Personality Make-Up of Visually Impaired Children in Special and Integrated Schools

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Schools plays an important role in moulding the personality of children because a significant part of a child's life is spent in school between the age of 6 and 20 years. The present study attempted to investigate the personality make-up of visually impaired children of special and integrated schools both have different environment and the study also evolved remedial programme to equip and compensate negative personality factors found in investigation. The study has been conducted on randomly selected 200 visually impaired children of both educational setup. "Sixteen Personality Factors Questionnaire"(1973) developed by Dr.R.B.Cattell and adopted by Dr.S.D.Kapoor in Hindi was the tool used. The tool was also transcribed in Braille. After the analysis of result it is found that only on factors C,E,G,L,N and Q4 students of both educational setup are significantly different. To equip negative personality trends it is suggested that their education should be started at right age, new interesting techniques should be developed . The school must be taken as a miniature of large social group and not as island to prepare them as a reality oriented individual.

A student whether he is sighted or visually impaired needs self confidence for his potential study but he is not mentally healthy, it effects his personality and adjusting capacity and lessens his self confidence. So for the effective educational programme for such students, the study of their personality becomes necessary. Although study relating this variable have been done from time to time but most of the studies regarding special education, few of them are as follows- Bhargava and Lavania (1981) worked on personality factors of sensory disabled and normal children having same age and sex. The result showed that the sensory disabled were more reserved, emotionally unstable, shy, dependent, sentimental, secure and relaxed than their counterparts i.e. the normal children. Kapoor and Sen(1984),Singh and Pathak(1990) compared the blind with their sighted peer on different personality factors/dimensions. Both of them found no significant difference on the personality variables like emotional stability, perceptual rigidity and social responsibility (Kapoor and Sen) and on four personality dimensions- Psychoticism (P), Extroversion (E),Neuroticism (N), and the Lie scores(L)(Singh and Pathak).Rai (1988) conducted a comparative study of personality dynamics of blind and sighted higher secondary students. Result showed that blind subjects were less adjusted on the dimensions of family relationships, emotional stability, adjustment to reality mood and conformity. Sighted children showed poor adjustment on school relationship and leadership. Goel (1985) reported that congenitally blind children emotionally maladjusted. Adventitiously visually impaired children are out going, assertive, conscientious, tender minded, shrewd and better built emotionally.

Ritu (1993) conducted a study of personality factors and emotional competence among handicapped and non handicapped children of different socio-economic status. . It is noted that the blind children were reserved, less intelligent, excitable threat sensitive, asthenic, shrewd and having weak ego and super ego strength along with low self sentiment integration in general, where as spasticity is found to be associated with weak super ego, threat sensitivety,

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guilt proneness, low self sentiment integration and high ergic tension. Socio-economic status also affect the personality factors in a more specific manner under different treatments of both the variables of the study. Emotional competence is found to be more in the normal children as compared to both blind and spastics.

After reviewing the various issues of blindness from different angles it is clear to researcher that the field has vast development potential for psychological and educational exploration. In our education system the integration of disabled children in regular school still remains a dream for the special population because they face many psychological and social problems in sighted world. However it is an untouched virgin field of research under domain of special education. Hence the researcher felts it a worth while to study of personality of visually impaired children in special and integrated schools.

OBJECTIVES:-

The present study was conducted with the following objectives in view –

1. To compare the personality factors of visually impaired children of special and integrated schools in 16 Personality Factors Questionnaires as propounded by Dr.R .B.Cattell(1973).
2. To analyse the Cattell 16PF and draw a profile to depict the personality structure of integrated and special school's visually impaired children.

HYPOTHESIS:-

1. There will be no significant difference in personality factors of visually impaired children of special and integrated schools.
2. There will be no gender discrimination among visually impaired children in relation to personality.

SAMPLE:-

The sample comprised of 200 visually impaired children(100 from integrated and100 from special schools) including female and male children studying in class vi and x,who were randomly selected from Suraykuti Andh Vidhyalaya,Agra; Ahmadi School for Blind,AMU,Aligarh; Model School for Blind,NIVH, Dehradun; Sharp Memorial,Dehradun; Netra Viklang Vidhalaya,Jhansi;Surya Smarak Inter College,Agra;Jeevan Jayoti School for the Blind,Banaras;The National Association for the Blind,Delhi.

TOOL:-

"Sixteen Personality Factors Questionnaire"(1973)developed by Dr.R.B.Cattell and adopted by Dr.S.D.Kapoor in Hindi version to measure the 16 personality factors have been employed to collect the data. In order to create conducive and least resistance environment to the visually impaired tool was transcribed into Braille formate.

