

Mental Health Status of Special Children on Six Dimensions

Dr. Keisham Shitaljit Singh

Associate. Prof.

Deptt. of Education

Manipur University, Canchipur

Email: jackeisham@gmail.com

Mayanglambam Prakash Singh

Research Scholar

Deptt. of Education

Manipur University, Canchipur

nonganluwang@gmail.com

Abstract

Not only for the gifted children, needs for Special Education for both physically and mentally challenged students are very important. It designs to meet the needs of exceptional children. Therefore, the most important for them is to find out their problems in different dimensions. With the help of Mental Health Battery (MHB) which consists of six dimensions viz. "Emotional Stability", "Overall Adjustment", "Autonomy", "Security & Insecurity", "Self Concept" and "Intelligence" can find out their level of problems. The study assumes that there is no difference between blind and deaf & mute students before conducting the collection of data. However, there has been found both rejected and as well as accepted of the null hypothesis. Mostly, the performance of the selected blind and deaf & mute students have their similar emotional stability, autonomy, security and insecurity and self concept but they have been found different in the overall adjustment performance and in their intelligence.

Reference to this paper
should be made as follows:

Received: 15.04.2019

Approved: 15.06.2019

**Dr. KeishamShitaljit
Singh, Mayanglambam
Prakash Singh,**

*Mental Health Status of
Special Children on Six
Dimensions*

*RJPSS 2019, Vol. XLIV,
No. 2, pp. 152-161*

Article No. 2

Online available at:

[http://
rjpss.anubooks.com/](http://rjpss.anubooks.com/)

Introduction

Special Education is an instruction that is modified or particularized for those students with special needs, such as learning differences, mental health problems and specific disabilities either physical or developmental disabilities. It refers to instruction that is specially designed to meet the needs of exceptional children. It also involved designing the physical environment in the classroom (e.g. use of ramps) teaching procedures, teaching content and equipments (e.g.hearing aids for the deaf) for a particular types of disability.According to World Health Organization (WHO) 1976, disability reflects the consequences of impairment in terms of functional performance and activity by the individual.Handicapped on the other hand, refers to disadvantages experiences by the individual as a result of impairment and disabilities; handicaps thus reflect interaction with an adaptation to the individual's surroundings (WHO) 1976.Sub-normality of intelligence is an impairment, but it may not lead to appreciate actively restriction; function other than impairment may determine the handicap because the disadvantages may be minimal if the individual lives in a remote rural community, whereas it could be severe if he lives in the midst of university graduates living in a large city, of whom more might be expected. Hence, children are considered exceptional when they have some characteristics that deviate from the normal or average child. It is for this reason the term "Exceptional Children" is used more often. It is more inclusive in the sense that it consists of the handicapped in one extreme and of the gifted at the other. These children are classified into certain categories for the purpose of placement and educational care.

About Mental Health Battery (MHB)

Mental Health Battery (MHB) consists of six dimensions. The first dimension "Emotional Stability" refers to experiencing subjective stability feeling which have positive or negative values for the individual. The second dimension "Over-all Adjustment" depicts to individual's achieving an overall harmonious balance between the demands of various aspects of environment, such as home, health, social, emotional and school on the one hand and cognition on the other. The third dimension "Autonomy" indicates to a stage of independence and self-determination in thinking. The fourth dimension "Security-Insecurity" refers to a high or low sense of safety, confidence and freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person's present or future needs. The fifth dimension "Self-concept" refers to the sum total of the person's attitude and knowledge towards himself ad evaluation of his achievements and the last sixth dimension "Intelligence" refers to general mental ability which helps the person in thinking rationally, and in behaving purposefully in his environment.

Objectives of the Study

The investigators have started to investigate with the following objectives:

1. To find out the significance difference between blind and deaf & mute students on six dimensions of Mental Health Battery (MHB).
2. To find out the significance difference between blind and deaf & mute students of educated and uneducated fathers on six dimensions of Mental Health Battery (MHB).
3. To find out the significance difference between blind and deaf & mute students of educated and uneducated mothers on six dimensions of Mental Health Battery (MHB).

