

Jabeen, T., Kazmi, S. F., Rehman, A. U. & Ahmed, S. (2016). Upper and lower limb disability and personality traits. *Journal of Ayub Medical College Abbotabad*, 28(2), 348-352.

Kumthekar, M., & Joshi, A. (2007). Marathi version of Children Personality Questionnaire.

Larsen, R. J., & Buss, D. M. (2005). *Personality Psychology: Domains of knowledge about human nature*. Boston: McGraw-Hill.

Weinberg, R. S., & Gloud, D. (1999). Personality and sport. *Foundation of Sports and Exercise Psychology*, 25-46.

World Health Organization. *International classification of functioning, disability and health: ICF*. Geneva. World Health Organization Geneva, 2001.