The Contrastive Study of Mental Health Status of the Mothers of Exceptional Children (Deaf and Blind) In Special Educational System with Combined Educational System

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Abstract

Having healthy children is the greatest Gods’ gift to human. But on the other hand having exceptional children (deaf and blind) puts a lot of psychological pressure on the family members especially the mothers. As usual, parents send these children to special educational centers. Some of these children are sent to normal schools and are taught under the name of the combined education. The present research paper is a contrastive study of mental health status of the mothers of exceptional children (deaf and blind) in special educational system with that of combined educational system. In this descriptive-analytical study subjects were 176 mothers of exceptional children (deaf and blind) in the combined educational system of the Hamedan city. Using random sampling, a group of mothers with children of special educational system were also selected. Major statistical method used in this research was the General Mental Health questionnaire (GHQ-28). Later, data obtained were analyzed using descriptive and deductive statistics. Results show generally there is no significant difference between the mental health status of mothers with exceptional children in both special and combined educational systems. But the depression level in both groups was relatively high. This study showed that the mothers with exceptional children enjoyed lower mental health and were in higher levels of depression.

Keywords: Mental health, Mothers with exceptional children, special and combined educational systems;

1. Introduction

Since mother is the first person with whom a baby establishes relationship, she plays a significant role in promoting mental and emotional characteristics of children. Mother is the source of health or disease. (Blunner et al., 1991). In addition to providing mental health of students, mothers affect the whole family mental health. It is undeniable that family mental health directly affects the academic achievements of children (Shariati, Davar manesh, 1375). Child disability influences the behaviour and attitude of mothers and the process of improvement of mental and physical status of disabilities is under the influence of the characteristics and behavior of mothers. One of the most natural groups that can satisfy human needs is the family. Taking care of the children, establishing

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a healthy communication and helping children to reach independence are the main functions of the family, even if the child is mentally disabled, blind or deaf (Afrooz, 1376). Burdsly et al (1983) have stated that the parents with mental illness likely to increase the risk of having children with mental illnesses (Douglas, translated by Yasaee, 1374). Studies by Lee and colleagues (1987) showed that mothers with psychological damage cause emotional disorders and educational problems for children (Greene, 2001). Hard of hearing person refers to someone who generally enjoys his hearing aids in processing information which gets by listening (Kaufman quoted as Brill, 1986). Legally blind person is one with a sharp eye and who better uses the supportive devices 20/200 or less (Kaufman, 1998). Special schools are schools in which students are separate from other exceptional students studying in ordinary schools. Combined educational schools consist of the normal school students sponsored by special education alongside exceptional students. The purpose of this research paper is to review and compare the mental health of mothers of exceptional students (half-blind , blind and half-hearing and deaf students) at combined schools, students with of mental health of mothers with exceptional children (half-blind , blind and half-hearing and deaf students) in special schools. And in so doing the following questions have arisen:

- How is the mental health of mothers of students in exceptional schools?
- How is the mental health status of mothers with exceptional students in special schools?
- How the mental health status of mothers of exceptional students separated is based on their disability?
- In which educational system the mental health of mothers with exceptional children was better?

2. Method

The design of the research was causal while the statistical population of which were exceptional students (deaf and blind) from all mothers whose blind and deaf students were studying in ordinary and special combined systems. Statistics provided by special education management of Hamedan province including blind and deaf students in combined and ordinary schools was 104 and 670, respectively. We considered sample size of mothers with deaf and blind students in exceptional education system due to small community of statistical population of the study. And in special schools based on the number of exceptional students of combined system in each district, the same numbers of samples were selected using stratified sampling. Based on specific and limited number of mothers and deaf and blind students in combined educational system (104 cases) the same number of mothers (104 samples) with exceptional students in special education system (matched based on gender, disabilities and students with basic academic education) were selected using stratified sampling. After recognizing the individuals, the mothers were asked to come to school and fill the requested forms out.

