



Assessment the personality among normal and differently abled adolescents

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Abstract

Amongst the major challenges faced by a person in life is dealing with one's own differently challenged personality. Personality also affects our ability to interact with others, which can impact our career success. Personalities play an important role in determining not only behavior of an individual but also influence the overall success and prosperity in life. Differently abled children are different from normal children, due to various problems faced by them. The present study is an attempt to explore the factors associated with the differences in personality and among differently abled in comparison to normal children. The sample size taken for the purpose of the study is 120 consisting of 60 differently abled and 60 normal adolescents. The study was conducted in Lucknow district, Uttar Pradesh. For the present research, multistage random sampling technique was adopted to selected normal and differently abled adolescents. Ex post facto research design was adopted in the present research and personality inventory devised by Singh and Singh was used to assess the personality and compare the normal and differently abled.

Keywords: personality, career success

Introduction

Personality is a set of individual differences that are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills. The term "personality trait" refers to enduring personal characteristics that are revealed in a particular pattern of behavior in a variety of situations. Two commonly held assumptions of research into personality development are that personality has "set like plaster" cited and will not change much after the age of 30 and that adolescence is a period in which personality matures and becomes more stable. Recently, four indices have been used to tap change and stability of personality. Two of these, mean-level change and rank-order stability. The Goal of education is the production of good quality citizen who later contribute to the community and finally to the country as a whole. Adolescents are the future of nation. Adolescence is a period of intensive growth and development with respect to physical, cognitive, social, emotional and sexual aspect of child's personality. Adolescence often termed as the age of storm and stress, has so many conflicting situation and problems of adjustment.

It is the stage where they undergo different dramatic changes in their bodies, boost in gonad hormones, and changes in brain architecture. The major biological changes that occur are in the frontal lobes of the brain and are responsible for the strength of mind, decision, touching directive, organization and planning. Cognitive development happens and they are increasingly capable of managing their own learning and problem solving skills. They also smooth the progress of their individuality formation and maturation of ethical analysis. The success of all these cognitive skills is related to the important skill for successful search of learning and job-related goals

(Heckhausen, 1999). In social relationships the teen must deal with many of their community relations, provide them with superior opportunity to develop and utilize their private and personal identity with additional self-rule.

Review of Literature

Watkins *et al.*, (1998) conducted a study on the focus of these measure on area such as family, friends and sport was appropriate for the majority of those sampled However the academic area and physical attractiveness were not so salient for these middle class adolescents. There was also evidence of gender and age differences in along cultural and class line. Implications of such differences for the measurement of self-esteem are discussed.

Allik *et al.*, (2004) ^[9] conducted study on levels of personality traits of Estonian adolescents were quite similar to the respective scores of Estonian adults, there was a developmental gap in Agreeableness and Conscientiousness. Three of the five personality dispositions demonstrated a modest cross-sectional change in the mean level of the trait scores: the level of Openness increased and the levels of Agreeableness and Conscientiousness decreased between 12 and 18 years of age. Although the five-factor structure of personality was already recognizable in the sample of 12-year-old children, it demonstrated only an approximate congruence with the adult structure, suggesting that not all children of that age have developed abilities required for observing one's own personality dispositions and for giving reliable self-reports on the basis of these observations. The self-reported personality trait structure matures and becomes sufficiently differentiated around age 14–15 and grows to be practically indistinguishable from adult personality by the age of 16.

Personality of adolescents becomes more differentiated with age: along with the growth of mental capacities the correlations among the personality traits and intelligence become smaller.

Rani (2012) [8] conducted a study on the responsibility of making a country great rests on the shoulders of the young generation known as youth. It is the youth only who can and will change the image of our country. However, problem of depression among these youth not only becoming a cause of worry to the parents, guardians and educational authority but it has become a national concern. It is one of the burning problems of present era. There is a wide spread depression among these students. Instead of becoming a positive force in nation building, they are getting increasingly resentful. They are showing their discontentment by behavior against social norms in a manner which bewilder the elders. Also there is a drastic change in their personality in their behavior and attitude, which is causing a great concern for all. Present paper studies the major work done by various researchers in this direction.