PROCEDURE:-

The Braille transcribed form of the tool was administered in groups or individually according to student's convenience. The researcher reinforced the instruction orally and tried to convince the visually impaired children to be doing themselves most good by being frank and honest in describe himself. Researcher supervised all the subjects to correct any improper ways of indicating answers that might later cause difficulty in scoring. After the testing was over the adecuate scoring was adopted by the investigator for scoring as well as interpretation. The data were analysed by employing Mean, S.D. , Critical Ratio.

ANALYSIS OF DATA:-

SIGNIFICANT PERSONALITY FACTORS:-

Table 1 indicate CR values between the visually impaired students of both educational setups (special and integrated)which are found significant at 0.05 and 0.01 level of significance on different personality factors.

PF-C: Affected by feeling vs. Emotional Stable:-

The scrutiny of the above table reveals that both groups under consideration differ significantly on this personality factor and value(3.75) is found significant at 0.01 level.VISS children are characterized by mixed personality make up in relation to affected by feeling vs. emotionally stable while integrated schools visually impaired children represent their emotional maturity, stability and realistic approach about life.

Table-1

Mean And C R Values Of Visually Impaired Children Of Special And Integrated Schools In Relation To Personality Factors

Factors	Special Schools		Integrated Schools		Critical Ratio
	Mean	S.D.	Mean	S.D.	
Factor A	5.88	1.94	6.06	1.59	0.46
Factor B	5.02	1.63	4.48	3.69	0.94
Factor C	5.72	2.29	7.22	1.76	3.75**
Factor E	6.72	2.34	5.28	2.04	3.35**
Factor F	6.20	1.98	5.78	2.74	0.89
Factor G	5.68	1.77	6.80	1.54	3.39**
Factor H	5.26	1.96	6.00	1.98	1.35
Factor I	6.58	1.77	6.26	2.54	0.74
Factor L	5.32	2.27	6.44	2.03	2.60**
Factor M	6.96	2.82	6.82	2.17	0.29
Factor N	2.34	2.34	5.44	2.06	7.04**
Factor O	6.96	1.88	7.26	1.76	0.83
Factor Q 1	7.42	1.70	7.28	1.82	0.40
Factor Q 2	5.33	1.60	5.54	1.47	0.61
Factor Q 3	8.25	1.83	8.04	1.94	0.60
Factor Q 4	6.20	2.21	4.76	2.21	3.20**

*** = 0.01 level of significance*

PF-E: Humble vs. Assertive:-

The table shows that calculated CR value among VISS(3.35) is found significant at 0.01 level of significance. VISS children exhibit assertive, self-assured and independent trends in their personality while the VIIS are having mixed personality trends in relation of Humble vs. Assertive.

PF-L: Trusting vs. Suspicious:-

Table reveals that the computed CR value among VISS and VIIS is found significant. Although mean scores of both groups are having mixed personality trends in relation to Trusting vs. Suspicious.

PF-N: Forthright vs. Shrewd:-

On this trait CR values are found significant.Mean scores show that integrated school's visually impaired children are superior on this factor and marked by factor of the above personality factor of Forthright vs. Shrewdness, while mean sten scores of VISS group is fell down on the reverse extreme of the above personality factor. It reflects that children of this group are unsophisticated, sentimental and simple, sometimes crude and awkward (Forthright).

PF-G: Expedient vs. Shrewd:-

Table reveals that the computed CR value among VISS and VIIS is found significant at 0.01 level.Mean scores in the case of VIIS children are found distinctly superior in relation to conscientious.

PF-Q_4: Relaxed vs.Tense:-

The table shows that the calculated CR value among VISS and VIIS children (3.20)is found significant at 0.01 level of significance.Mean scores of VISS children are found superior than VIIS children.

Table-2

Significant and Non–Significant Personality Factors of Visually Impaired Children of Special and Integrated Schools

Personality Factor Symbol	**Special Schools (VISS)**	**Significance**	**Integrated Schools(VIIS)**
A	Reserved vs. Outgoing	NS	Reserved vs. Outgoing
B	Less intelligent vs. More intelligent	NS	Less intelligent vs. More intelligent
C	Effected by Feelings vs.Emotionally Stable	**	Emotionally Stable
E	Assertive	**	Humble vs. Assertive
F	Sober vs.Happy-go-Lucky	NS	Sober vs.Happy-go-Lucky
G	Expedient vs. Conscientious	**	Conscientious
H	Shy vs. Venturesome	NS	Shy vs. Venturesome
I	Tough Minded vs. Tender Minded	NS	Tough Minded vs. Tender Minded
L	Trusting vs. Suspicious	**	Trusting vs. Suspicious
M	Imaginative	NS	Imaginative
N	Forthright	**	Forthright vs. Shrewd
O	Apprehensive	NS	Apprehensive
Q_1	Experimenting	NS	Experimenting
Q_2	Group Dependent vs.	NS	Group Dependent

