

Personality Characteristics of Children with Special Needs Studying in Inclusive and Special Schools

Dr. Pratibha Gupta
Professor and Principal
Noida College of Physical education
G. B. Nagar, U.P.

Abstract:- Education is a major factor for achieving the diversified goals of development by including social, economic, political, technological, cultural competence of people. Inclusion acknowledges the diversity present among the children in the general classrooms and addresses that every child is a special child. Inclusion of children with disabilities in the general classrooms would throw more challenges arid in addressing these, schools would become learning grounds; teaching and teachers would become more effective and meaningful. This study explored the personality characteristics of children with special needs studying in inclusive and special schools .Participants were 100 students with special needs,40 students from inclusive school 60 from special schools. These are orthopedically impaired students studying in class VI to class VIII of U.P. were selected. Sample was drawn with the help of purposive sampling technique. Results are discussed in terms of 6 personality dimensions i.e. activity-passivity, enthusiastic -non enthusiastic, assertive-submissive, suspicious –trusting, depressive – non depressive, emotional stability and emotional instability. Result suggested that inclusive school students are more developed in personality characteristics then the special school students.

I. INTRODUCTION

A. Special education is for the disabled-

In the early history of man, there was a belief that the handicapped were fools, nonhumans, or perhaps witches possessed by Demons of evils spirits. The right to live was denied to them; extermination of handicapped was suggested by none other than Aristotle.

During the later part of sixth century, steps were taken to diverse a system of educating handicapped children. It has now been recognized globally that the right to education is a fundamental right. It is the human duty of all concerned to secure the fundamental right to education to all the people with disabilities. In this way the special education emerged gradually all over the world. In a very simple word special education is a specially designed supportive physical and learning systems that are used within and outside the school and college for the students with physical and mental deficiencies that hamper their movement and learning. In other sense these children need specially designed equipment's and modified teaching learning environment to compensate their disability and learning.

B. Inclusive education –

Similarities in human beings are more important than their differences. As education is preparation for life, normal and handicapped children are best prepared in an environment where there is maximum opportunity for interaction and peer modelling. Qualities of understanding, acceptance, co-operation and respect cannot develop if children are constantly isolated from their peers in their formative years. Hence, the first experiment in inclusive education was started in 1940 by the Dadar school for the Blind in cooperation with the Hume High school, Bombay, by integrating to pupils from special schools into regular school.

Thus, the investigator found the scope to undertake the present study i.e. compare the personality development of children with orthopedic impairment in integrated and special schools. This may provide the necessary insight, of course indirectly into the relative effectiveness of two types of provisions prevalent for the education of the children with special needs. Therefore, the problem of the present study is stated as under-

II. PERSONALITY CHARACTERISTICS OF CHILDREN WITH SPECIAL NEEDS STUDYING IN INCLUSIVE AND SPECIAL SCHOOLS

A. Operational definition of the term is used –

➤ Personality characteristics –

It refers to the personality characteristics of the children with special needs. Personality is as more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment. For the present study personality profile refers to the measurement of personality traits like activity – passivity, enthusiastic – non-enthusiastic, assertive – submissive, suspicious– Trusting, depressive – non-depressive and emotional instability – stability.

➤ Children with special needs –

These children are those who deviate from the norm in mental, physical and social characteristics to such an extent that they require a modification of school practices and special educational services in order to develop to their maximum capacities. For the present study the category of children with special needs i.e. orthopedically impaired are taken up.

➤ *Inclusive Schools* – –

The schools refer to the placement and education of students with disability in general education classrooms students of the same is who don't have disability. It signifies the process of interaction of disabled children and non-disabled children in the same educational setting.

➤ *Special schools* –

The schools where the special educational system provides segregated arrangement for disabled children. Education for the disabled is not considered as an integral part of the total education.