Hypotheses of the Study

In the present study, the investigators have formulated the following type of null-hypothesis only:

1. There exists no significant difference between blind and deaf & mute students on six dimensions of Mental Health Battery (MHB).
2. There exists no significant difference between blind and deaf & mute students of educated and uneducated fathers on six dimensions of Mental Health Battery (MHB).
3. There exists no significant difference between blind and deaf & mute students of educated and uneducated mothers on six dimensions of Mental Health Battery (MHB).

Design of the Study

Normative survey method and interview schedule have been used for the collection of necessary data for satisfying various objectives of the study and for evaluating the special education system in the Imphal West district of Manipur.

Population and Sample

130 deaf and mute, 88 blind children of Imphal West and Thoubal Districts of Manipur have been considered as the population of the study. Out of 88 blind children from Classes I to X of Imphal West district, only 19 students of Classes VII to X were selected by using purposive sampling technique. Similarly, out of 130 deaf and mute children from Classes I to X of Imphal West district, only 31 students of Classes VII to X were selected by using the same sampling technique from the two special schools of Imphal West district of Manipur viz.; Govt. Ideal Blind School, Takyel and Govt. deaf and Mute School, Takyel.

TableNo. 1

Mental Health Status between Blind and Deaf and Mute Students in Six Dimensions of Mental Health Battery (MHB) “Emotional Stability”, “Over all Adjustment”, “Autonomy”, “Security & Insecurity”, “Self Concept” and “Intelligence”

Sl. No.	Types of School	Area	N	M	S _D	SE _D	t	Level of Significance
1.	Blind	Emotional Stability	19	8.73	1.55	.524	1.40	.167
	Deaf and Mute		31	8.00	1.93			
2.	Blind	Over –all Adjustment	19	26.73	3.39	1.00	3.76	.000
	Deaf and Mute		31	22.96	3.45			
3.	Blind	Autonomy	19	10.57	1.21	.327	.498	.621
	Deaf and Mute		31	10.78	1.06			
4.	Blind	Security and Insecurity	19	9.57	1.70	.411	1.33	.190
	Deaf and Mute		31	9.03	1.19			
5.	Blind	Self Concept	19	7.36	2.38	.729	.107	.915
	Deaf and Mute		31	7.29	2.57			
6.	Blind	Intelligence	19	20.10	3.05	1.31	6.261	.000
	Deaf and Mute		31	11.90	5.17			

Analysis and Interpretation

The above Table No.1, the calculate t value of sl. No. i.e. 1.40 has not found significant at .05 level. Hence, our null hypothesis that there is no significant difference in the emotional stability of mental health status between blind and deaf and mute is not rejected. Therefore it can be interpreted that there is no significant difference in the emotional stability of the mental health status of blind and deaf and mute student. Table no. 1, item Sl. No. 2 depicted that the computed t value of 3.76 is significant at .01 level. So, our null hypothesis that is no significant difference in the over-all adjustment of mental health status between the blind and deaf and mute students is rejected. Thus it can be interpreted that the blind student with a mean score of 26.73 had better over-all adjustment of mental health status than the deaf and mute students whose mean score is 22.96.

The computed value in respect of Sl. No. 3 observed that the t value of .498 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the autonomy of mental health status of blind and deaf and mute is not rejected. Therefore it can be interpreted that there is no significant difference in the

autonomy of the mental health status of the blind and deaf and mute student. Table No. 1, item Sl. No.4 depicted that the computed t value of 1.33 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the security and insecurity mental health status of both blind and deaf and mute is not rejected. Therefore it can be interpreted that there is no significant difference in the security and insecurity mental health status of blind and deaf and mute student. The computed value in respect of Sl. No. 5 observed that the t value of .107 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the self concept of mental health status of blind and deaf and mute is not rejected. Therefore it can be interpreted that there is no significant difference in the self concept of the mental health status of the blind and deaf and mute student.

In the above Table No.1, the serial number 6 depicted the computed t value of 6.26 is significant at .01 level. So, our null hypothesis that is no significant difference in the intelligence in regards to mental health status between the blind and deaf and mute students is rejected. Thus it can be interpreted that the blind student with a mean score of 20.10 had better mental health status in regard to intelligence than the deaf and mute students whose mean score is 10.90.

