ASSESS THE SEPARATION ANXIETY AMONG DEAF AND MUTE STUDENTS LIVING AND STUDYING IN SPECIAL SCHOOLS

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Background: Research is aimed at studying the separation anxiety among deaf and mute students living and studying in special schools due to the internalized nature of their symptoms, anxiety disorders frequently go undiagnosed in school students. Academic performance and daily activities can be severely harmed by anxiety. Additionally, untreated anxiety over time can lead to behaviors like skipping school and eventually, early school exit. Objectives of the Study:1) Assess the separation anxiety among deaf and mute students with selected demographic variables.2) To associate separation anxiety with specific demographic variables. Materials and Methods: The purpose of this descriptive study and the goal of the research was to assess the anxiety among deaf and mute students living and studying in special schools. Based on inclusion criteria and purposeful convenient sample approaches, 52 students were chosen. The information was gathered in an organized way. Results: The goal of the research was to assess the separation anxiety among deaf and mute students living and studying in special schools. The deaf and mute students represent their separation anxiety in the form of mild separation anxiety, moderate separation anxiety, and severe separation anxiety, and the result was 92.33%, 5.75%, and 1.92% respectively. Conclusion: The researchers did a descriptive research investigation on the topic as part of their undergrad curriculum to assess the separation anxiety among deaf and mute students living and studying in a special school.

Keywords: Assessment, separation anxiety, deaf and mute students, special school.

INTRODUCTION

Depending on the degree of their hearing loss, when it started, how old it started, and the language or communication system they use, pupils who are deaf or hard of hearing require different adjustments(1). They may communicate through lip reading, cued speech, signed English, and/or American Sign Language, to name just a few methods(2). When a parent leaves, a youngster who clings to them and sobs can be experiencing separation anxiety(3). A special needs youngster may exhibit distress by regressing or turning hyperactive(4). A small amount of separation anxiety may be a good indicator. Although it demonstrates that a child is aware of and has developed relationships with family members, separation anxiety can make leaving her with nannies or other caregivers distressing for everyone (5). In children and teenagers, separation anxiety disorders affect 4%–5% of them(6). A child’s ability to learn, communicate, and interact with others can suffer irreparable effects from hearing loss. The child will have ongoing speech issues if there is no auditory rehabilitation during the peri-lingual period(7). Cases falling into this category will be those with a total loss of hearing in both ears or a hearing loss of more than 90 dB in the better ear.

SEPARATION ANXIETY:-

Separation anxiety occurs when a person fears losing or being separated from a particular person or another attachment figure. Adults can feel separation anxiety, even though many people think it only affects kids(8).

An aberrant reaction to actual or imagined separation from attachment figures is a hallmark of SAD and greatly impairs day-to-day activities and developmental tasks. Based on its qualitative distinctions, this sets itself apart from early worries. In contrast to other forms of anxiety between 50 and 75 percent of SAD patients are children from low-socioeconomic
When SAD causes school absences or physical symptoms in children, doctors frequently visit them. The intensity of symptoms can range from modest future dread to overt separation anxiety. Up to 80% of kids who don't want to go to school also have SAD, compared to about 75% of those who do(10). Long-term research has revealed that childhood SAD may be a risk factor for various anxiety disorders, although it is still unclear if this link is specific to conditions like panic disorder and agoraphobia or if SAD acts as a general susceptibility factor for a variety of anxiety disorders. Most relevant research has focused on non-pharmacological methods of treating SAD, including psycho-educational, behavioral, cognitive-behavioral, family, and psychodynamic methods (11). According to controlled studies, cognitive-behavioral therapy is the best-proven treatment for kids with anxiety disorders, especially for SAD-school phobia. Pharmacotherapy should be used in addition to behavioral or psychotherapy treatment when a child's symptoms do not go away and the child is significantly limited by the symptoms.

**THE OBJECTIVES OF THE STUDY WERE:**

1. Assess the separation anxiety among deaf and mute students with selected demographic variables.
2. To associate separation anxiety with specific demographic variables.

**ASSUMPTION:**

The deaf and mute students may have separation anxiety.

**MATERIAL AND METHOD OF THE STUDY:**

**RESEARCH APPROACH:** Evaluative Quantitative research approach used in this study.

**RESEARCH DESIGN:** Descriptive non-experimental research methodology.

**AREA OF THE STUDY:** Selected special schools for deaf and mute students.

**SAMPLE:** the deaf and mute students.

**SAMPLING TECHNIQUE:** purposive-convenient sampling technique

**SAMPLE SIZE:** sample size of the study is 52.

**TOOL:**

- Modified Spence children’s anxiety scale.

**SAMPLING CRITERIA:**

**Inclusive criteria:**

- The deaf and mute students.
- Subjects who were able to understand and write in the Marathi language.
- Research participants who are eager to participate in the investigation.

**Exclusion Criteria:**

- Subjects who refuse to take part in the study.
• Students who are associated with any sensory or physical issues other than deafness and muteness.

• Those students who have already participated in such research activities.