B. Objective of the study-

- To study the differences in personality profile of children with special needs i.e. orthopedically impaired studying in inclusive and special schools.
- To study the differences in personality dimension ‘activity -passivity’ of children with orthopedic impairment studying in inclusive and special schools.
- To study the differences in personality dimension ‘enthusiastic – non-enthusiastic’ children with orthopedic impairment studying in inclusive and special schools.
- To study the differences in personality dimension ‘assertive – submissive’ children with orthopedic impairment studying in inclusive and special schools.
- To study the differences in personality dimension ‘suspicious – trusting’ children with orthopedic impairment studying in inclusive and special schools.
- To study the differences in personality dimension ‘depressive – non-depressive’ children with orthopedic impairment studying in inclusive and special schools.
- To study the differences in personality dimension ‘emotional instability and emotional stability’ of children with orthopedic impairment studying in inclusive and special schools.

C. Hypotheses-

- There exist a significant difference between the children with special needs i.e. orthopedically impaired studying in inclusive and special schools on personality.
- There exists a significant difference between the personality dimension ‘activity – passivity’ of children with orthopedic impairment studying in inclusive and special schools.
- There exist a significant difference between personality dimension ‘enthusiastic – non-enthusiastic children with orthopedic impairment studying in Inclusive and special schools.
- There exist a significant difference between the personality dimension ‘assertive – submissive’ children with orthopedic impairment studying in inclusive and special schools.

- There exist a significant difference between the personality dimension ‘suspicious – trusting’ children with orthopedic impairment studying in inclusive and special schools.
- There exist a significant difference between the personality dimension ‘depressive – non-depressive’ children with orthopedic impairment studying in inclusive and special schools.
- There exist a significant difference between the personality dimension ‘emotional instability and ‘emotional stability’ of children with orthopedic impairment studying in inclusive and special schools.

III. PLAN AND PROCEDURE

A. Population-

The entire group from which the sample has been selected is called as the population. That group may consist of persons, objects, attributes, qualities, behavior of people and animals, Cities, families, answers to various items of a test and the like. In the survey type research, it may be physically or financially impossible to include an entire population. Here the sample comes to the rescue of the researcher.

B. Sample-

For the selection of sample, the researcher adopted two phases. In the first phase, schools, (inclusive and special) were selected randomly from four districts of Uttar Pradesh State.

In the second phase, researcher drawn the sample 100 (40 from inclusive schools and 60 from special schools) students with special needs i.e. orthopedically impaired students studying in class VI to classes VIII of Uttar Pradesh were selected. The sample was drawn with the help of purposive sampling technique.

C. Tools Used-

➤ *Dimensional personality inventory (DPI) by Bhargava*

- *Analysis and interpretation of data –*

For the purpose of comparison of personality characteristics scores among different subgroups of the sample subjects belonging to junior schools of Uttar Pradesh t-ratio were computed and results are presented in table 1st to table 7 –

Hypothesis-1

Significance of difference between the mean personality scores of students with orthopedic impairment studying in inclusive and special schools

| Variable | Group | N | Mean | S.D. | SEd | t-ratio | Level Of Significance |
|-------------|-------------------|----|-------|------|------|---------|-----------------------|
| Personality | Inclusive Schools | 40 | 69.33 | 9.77 | 1.34 | 5.79 | .01 |
| | Special Schools | 60 | 61.57 | 8.56 | | | |

Table 1

It is shown from the table 1 that the mean scores of the children with orthopedic impairment studying in inclusive and special schools on personality are 69.33 and 61.57 with S.D. 9.77 and 8.56 respectively. The t- ratio came out from the above two groups is 5.79 which is significant at .01 level of significance. It implies that the two groups differ significantly on personality. Further, the mean score of students studying in inclusive school is more than the special school students, it indicates that inclusive school students are more developed in personality characteristics than the special

school students. Thus, the Hypothesis-1 that ‘there exists a significant difference between children with special needs studying in inclusive and special schools on personality’ is accepted.