Table No. 2

Students’ Mental Health Status in six Dimensions of Mental Health Battery (MHB) viz. “Emotional Stability”, “Over all Adjustment”, “Autonomy”, “Security & Insecurity”, “Self Concept” and “Intelligence”and Their Father’s Educational Qualifications

Sl. No.	Educational Qualification	Area	N	M	S _D	SE _D	t	Level of Significance
1.	M A	Emotional Stability	15	8.53	1.80	.564	.641	.525
	M B		35	8.17	1.83			
2.	M A	Over –all Adjustment	15	25.46	3.22	1.18	1.28	.205
	M B		35	23.94	4.07			
3.	M A	Autonomy	15	10.73	1.03	.347	.219	.827
	M B		35	10.65	1.16			
4.	M A	Security and Insecurity	15	9.60	1.80	.437	1.17	.245
	M B		35	9.08	1.22			
5.	M A	Self Concept	15	7.73	2.37	.767	.769	.446
	M B		35	7.14	2.53			
6.	M A	Intelligence	15	15.66	7.21	1.86	.495	.623
	M B		35	14.74	5.48			

- MA=Matriculation Above, MB=Matriculation and Below

Analysis and Interpretation

The above Table no. 2, Sl. No. 1, the calculate t value of .641 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose father's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on emotional stability is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose father's educational qualification is matriculation above and matriculation and below on emotional stability. Table no. 2, item Sl. No. 2 depicted that the calculate t value of 1.28 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose father's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on over –all Adjustment is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose father's educational qualification is matriculation above and matriculation and below on over –all Adjustment.

The computed value in respect of Sl. No. 3 observed that the t value of .219 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose father's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on their autonomy is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose father's educational qualification is matriculation above and matriculation and below on their autonomy. The computed value in respect of Sl. No. 4 observed that the t value of 1.17 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose father's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on their security and insecurity is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose father's educational qualification is matriculation above and matriculation and below on their security and insecurity.

The above Table no. 2, Sl. No.5, the calculate t value of .769 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose father's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on self concept

is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose father’s educational qualification is matriculation above and matriculation and below on self concept. Table no. 2, item Sl. No.6 depicted that the computed t value of .495 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose father’s educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on emotional stability is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose father’s educational qualification is matriculation above and matriculation and below on emotional stability.

Table No.3

Students’ Mental Health Status in Six Dimensions of Mental Health Battery (MHB) viz. “Emotional Stability”, “Over all Adjustment”, “Autonomy”, “Security & Insecurity”, “Self Concept” and “Intelligence”and Their Mother’s Educational Qualifications

Sl. No.	Educational Qualification	Area	N	M	S _D	SE _D	t	Level of Significance
1.	M A	Emotional Stability	23	8.47	1.75	.518	.708	.482
	M B		27	8.11	1.88			
2.	M A	Over –all Adjustment	23	24.34	3.37	1.109	.087	.931
	M B		27	24.44	4.30			
3.	M A	Autonomy	23	10.43	1.03	.312	1.45	.153
	M B		27	10.88	1.15			
4.	M A	Security and Insecurity	23	9.13	1.17	.406	.499	.620
	M B		27	9.33	1.61			
5.	M A	Self Concept	23	7.43	2.23	.709	.299	.766
	M B		27	7.22	2.70			
6.	M A	Intelligence	23	15.39	5.82	1.77	.716	.478
	M B		27	14.70	6.23			

MA=Matriculation Above, MB=Matriculation and Below

Analysis and Interpretation

The above Table no. 3, Sl. No. 1, the calculate t value of .708 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose mother’s educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on emotional stability is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose mother’s educational qualification is matriculation above and matriculation and below on

emotional stability. Table no. 3, item Sl. No. 2 depicted that the calculate t value of .87 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose mother's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on over –all Adjustment is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose mother's educational qualification is matriculation above and matriculation and below on over –all Adjustment.