RESULTS:

The analysis and the interpretation of the finding were done under four sections:

• Section A: Percentage wise distribution of deaf and mute students according to their demographic characteristics.

• Section B: Assessment of deaf and mute students with separation anxiety score.

• Section C: Association of separation anxiety among deaf and mute students living and studying in special schools with their specific demographic variable.

SECTION – A

Table 1 shows the distribution of deaf and mute pupils by percentage and by demographic traits.

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>No. of students</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age in years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 yrs</td>
<td>06</td>
<td>11.55</td>
</tr>
<tr>
<td>8 yrs</td>
<td>20</td>
<td>38.46</td>
</tr>
<tr>
<td>9 yrs</td>
<td>22</td>
<td>42.30</td>
</tr>
<tr>
<td>10 yrs</td>
<td>04</td>
<td>7.69</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>29</td>
<td>55.76</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>44.24</td>
</tr>
<tr>
<td><strong>Educational level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd standard</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>3rd standard</td>
<td>23</td>
<td>44.27</td>
</tr>
<tr>
<td>4th standard</td>
<td>12</td>
<td>23.04</td>
</tr>
<tr>
<td>5th standard</td>
<td>04</td>
<td>7.69</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindu</td>
<td>42</td>
<td>80.76</td>
</tr>
<tr>
<td>Buddhist</td>
<td>10</td>
<td>19.24</td>
</tr>
<tr>
<td>Christian</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Type of Family</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nuclear</td>
<td>42</td>
<td>80.76</td>
</tr>
<tr>
<td>Joint</td>
<td>10</td>
<td>19.24</td>
</tr>
</tbody>
</table>
SECTION - B

Table: 2 assessments of deaf and mute students with separation anxiety scores.

n=52

<table>
<thead>
<tr>
<th>Level of separation anxiety</th>
<th>Score Range</th>
<th>Level of Separation anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No of students</td>
</tr>
<tr>
<td>Mild separation anxiety</td>
<td>0-20</td>
<td>48</td>
</tr>
<tr>
<td>Moderate separation anxiety</td>
<td>21-40</td>
<td>03</td>
</tr>
<tr>
<td>Severe separation anxiety</td>
<td>41-60</td>
<td>01</td>
</tr>
</tbody>
</table>

Minimum score 70

Maximum score 50

Mean separation anxiety score 31.09 ± 8.03

Mean % separation anxiety score 38.86 ± 10.03

SECTION – C

Table: 3 Association of level of separation anxiety among deaf and mute students in relation to gender

n=52

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of students</th>
<th>Mean anxiety score and SD</th>
<th>F-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>19.62±2.09</td>
<td>4.34</td>
<td>0.04</td>
</tr>
<tr>
<td>Female</td>
<td>23</td>
<td>20.83±7.12</td>
<td></td>
<td>S,p&gt;0.05</td>
</tr>
</tbody>
</table>

DISCUSSION:

The study's findings were addressed in this part together with the results of the further research and the objectives listed in chapter I. The goal of the current study was to evaluate the level of separation anxiety among deaf and mute adolescents who reside in and attend special schools. The results of this study demonstrate that separation anxiety may be classified into three different levels: mild, moderate, and severe. Where (48) 92.33% of the deaf and mute students had mild separation anxiety, 5.75% had moderate separation anxiety and 1.92% had severe separation anxiety. The minimum separation anxiety score is 17 and the maximum separation anxiety score is 50. The mean separation anxiety score is 31.09 ± 8.03 and the mean percentage separation anxiety score is 38.86 ± 10.03 [11-17].

Following are the supporting study that tells us about separation anxiety among school-going children living away from parents in a hostel [18-31].
Research measuring separation anxiety among kids aged 6 to 10 living in school hostels was carried out in Pune, Maharashtra. The study combined an exploratory survey approach with a quantitative non-experimental method. The non-probability convenience selection technique was used to choose 200 hostelite school children (100 females and 100 males) from the chosen neighborhoods of Pune. For this study, data were gathered using a structured interview schedule with two parts. The first portion provided the sample demographic data, while the second segment contained evaluations of the degree of anxiety felt by students at dormitory schools (Modified Spence Anxiety Scale). Family dispute (3.5%), schooling (77.5%), the desire to join the military (9.5%), weak or low economic condition (7.5%), and the desire to enter politics (0.5%), and being a single parent (0.5% to 1%) were among the many reasons given for living in a hostel. The results show that 20.5% of persons have normal anxiety levels, 69% have mild levels, 10.5% have moderate levels, and no one has severe levels of anxiety, according to the modified Spence anxiety scale. According to this study’s findings, there is no discernible difference in the anxiety levels of the children based on their gender, rank in the social order, kind of family, or whether or not their relatives reside close to the hostel. However, since their parents visited them more frequently than the parent visited the children as required by school rules, which is throughout the holidays, the children’s anxiety levels increased dramatically[32-36].

CONCLUSION:

It is concluded that there is significant separation anxiety among deaf and mute students living and studying in a special school. Thus, it needs to improve knowledge about separation anxiety among deaf and mute students, their teacher, and their parents.

REFERENCES