Hypothesis-2
Significance of difference between the mean personality dimension ‘activity – passivity’ scores of children with orthopedic impairment studying in inclusive and special schools

| Variable | Group | N | Mean | S.D. | SEd | t-ratio | Level Of Significance |
|---------------------|-------------------|----|-------|------|------|---------|-----------------------|
| Activity- Passivity | Inclusive Schools | 40 | 14.46 | 2.68 | 0.68 | 3.02 | .01 |
| | Special Schools | 60 | 12.40 | 4.09 | | | |

Table 2

It is observed from the table 2 that the mean scores of orthopedic impairment children studying in inclusive and special schools on ‘activity – passivity’ of personality are 14.46 and 12.40 with S.D. 2.68 and 4.09 respectively. The t – ratio came out from the above two groups is 3.02 which is significant at .01 level of significance. That means there is significant difference between children studying in inclusive and special schools on activity-passivity dimension of personality characteristics. Further, the mean score of inclusive schools students is more than the special schools students, it indicates that inclusive school students are more developed in personality characteristics in term of active, energetic, enthusiastic and regular, persistent and busy with

ability to concentrate for long duration of time than the special school students. Thus, the Hypothesis-2 that ‘there exist a significant difference between children with orthopedic impairment studying in inclusive and special schools on personality’ with respect to the first personality dimension ‘activity – passivity’ is accepted.

Hypothesis-3
Significance of difference between the mean personality dimension ‘enthusiastic – non-enthusiastic’ scores of children with orthopedic impairment studying in inclusive and special schools

| Variable | Group | N | Mean | S.D. | SEd | t-ratio | Level Of Significance |
|--------------------------------|-------------------|----|-------|------|------|---------|-----------------------|
| Enthusiastic- non-enthusiastic | Inclusive Schools | 40 | 12.97 | 3.39 | 0.69 | 1.93 | N.S. |
| | Special Schools | 60 | 11.64 | 3.27 | | | |

Table-3

It is observed from the table 3 that the t-ratio came out from the above two groups is 1.93 which is not significant at any level of significance. That means there is no significant difference between students studying in inclusive and special schools on personality. further, the mean score of inclusive is more than the special school students, it indicates that inclusive school students are more developed in personality characteristics like happiness, warm hearted, enjoying life, fond of being in company of others, social and outgoing, mixing easily in the company of others, open hearted than the special school students. Thus, the Hypothesis–3 that there

exists a significant difference between children with orthopedic impairment studying in inclusive and special schools on the personality with respect to personality dimension and was ‘enthusiastic – non-enthusiastic’ is accepted.

Hypothesis-4
Significance of difference between the mean personality dimension ‘assertive – submissive’ scores of children with orthopedic impairment studying in inclusive and special schools

| Variable | Group | N | Mean | S.D. | SEd | t-ratio | Level Of Significance |
|------------------------|-------------------|----|------|------|------|---------|-----------------------|
| Assertive - Submissive | Inclusive Schools | 40 | 8.69 | 3.29 | 0.70 | 1.19 | N.S. |
| | Special Schools | 60 | 7.86 | 3.65 | | | |

Table 4

It is shown from the table 4 that t-ratio came out from the above two groups is 1.19 which is not significant at any level of significance. That means there is no significant difference between the students studying in inclusive and special schools on assertive – submissive characteristics of personality. Again, the mean scores of inclusive school students is more than the special school students; it shows that inclusive school students are more developed in personality

characteristics like forward in dealing of life, bold, having traits of leadership, independent nature, dominant than the special school students. Thus, the Hypothesis-4 with respect to the third personality dimension ‘assertive – submissive’ is rejected.