The computed value in respect of Sl. No. 3 observed that the t value of 1.45 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose mother's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on their autonomy is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose mother's educational qualification is matriculation above and matriculation and below on their autonomy. The computed value in respect of Sl. No. 4 observed that the t value of .499 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose mother's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on their security and insecurity is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose mother's educational qualification is matriculation above and matriculation and below on their security and insecurity.

The above Table no. 3, Sl. No.5, the calculate t value of .299 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose mother's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on self concept is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose mother's educational qualification is matriculation above and matriculation and below on self concept. Table no. 3, item Sl. No.6 depicted that the computed t value of .716 is not significant at .05 level. Hence, our null hypothesis that there is no significant difference in the mental health status of students whose mother's educational qualification is matriculation above and matriculation and below of both blind and deaf and mute on emotional stability is not rejected. Therefore it can be interpreted that there is no significant difference in the mental health status between students whose mother's

educational qualification is matriculation above and matriculation and below on emotional stability.

Testing of Hypotheses

The first objective, that is, “There exists no significant difference between blind and deaf & mute students on six dimensions of Mental Health Battery (MHB)” has been found rejected. However, the 2nd and 3rd hypotheses, that is, “There exists no significant difference between blind and deaf & mute students of educated and uneducated fathers on six dimensions of Mental Health Battery (MHB)” and “There exists no significant difference between blind and deaf & mute students of educated and uneducated mothers on six dimensions of Mental Health Battery (MHB)” are found accepted.

Main Findings

The important main findings of the study have been found as follows:

1. There are no significant differences in the mental health status of Blind and Deaf and Mute students with respect to Emotional Stability, Autonomy, Security and Insecurity and Self Concept dimensions of Mental Health.
2. On the contrary of the above finding no. 1, blind students with a mean score of 26.73 had better over-all adjustment of mental health status than the deaf and mute students whose mean score is 22.96. Also, the blind student with a mean score of 20.10 have better mental health status in regard to intelligence than the deaf and mute students whose mean scores is 10.90.
3. There is no significant difference in the mental health status between students whose father’s educational qualification is matriculation above and matriculation and below on emotional stability, over-all adjustment, Autonomy, Security and Insecurity and Self Concept dimensions of Mental Health.
4. That there is no significant difference in the mental health status between students whose mother’s educational qualification is matriculation above and matriculation and below on emotional stability, emotional stability, over-all adjustment, Autonomy, Security and Insecurity and Self Concept dimensions of Mental Health.

Conclusion

The performance of the selected blind and deaf & mute students have their similar emotional stability, autonomy, security and insecurity and self concept but they have been found different in the overall adjustment performance and in their intelligence.

References

1. Culatta, R. A. (1999) :Fundamentals of Special Education: What every teacher need to know. New Jersey: Prentice Hall, inc.
2. Dash, B. (2011) :Special Education: An Integrated Education for Children with Special Needs. New Delhi: Dominant Publishers and Distributors.
3. Deshprabhu, S. (2013): Early Childhood Special Education: An Introduction . New Delhi: Kanishka Publishers, Distributors.
4. Gargiulo, R. M. (2015):Special Education in Contemporary Society :An Introduction to Exceptionality . Delhi: Sage Publications India Pvt. Ltd.
5. Govinda, R. L. (2007): Perspectives On Special Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
6. Manorma, S. (2016):Special Education :Music Therapy. New Delhi: APH Publishing Corporation.
7. Narayan, B. (2011) :Children With Social Needs, 11 Daryaganj, New Delhi: Kunal Books.
8. Nidhi Agarwal, A. G. (2014):Mental Measurement And Evaluation. Begun Bridge, Meerut-2501001: R.Lal Book Depot.
9. Poornima, R. (2012) :Emotional Intelligence, Occupational Stress And Job Satisfaction of Special Education Teachers. New Delhi: Discovery PublishingHouse
10. Sahu, S. S. (2009):Insights Into Special Education: Behaviour Modification Of Mentally Retarded Children Through Differential Reinforcement. New Delhi: Kunal Books.