

A COMPARATIVE STUDY OF ANXIETY AND FRUSTRATION BETWEEN DEAF AND NORMAL CHILDREN

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ABSTRACT

Emotions whether fleeing or persisting color the individual's perception of himself and his environment and affect his behavior. Emotions have both direct and indirect effects on personality. The direct effects come from physical and mental disturbance while the indirect effects come from the reactions of members of the social group towards the person who is experiencing the emotion. If the emotions are unpleasant such as anxiety and frustration they are damaging to the personality pattern, or if they are pleasant and controlled in such a way as to do little harm to the person's physical and mental well being they have a favourable effect on the personality pattern. Emotions can add pleasure to a deaf child's life and motivate action that improves his social and personal adjustments, they can make life peaceful or be a handicap to adjustments. If strong and frequent, anxiety and frustration can play havoc with a deaf child's physical well being by upsetting body homeostasis. They can likewise, interfere with normal mental functioning causing the child to perform far below capacity and to make more mistakes because of the close tie-in between achievement and the self-concept. The deaf child feels inadequate, guilty and embarrassed if his performance falls short of his own and other's expectation. Anxiety and frustration are an integral part of development from birth to death and are inevitable in our daily life. The operation of anxiety and frustration prevent the organism from making some response to attain the goal. Effects of anxiety and frustration vary with the level of intensity. Some have immediate effect whereas some of them show a longer effect. Both have important implication for personality development in deaf children. There is a need to solve the problems immediately or make the deaf children ready to face or alleviate the situation.

Key words: Deaf-those who cannot hear, anxiety-excessive worry, frustration- feeling of hopelessness

Introduction:

Deaf children are those who cannot hear. Depending on their degree of deafness their speech is also impaired. If a person is unable to understand speech aurally, even with amplification, that person is usually referred to as 'deaf'. Deaf children because of their sensory deficit feel anxious and frustrated. Worries when frequent and intense may lead to anxiety. According to Jersild, A.C anxiety "is a painful uneasiness of mind concerning impending or anticipated illness". Shaffer, L.F., and Shoben, E.J., (1956) opined anxiety is characterized by apprehension, uneasiness and foreboding from which the individual cannot escape; it is accompanied by feeling of helplessness because the anxious person feels blocked and unable to find a solution for himself. Anxiety is due to imaginary rather than real causes. The causes are often irrational. Anxiety is a generalized emotional state. Anxiety comes from a subjected problem. Anxiety varies from one child to another both in quantity and in quality. Frustration is the by product of mental conflict wherein the individual feels thwarted by environmental blocks. Frustration is that event which acts as a barrier for goal oriented activities. Frustrating situations are caused by inhibitions, thwarting or conflicts because of physical and social causes. Sometimes the source of thwarting maybe from the person himself, as limited intellectual abilities, physical handicaps and lack of training.

Review of related literature

Frustration has much the same effect as anxiety. It keeps the person from doing what he is capable of doing and curbs any expression of creativity. Children suffering from frustration play in a less constructive way than this abilities would justify. They cannot concentrate on what they are doing and as a result, regress to a less organized and less mature form of play (Clark, A.L., and P. Wallin, 1965). Girls on the whole, tend to experience greater anxiety than boys (Senason, S., et.al, 1958). Children who are unpopular experience greater anxiety than do popular children. The less successful the child is in whatever he undertakes, the more likely he is to be anxious was found by Senason, I.G., (1957). The less secure the child feels of his abilities to cope with the problems that face him, the more likely it is that specific worries will lead to a generalized state of anxiety, which predisposes the child to be anxious to any situation in which there is a threat to his security was observed in a study by Lipsitt, L.P., (1958). The child who is anxious may keep his concerns to himself, brooding over them and often intensifying them. The anxious child often behaves in a manner completely 'out of character'. An otherwise friendly child might show streaks of cruelty, or "the best boy in the town" may commit a brutal act that no one can understand" (Jersild, A.T., 1957). Shaffer, L.F., and Shoben, E.J., (1956) have explained this seemingly irrational behavior thus, 'there is no specific effective adjustment to anxiety, when you are anxious, you are merely stirred up, unhappy and driven to do something when there is little to do'. Anxiety is therefore primary evidence of a lack of adjustment. Studies show how detrimental anxiety and frustration are to learning complicated skills, such as reading and arithmetic (Jergild,

A.T.,1969), when reasoning is required as in a digit-symbol substitution tests, the effects of anxiety on mental efficiency are especially pronounced (Megeh, G.R., and .DM., 1961).Anxiety affects people differently, however. Miller, T.P.(1961) observed that those who are normally low in anxiety are stimulated by an anxiety provoking situation and motivated to do better than, those who are already high in anxiety are hampered in their learning .

Objectives:

The objectives of the study are as follows:

- To find the level of anxiety in the deaf children.
- To find the level of frustration in the deaf children.
- To compare the level of anxiety between the deaf and normal children.
- To compare the level of frustration between the deaf and normal children.
- To find the relationship between achievement and anxiety.
- To find the relationship between achievement and frustration.

Limitation of Study:

The limitations of the study are as follows:-

- The study is delimited to deaf children. .
- The comparison is only between the deaf and normal children.
- The study is confined to anxiety and frustration.

Methodology of the study:-

Sample:

The sample comprised of deaf and normal children in the age group of 13-15 years. The sample was drawn from the secondary schools of Mysore city. Purposive sampling technique was used to draw the sample. The size of the sample was 50 children out of which 25 children were deaf and the remaining 25 children were normal.

The tools used for the study were:

- Test of anxiety for children by the investigator.
- Test of frustration for children developed by the investigator.
- Marks for achievement from the school records.

Procedure:

The deaf and normal children were administered the tests of anxiety and frustrations individually. Sign language and total communication method were employed to give the instructions and to make the deaf children understand the purpose of testing. No time limit was there for the testing of the deaf and the normal children. The responses were collected and tabulated by the investigator.

Statistical Techniques:

The statistical techniques used were:

- Descriptive statistics
- 't' test
- Pearson's correlation

Results:

The results of the study are as follows:

- The deaf children experience a high level of anxiety.
- The deaf children were frustrated to a high level.
- The deaf were more anxious than the normal children.
- The deaf were more frustrated than the normal children.
- There was a significant relationship between achievement and anxiety.
- There was a significant relationship between achievement and frustration.

Conclusion

Anxiety and frustration should be diagnosed and minimized in deaf children, if uncontrolled they may have serious psychological implications. The psychological crippling is more damaging than the physical handicap. Hence the problem of deaf children with anxiety and frustration assumes considerable importance in the general program of education.

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