

## **A Study of Mental Health and Classroom Climate of the Special School Students**

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**Abstract:** An attempt has been made to construct and validate the mental health and classroom climate scales among the special school students. A well structured scale was administered among them. The sample consists of 750 special school student randomly selected from the school situated in Tamilnadu state. The scales were validated using 't' test and 'F' test. The present research discusses about the development of the scales to measure and the level of mental health and classroom climate among the special school students.

**Keywords:** mental health, classroom climate, special school student.

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### **I. Introduction**

It is known fact that the high school special student dependent status and expressing the emotions in an unbalanced way participating in social process like competition, rivalry, assimilating social skill and values, participating actively in sharing problems of the family obviously the individuals at this stage are confronted with problems due to emerging self. Special education (also known as special needs education, aided education, vocational education, and limb care authority education) is the practice of educating students with special educational needs in a way that addresses their differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials and accessible settings. These interventions are designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in schools and their community, than may be available if the student were only given access to a typical classroom education.

#### **Mental Health**

Mental health is a level of psychological well-being, or an absence of mental illness. It is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioral adjustment". From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, create a balance between life activities and efforts to achieve psychological resilience. "Mental health" is defined by mental health specialists as the capacity to work and to love.

#### **Classroom Climate**

Classroom Climate is the classroom environment, the social climate, the emotional and the physical aspects of the classroom. It's the idea that teachers influence student growth and behavior. The student's behavior affects peer interaction - the responsibility of influencing these behaviors is placed with the Instructor. The way the instructor organizes the classroom should lead to a positive environment rather than a destructive and/or an environment that is not conducive for learning.

### **II. Objectives Of The Study**

- i) To study the level of mental health of special school students.
- ii) To study the level of classroom climate of special school students.
- iii) To study the significance of the difference between mental health and the variable related among special school students, if any:
  - Student type
  - Type of Management
  - Community
  - Family type
- iv) To study the significance of the difference between classroom climate and the variable related among special school students, if any:
  - Student type
  - Type of Management

- Community
- Family type

### III. Methodology

Normative survey method was used in the present study.

#### Sample

Samples of 750 special school students were selected from four districts situated in Tamilnadu state. The sample was selected by using simple random sampling technique. The sample represents the entire population. Proportionate weightage was given to various sub-samples for their student type (Hearing(221), Blind(112),Speech(229), Locomotor(120) and Type of Management (Government(306), Self-finance(286), Aided(158), and Community OC(170), BC(174), MBC(167), SC & ST(239), and Family type (Joint family(242), Nuclear family(508)) were used in the study.

#### Tools Used

Following tools were used for data collection

1. Mental health Scale. (constructed and validated by the Investigator and Research Guide 2016)..
2. Classroom climate inventory, (constructed and validated by the Investigator and Research Guide 2016)..

### IV. Statistical Techniques Used

Mean, SD, 't', ANOVA test and Pearson moment correlation coefficients were calculated.

**Table-1** Correlation Co-Efficient (r) between Mental Health and Classroom Climate

Variables	'r'	Level of significance 0.05
Mental health	0.182	Significant
Classroom climate		

The result shows that the correlation co-efficient of mental health and classroom climate of special school students is significant at 0.05 level. There is significant relationship between mental health and classroom climate.

**Table-2** Analysis Interpretation of Data in Mental Health

SL. no	Variable	Sample	N	Mean	S.D	F/t Value	Level of significance 0.05
1	Student type	Hearing	221	198.76	17.84	4.28	significant
		Blind	112	202.70	16.61		
		Speech	297	198.70	15.61		
		Locomotor	120	194.67	19.25		
2	Type of Management	Government	306	198.48	17.26	0.18	Not significant
		Self- finance	286	199.13	16.02		
		Aided	158	198.13	18.98		
3	Community	OC	170	198.02	17.27	0.72	Not significant
		BC	174	200.04	16.54		
		MBC	167	197.50	16.90		
		SC&ST	239	198.94	17.73		
4	Family type	Joint	242	199.11	15.43	0.48	Not Significant
		Nuclear	508	198.46	17.94		
5	Entire Sample		750	198.67	17.16		

#### Differential Analysis

ANOVA and Independent Sample 't' test

#### Interpretation

From the Table-2 the following statistical information was derived.

#### Difference between students type

The calculated 'F' value is found to be 4.28, which is significant at 0.05 level. Hence, it is inferred that the student type of special school students differ significantly in their mental health. The calculated 't' value is found to be (0.03) hearing and blind which is not significant, (1.96) hearing and speech which is significant, (1.95) hearing and locomotor which is not significant, (2.22) blind and speech which is significant, (2.27) blind and locomotor which is significant, (3.38) speech and locomotor which is significant.