Pant *et al.*, (2013) [4] conducted study on the “major challenges faced by a person in life are dealing with one’s own differently challenged personality”. To compete and sustain oneself in today’s world a person has to struggle, work hard, have a vision, and locate his weaknesses & strengths. Giving attention to your weakness and getting demoralized will take you nowhere, but awareness about the same &

challenging to overcome it and then building upon your strengths will take you to Glory. Lot of different challenged personalities have risen in life and one among them who has done wonders & created history is, Olympian swimmer Michael Fred Phelps Secondary sources have been adopted for study. Various newspapers, articles and websites have been accessed to collect the required information for study

Methodology

Research design: Research design is a coherent plan in conducting research which deals with investigation so conceived to obtain answers to research questions. Research design is used to conduct research with objectivity of accuracy. The research design followed in the present study is Ex-post facto sectional research design the present study entitled “Self-esteem among adolescent: A comparative study among normal and differently”

Locale of the study: The present study was conducted in Lucknow city. The researcher’s familiarity with the area made the researcher to select Luck now as locale of the study.

Sampling procedure: For the present research, random sampling technique was adopted to select boys or girls adolescents as sample. For selection of the respondents’ multistage sampling technique was adopted.

Sample Size: Further the sample selection was based on probability to arrive at a final sample for determining the total sample size of 120 respondents.

Results and Discussion

Table 1: Assessment of personality according to their Category of child

Personality trait	Normal		Differently abled		T	P-value
	Mean	S.D	Mean	S,D		
Activity-passivity	25.01	2.49	23.21	2.32	.294	.589
Enthusiastic-non enthusiastic	13.61	3.29	14.28	4.63	.011	.916
Assertive-submissive	13.44	4.67	12.55	3.45	2.468	.119
Suspicious-Trusting	12.95	7.52	10.11	3.95	7.868**	.006
Depressive-non depressive	10.88	4.35	12.95	6.04	.421	.518
Emotional/instability Stability	11.94	3.93	12.47	2.27	.12.350**	.000
Total	87.86	18.88	90.38	10.24	.20.573**	.000

The above table explains the personality among normal and differently abled adolescents across category of child. It is evident from the table that no significant differences among normal and differently abled in their overall personality was found but it can be noted that the overall personality of differently abled was found to be better in comparison to normal. Highly significant differences was found among normal & differently abled, where in it the normal were found

to be non-depressive with low mean value ($\mu=10.88$) in comparison to differently abled as they were characterized with depression ($\mu =12.95$). Differently abled were found to be more stable in comparison on to normal. In contrary normal were found to be active and passivity was exhibited by differently abled. Normal were more suspicions and assertive, whereas differently abled were more trusting and submissive.

Table 2: Assessment of personality according to their Types of disability

Personality trait	Visually impaired		Hearing impaired		Orthopedically impaired		T	p-value
	Mean	S.D	Mean	S.D	Mean	S.D		
Activity-passivity	25.93	1.86	24.63	2.69	26.19	2.28	1.309	.278
Enthusiastic-non enthusiastic	14.46	5.60	14.89	5.97	13.88	2.55	.257	.774
Assertive-submissive	12.33	4.18	12.52	2.91	14.88	2.95	4.079	.022
Suspicious-Trusting	13.13	3.79	10.84	4.25	12.65	3.63	1.775	.179
Depressive-non depressive	10.26	2.71	11.00	3.14	15.88	7.76	6.436	.003
Emotional/instability Stability	13.00	2.77	11.21	2.12	12.30	2.11	.583	.561
Total	89.13	7.019	86.10	10.45	94.48	10.68	4.100	.022

The above table explains the personality among differently abled adolescents across types of disability. It is evident from the table that no significant differences among types of differently abled among in their overall personality was found but it can be noted that the overall personality of orthopedically impaired was found to be significant in comparison to visually impaired and hearing impaired. Significant differences was found among types of differently abled, where in the visually impaired were found to be non-depressive with low mean value ($\mu=10.26$) in comparison to orthopedically impaired and hearing impairment they were characterized with depression ($\mu =15.88$). Orthopedically impaired were found to be more stable in comparison to visually impaired and hearing impaired. In contrary orthopedically impaired were found to be active and passivity was exhibited by visually impaired and hearing impaired. Orthopedically were more suspicious and assertive, where as hearing impaired and visually impaired were more trusting and submissive.

Conclusion

Differently abled do not feel to be fit in the society of normal people. They sometimes or the other faced difficulty in interacting with the society. They feel themselves as less efficient than the able-bodied and lack self-confidence. They are not able to trust others as well as themselves. They lose motivation, are not able to stand in front of the normal adolescents. There is a need of change in the attitude of the society towards the disabled. A quality of work has been done in this field but there is a need of much more research and a number of positive initiatives in order to solve the issue It is not real in the sense that it can be visually examined, physically touched, or directly observed. The desire for positive evaluation of self affects a person's feelings, actions and aspirations throughout life.

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