	Self-Sufficient		vs. Self-Sufficient
Q_3	Controlled	NS	Group Dependent vs. Self-Sufficient
Q_4	Relaxed vs. Tense	**	Relaxed vs. Tense

NON- SIGNIFICANT PERSONALITY FACTORS:-

The personality factor No.1,2,5,7,8,10,12,13,14,15 means factor A,B,F,H,I,L, M,O,Q_1,Q_2andQ_3have shown no significant difference on the corresponding personality trait.It can be interpreted that there is significant difference between visually impaired students studied in integrated and special schools in relation to following personality factors: Reserved vs. Outgoing, Less intelligent vs. More intelligent, Sober vs. Happy-go- Lucky, Shy vs. Venturesome, Tough Minded vs. Tender Minded, Trusting vs. Suspicious, Practical vs. Imaginative, Placid vs. Apprehensive, Conservative vs. Experimenting, Group dependent vs. Self-sufficient, Undisciplined vs. Controlled. It can be said that most of the personality factors (both the groups) are homogenous in nature.

Both group are having mixed personality trends specially in relation to factors A, B, F, H, I, Q_2 and both groups are having Imaginative, Apprehensive, Experimenting and Controlled quality in their personality make-up.

PERSONALITY PROFILE:-

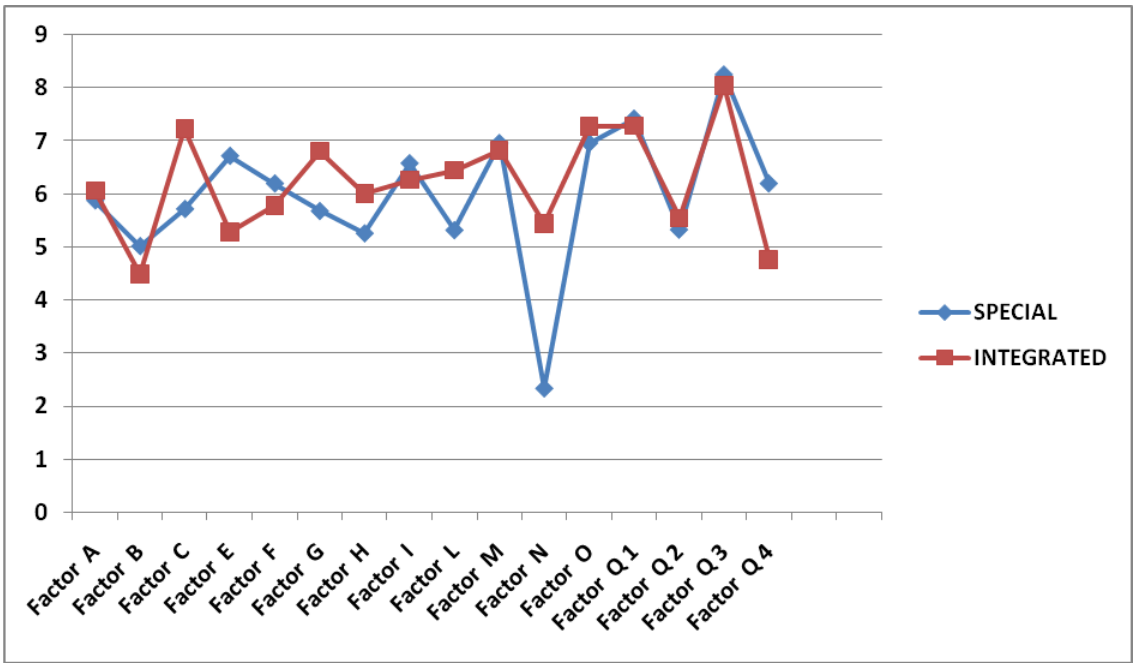


Figure 1 – Personality Profile of Visually Impaired Students of Special and Integrated Schools

The profile exhibits that visually impaired students of special and integrated schools have different degree of personality factors.

(i) Visually impaired students of special and integrated schools are assertive(E),forthright (N),tense(Q_4),and swinging between affected by feelings vs. emotionally stable(C),and

expedient vs. (G), on the contrary the visually impaired students of integrated schools have the peculiar personality factors like humble vs. assertive (E),conscientious(G), forthright vs. shrewd (N),and relaxed vs. tense trends of personality.