Hypothesis-5
Significance of difference between the mean personality dimension ‘suspicious – trusting’ scores of children with

orthopedic impairment studying in inclusive and special schools

| Variable | Group | N | Mean | S.D. | SEd | t-ratio | Level Of Significance |
|-----------------------|-------------------|----|-------|------|------|---------|-----------------------|
| Suspicious - Trusting | Inclusive Schools | 40 | 8.20 | 4.37 | 0.75 | 5.29 | .01 |
| | Special Schools | 60 | 12.17 | 3.09 | | | |

Table 5

It is shown from the table 5 that there is significant difference between orthopedic impairment students studying in Inclusive and special schools on ‘suspicious -trusting’ personality. The mean score of special school students is more than the inclusive school students; it shows that a special school students are more suspicious in nature like apprehensive, having no faith on others, blaming others for their all failures and non-achievement, feeling misconception of people about themselves and feel that others are jealous of

themselves and want to harm them then the inclusive school students thus the Hypothesis-5 with respect to the fourth personality dimension ‘suspicious – trusting’ is accepted.

Hypothesis -6
Significance of difference between the mean personality dimensions ‘depressive – non-depressive’ scores of children with orthopedic impairment studying in inclusive and special schools

| Variable | Group | N | Mean | S.D. | SEd | t-ratio | Level Of Significance |
|-----------------------------|-------------------|----|-------|------|------|---------|-----------------------|
| Depressive - Non-Depressive | Inclusive Schools | 40 | 7.11 | 4.79 | 0.81 | 5.44 | .01 |
| | Special Schools | 60 | 11.52 | 3.29 | | | |

Table 6

It is revealed from the table 6 that t-ratio came out from the above two groups is 5.44 which is significant at .01 level of significance. That means there is significant difference between children with special needs studying in inclusive and special schools on ‘depressive – non-depressive’ dimension of personality. Further, the mean score of special school students is more than the inclusive school students; it indicates that the special school students have more depressive characteristics like feeling of helplessness, worthlessness, depressed, unwanted, suicidal ideas, feeling of inferiority, highly frustrated, lack of self-confidence, jealous

about other happiness, restless and full obtains than the inclusive school students thus the Hypothesis-6 with respect to the fifth dimension of personality ‘depressive – non-depressive’ is accepted.

Hypothesis-7
Significance of difference between the mean personality dimension ‘emotional instability and emotional stability’ scores of children with orthopedic impairment studying in inclusive and special schools

| Variable | Group | N | Mean | S.D. | SEd | t-ratio | Level Of Significance |
|---|-------------------|----|-------|------|------|---------|-----------------------|
| Emotional instability and Emotional stability | Inclusive Schools | 40 | 9.52 | 3.71 | 0.72 | 6.72 | .01 |
| | Special Schools | 60 | 14.36 | 3.29 | | | |

Table 7

It is revealed from the table 7 that the t-ratio came out from the above two groups is 6.72 which is significant at .01 level of significance. That means there is significant difference between children with orthopedic impairment studying in inclusive and special schools on ‘emotional instability and emotional stability’ dimension of personality. Further, the mean score of special school students is more than the inclusive school students. It reveals that special school students are more emotionally unstable, highly anxious and worrying, Fearful, sensitive, depressed and sad then the inclusive school students. Thus, the Hypothesis-7 with respect to the sixth dimension of personality ‘emotional instability and emotional stability’ is accepted.

IV. RESULT

- Result of the present study revealed that
- It is shown from the table 1 that the mean scores of the children with orthopedic impairment studying in inclusive and special schools on personality are 69.33 and 61.57 with S.D. 9.77 and 8.56 respectively. The t- ratio came out from the above two groups is 5.79 which is significant at .01 level of significance. It implies that the two groups differ significantly on personality. It indicates that inclusive school students are more developed in personality characteristics then the special school students.