**Difference between Types of Management**

The calculated ‘F’ value is found to be 0.18, which is not significant at 0.05 level. Hence, it is inferred that the type of management do not differ significantly in their mental health.

**Difference between Communities**

The calculated ‘F’ value is found to be 0.72, which is not significant at 0.05 level. Hence, it is inferred that the Community do not differ significantly in their mental health.

**Difference between Family types**

The calculated ‘t’ value is found to be 0.48, which is not significant at 0.05 level. Hence, it is inferred that the Family type do not differ significantly in their mental health.

**Table-3:** Analysis and Interpretation of Data in Classroom Climate

Sl. No	Variable	Sample	N	Mean	SD	F/t value	Level of significance 0.05
1	Student type	Hearing	221	198.76	17.84	6.13	Significant
		Blind	112	202.70	16.61		
		Speech	297	198.70	15.61		
		Locomotor	120	194.67	19.25		
2	Type of Management	Government	306	198.48	17.26	0.18	Not significant
		Self- finance	286	199.13	16.02		
		Aided	158	198.18	18.98		
3	Community	OC	170	198.02	17.27	0.53	Not significant
		BC	174	200.04	16.54		
		MBC	167	197.54	16.90		
		SC&ST	239	198.94	17.73		
4	Family type	Joint	242	335.95	30.46	4.24	Significant
		Nuclear	508	345.76	23.10		
5	Entire Sample		750	342.60	26.09		

**Differential Analysis**

ANOVA and Independent Sample ‘t’ test

**Interpretation**

From the Table-3 the following statistical information was derived.

**Difference between student types**

The calculated ‘F’ value is found to be 6.13, which is significant at 0.05 level. Hence, it is inferred that the student types differ significantly in their classroom climate. The calculated ‘t’ value is found to be (0.94) hearing and blind which is not significant, (4.29) hearing and speech which is significant, (0.77) hearing and locomotor which is not significant, (4.9) blind and speech which is significant, (0.10) blind and locomotor which is not significant, (2.89) speech and locomotor which is significant.

**Difference between Types of Management**

The calculated ‘F’ value is found to be 0.18, which is not significant at 0.05 level. Hence, it is inferred that the type of management do not differ significantly in their classroom climate.

**Difference between Communities**

The calculated ‘F’ value is found to be 0.53, which is not significant at 0.05 level. Hence, it is inferred that the Community do not differ significantly in their classroom climate.

**Difference between Family types**

The calculated ‘t’ value is found to be 4.24, which is significant at 0.05 level. Hence, it is inferred that the Family types differ significantly in their classroom climate.

**Table-4:** Relationship between Mental Health and Classroom Climate its Sub- Samples of Student type, Type of Management and Community and Family Type.

Variable	Sub -samples	DF	Correlation r' value	Level of significance 0.05
Student type	Hearing	221	0.392	Significant
	Blind	112	0.340	Significant
	Speech	297	0.286	Significant
	Locomotor	120	0.631	Significant
Type of management	Government	306	0.436	Significant
	Self -finance	158	0.353	Significant
	Aided	297	0.483	Significant
Community	OC	170	0.421	Significant
	BC	174	0.308	Significant
	MBC	167	0.355	Significant
	SC & ST	239	0.421	Significant
Family type	Joint	242	0.529	Significant
	Nuclear	508	0.307	Significant

The Pearson product-moment correlation was computed to assess the relationship between the mental health and classroom climate. It is found that the obtained correlation coefficient values of sub-samples are higher than the table value at 0.05 level significance hence, the null hypothesis is rejected, and it is concluded that there is a significant positive relationship between the sub-samples of mental health and classroom climate.

#### Findings of the Study

- The special school students have a high level of mental health.
- The special school students have a moderate level of Classroom climate.
- The student type of special school students differ significantly in their mental health.
- The types of management do not differ significantly in their mental health.
- The community do not differ significantly in their mental health.
- The family type do not differ significantly in their mental health.
- The student type differ significantly in their classroom climate.
- The type of management do not differ significantly in their classroom climate.
- The community do not differ significantly in their classroom climate.
- The Family type differ significantly in their classroom climate.

#### V. Conclusion

The result shows that the correlation co-efficient of Mental health and Classroom Climate of the special school students is significant at 0.05 level. There is significant relationship between mental health and classroom climate in special school students. It is concluded that the special school students have a high level of mental health and also the result infers that the special school students have a moderate level of mental health.

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