(ii) Visually impaired students of both types of schools are having judicious mixture of relaxed vs. outgoing(A),Visually impaired students of both types of schools are having judicious mixture of relaxed vs. outgoing(A), less intelligent vs. more intelligent (B), sober vs. happy-go-lucky (F), shy vs. venturesome (H), tough minded vs. tender minded (I), trusting vs. suspicious (L), group oriented attitude vs. self sufficient (Q_3).

(iii) Visually impaired students of both types of schools are having judicious mixture of relaxed vs. outgoing(A),Visually impaired students of both types of schools are having judicious mixture of relaxed vs. outgoing(A), less intelligent vs. more intelligent (B), sober vs. happy-go-lucky (F), shy vs. venturesome (H), tough minded vs. tender minded (I), trusting vs. suspicious (L), group oriented attitude vs. self sufficient (Q_3).

(iv) Visually impaired children of special and integrated schools & have same degree of personality factor M.,O,Q_1, and Q_3 and they show imaginative, apprehensive, experimenting and controlled trend of personality. Thus these factors are not affected by types of schools.

On the basis of global personality make-up it can be analyzed that visually impaired students of both types of schools have some negative trends in their personality like less intelligence, affected by feelings, careless, more dependent etc. as given in the following table.

Table- 3

Negative Personality Trends Prevelent Among Visually Impaired Children

Special Schools				**Integrated Schools**			
Girls		**Boys**		**Girls**		**Boys**	
P.F.	Description of Personality Factor	P.F.	Description of Personality Factor	P.F.	Description of Personality Factor	P.F.	Description of Personality Factor
B	Less intelligent			B	Less intelligent	A	Reserved Detached
C	Affected by Feelings, Easily upset			F	Desurgency	B	Less intelligent
N	Forthright, Artless			L	Suspicious, Poor team Member	E	Humble,Anxius for obsessional Correctness
M	Careless, Absent minded			O	Apprehensive Worrying Depressive	I	Tender minded, Dependent, Overprotective

To equip and compensate these personality factors, the researcher has evolved out the following remedial programme-

1. It is felt that the negative trends in personality of these children in integrated schools is due to their more age than their sighted peers. Education process starts late for the visually handicaps and they are older three to four years to their sighted peers. It develops inferiority complex, make them unable to adjust and also affects their personality and academic development.For solving this problem the researcher suggests that the parents of these blind cloudless should not be indifferent as soon as their problem of blindness is recognized and starts their education at the right age just like normal students. Educational planners and researcher should develop new techniques.So that their primary education should be easy and interesting like normal children,they should starts the education at the right age.For this various mass communication methods can be used.
2. It is observed that students living on a school campus develop a world of their own and when they come back to a real life situation face lots of problems related to their adjustment and personality, where the social reality demands another mode of functioning. Thus it becomes the responsibility of their teachers to educate them from an angle which helps in preparing a reality oriented individual who have dynamic character and open mind. The school campus must be taken as a miniature of larger social group and not as island.

   For good personality make-up it is necessary that-

   i) The child should be confronted with the reality of life.
   ii) His confidence should be raised.
   iii) They must be sure that they are just like other normal children.

By doing this they can evaluate themselves positively and their dependency and depressiveness will be less and they will be prove very useful member of the society.

KEY WORD

(i)	Factor A	:	Reserved *vs* Outgoing
(ii)	Factor B	:	Less Intelligent *vs* More Intelligent
(iii)	Factor C	:	Affected by feelings *vs* Emotionally Stable
(iv)	Factor E	:	Humble *vs* Assertive
(v)	Factor F	:	Sober *vs* Happy-go-lucky
(vi)	Factor G	:	Expedient *vs* Conscientious
(vii)	Factor H	:	Shy *vs* Venturesome
(viii)	Factor I	:	Tough minded *vs* Tender minded
(ix)	Factor L	:	Trusting *vs* Suspicious
(x)	Factor M	:	Practical *vs* Imaginative
(xi)	Factor N	:	Forthright *vs* shrewd
(xii)	Factor O	:	Placid *vs* Apprehensive
(xiii)	Factor Q_1	:	Conservative *vs* Experimenting
(xiv)	Factor Q_2	:	Group dependent *vs* Self Sufficient
(xv)	Factor Q_3	:	Undisciplined, Self-conflict *vs* Controlled
(xvi)	Factor Q_4	:	Relaxed *vs* Tense.

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