- It is observed from the table 2 that the mean scores of orthopedic impairment children studying in inclusive and special schools on 'activity – passivity' of personality are 14.46 and 12.40 with S.D. 2.68 and 4.09 respectively. The t – ratio came out from the above two groups is 3.02 which is significant at .01 level of significance. That means there is significant difference between children studying in inclusive and special schools on activity-passivity dimension of personality characteristics. It indicates that inclusive school students are more developed in personality characteristics in term of active, energetic, enthusiastic and regular, persistent and busy with ability to concentrate for long duration of time then the special school students. Thus, there exist a significant difference between children with orthopedic impairment studying in inclusive and special schools on personality dimension activity – passivity.
- It is observed from the table 3 that the t-ratio came out from the above two groups is 1.93 which is not significant at any level of significance. Thus there is no significant difference between students studying in inclusive and special schools on personality. Inclusive school students are more developed in personality characteristics like happiness, warm hearted, enjoying life, fond of being in company of others, social and outgoing, mixing easily in the company of others, and open hearted then the special school students. Thus, there exist a significant difference between children with orthopedic impairment studying in inclusive and special schools with respect to personality dimension 'enthusiastic – non-enthusiastic'.
- It is shown from the table 4 that t-ratio came out from the above two groups is 1.19 which is not significant at any level of significance. That means there is no significant difference between the students studying in inclusive and special schools on assertive – submissive characteristics of personality. Thus inclusive school students are more developed in personality characteristics like forward in dealing of life, bold, having traits of leadership, independent nature, and dominant than the special school students. Thus, there exists a significant difference between children with orthopedic impairment studying in inclusive and special schools with respect to personality dimension 'assertive – submissive'.
- It is shown from the table 5 that there is significant difference between orthopedic impairment students studying in Inclusive and special schools on 'suspicious - trusting' personality. special school students are more suspicious in nature like apprehensive, having no faith on others, blaming others for their all failures and non-achievement, feeling misconception of people about themselves and feel that others are jealous of themselves and want to harm them then the inclusive school students, Thus, there exists a significant difference between children with orthopedic impairment studying in inclusive and special schools with respect to personality dimension 'suspicious – trusting'.
- It is revealed from the table 6 that t-ratio came out from the above two groups is 5.44 which is significant at .01 level of significance. That means there is significant difference between children with special needs studying in inclusive and special schools on 'depressive – non-

depressive' dimension of personality. special school students have more depressive characteristics like feeling of helplessness, worthlessness, depressed, unwanted, suicidal ideas, feeling of inferiority, highly frustrated, lack of self-confidence, jealous about other happiness, restless and full obtains than the inclusive school students .

- It is revealed from the table 7 that the t-ratio came out from the above two groups is 6.72 which is significant at .01 level of significance. That means there is significant difference between children with orthopedic impairment studying in inclusive and special schools on 'emotional instability and emotional stability' dimension of personality. special school students are more emotionally instable, highly anxious and worrying, Fearful, sensitive, depressed and sad then the inclusive school students.

V. CONCLUSION

Results of the present study revealed that parents should be provided necessary information about the techniques and teaching methods of integrated education system, how it is more beneficial for children with special needs as compare to special school setting.

- Educational programmes for the students who are getting education in special schools should be so organized that the special school children can cope up with their counterparts in the academic achievement and other domains of personality development and of course.
- The best performance of children with special needs during able – bodied peers provide them a sense of accomplishment, which is required for children with special needs. Steps should be taken to extend the scheme of integrated education for the disabled children, which is being implemented by the government of India in different areas.

REFERENCES

- [1]. Allport G.H. (1961). Pattern and Growth in personality, New York Holt, Rinehart and Winston Inc.
- [2]. Banbura, A. (1986). Social Foundation of Thought and Action: A Social Cognitive Theory, Englewood Cliffs, New Jersey Prentice Hall.
- [3]. Best J.W. (1977). Research in Education, Englewood Cliffs, New Jersey Prentice Hall Inc.
- [4]. Cole, D. & Meyer, L. (1991) Social integration and severe disabilities A Longitudinal analysis of child out comes. Journal of special education, 25, 3, pp.340–349.
- [5]. David, L.W., and Lies, F. (2007) Teaching Students with Severe Disabilities. Bristol: Centre for studies in inclusive education.
- [6]. Hallahan, P.D. & Kauffman, J.M., (1988). Exceptional children, USA Prentice-Hall International, 471–477.