2.1 Research instruments

In this research paper mental health questionnaire (GHQ28) was used to determine the mental health of the subjects. The test consists of 28 questions and contains four subtests of physical symptoms, anxiety, impaired social functioning and depression are. Coefficients of the three methods mentioned questionnaire survey again, and Cronbach's alpha Tsynyf respectively 70%, 93% and 90% obtained for the general health questionnaire validity study of three methods simultaneously, the correlation between subtests of the questionnaire were factor analyzed with the total score the order of 55 / 0 and the correlation between subtests 72 / 0 87 / 0 and the result was a variable factor analysis method based on rotational and Arnyaks Askry tests suggest factors of depression, anxiety, impaired social functioning physical signs that a total of over 50% of the total variance explained to the test (Taghavi, 1380).

2.2 Data analysis

This study collected data using descriptive and inferential statistics (Pearson correlation and ANOVA) were analyzed.

3. Results and conclusion

The results and findings of this research project are provided in two levels of descriptive and deductive.
The results of frequency and frequency percent of mothers suspected of mental health problems of students in combined and special educational systems show that there is no significant difference between the mental health status of mothers in combined and special educational systems.

Table 2 Frequency and percentage of mothers with suspected mental health problems of learners in special and combined educational systems based on their disability

<table>
<thead>
<tr>
<th>Type of educational system</th>
<th>Type of disability</th>
<th>Frequency of students</th>
<th>Frequency of suspected mothers</th>
<th>Frequency percent of suspected mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined educational system</td>
<td>deaf</td>
<td>58</td>
<td>28</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>blind</td>
<td>46</td>
<td>21</td>
<td>45%</td>
</tr>
<tr>
<td>Special educational system</td>
<td>deaf</td>
<td>58</td>
<td>32</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>blind</td>
<td>46</td>
<td>26</td>
<td>56%</td>
</tr>
</tbody>
</table>

Findings about the prevalence and frequency of mothers mental health status of special education students and combined systems based on disabilities showed that mothers mental health status was not significantly different in both systems.

Table 3 Summary results of correlation scores of mothers of students in exceptional educational system with especially combined educational system

<table>
<thead>
<tr>
<th>Mental health scales Educational systems</th>
<th>Physical signs</th>
<th>Anxiety</th>
<th>Social incompatibility</th>
<th>Depression</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health of mothers of students in combined educational system</td>
<td>0.07</td>
<td>0.14</td>
<td>0.12</td>
<td>0.09</td>
<td>0.13</td>
</tr>
<tr>
<td>Mental health of mothers of students in Special educational system</td>
<td>0.11</td>
<td>0.23</td>
<td>0.39</td>
<td>0.0039</td>
<td>0.8</td>
</tr>
</tbody>
</table>

As is evident in Table 3 there is significant correlation (0.05) between the mental health scores of mothers of students in exceptional educational system with the type of education (combined and especial). Results indicate that a high percentage of mothers of exceptional students are suspected of having mental health problems. Results based on the mental health of mothers of exceptional students in both special and combined educational systems have no significant differences. There seem to be no significant correlation between the mental healths of mothers with the type of the educational systems of their students. Considering that these students constantly are in contact with their parents, so the ill-parents can create the ground for mental illness of their children (Hatrington et al., translated by Tahorian, 1994). Since the main relationship of children in Iran is with their mothers, they have limited social contacts and sometimes before beginning the school years the only social environment of children is just families. Therefore behavioral patterns of children are mainly based on their personalities shaped in the interactions with family members. So, the possibility and probability of inducing disorders in the children by the mother is also higher and this led to acquisition of such patterns of behavior from the patient mother. The reports of Human Services
Policy Center, University of Washington (2001) show that school children whose parents have poor mental health or have parents with high aggression, parents who did not have these problems, had almost five times more severe problems of emotional behavior. Also Leinonen, J. A. Solantaus, T. S., R. L. Punamaky, (2003) found that mental health problems of parents can endanger the education of children and can be a threat to adaptability of children. Regarding the above results, it can be said that a lot of mothers with exceptional students are suspected of having mental health problems. Secondly, the schooling of children in both special and combined educational system of has no relationship with the mental health of their mothers. But planners should note that it is the solemn responsibility of mothers to train the next generation of children. So they have to pay more attention to their health as well as their education and training.

References

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