

## MENTAL RETARDATION IN RELATION TO ANXIETY AND ADJUSTMENT OF CHILDREN

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### Abstract

*The present study was conducted on a sample of 100 normal children and 100 mentally retarded children. Normal and mentally retarded children were identified on the basis of the scores obtained on Mohsin General Intelligence Test. The study intended to compare the two groups of children in terms of their personality characteristics, especially anxiety and adjustment. It was hypothesized that mentally retarded children will differ significantly from normal children in terms of anxiety Inventory and adjustment. Sinha Manifest Anxiety Inventory and Mohsin and Shamshad's Bell's Adjustment Inventory were used to measure anxiety and adjustment respectively Besides these a P DS (Personal data sheet) was used to get the necessary information about the respondent. The scales along with PDS were employed on the respondent and data were obtained and analyzed using t-ratio. The results upholds the hypothesis it was concluded that mentally retarded children possess less anxiety and poor adjustment as compared to their counterparts belonging to normal children group.*

### Introduction

Mental retardation is characterized by below average intelligence or mental ability and a lack of Skills necessary for day to day living. There are varying degrees of mental retardation. Mental retardation measured by an I.Q test. The average I.Q is 100. A child is considered mentally retarded if he or she has an I.Q of less than 70 to 75. In the present study only moderate mentally retarded children having I.Q ranging from 50-75. To measure a child's adaptive behaviours a specialist will observe the child skills and compare them to other child of the same age. But here Mohsin General Intelligence Test was used to identify mentally retarded respondents. The second major component of the study is personality characteristics which includes anxiety and adjustment.

Anxiety is a psychological disorder that is associated with significant suffering and impairment in functioning. It is a blend of thoughts and feelings characterized by a sense of

uncontrollability and unpredictability over Potentially aversive life events (Wilson, Nathan, O, Leary, & Clark 1996).

Adjustment which refers to the interaction between the inner demands and external demands of the individual. A person is said to be adjusted to the extent that he is maintaining a balance between the personal and environmental demands.

Reber & Reber (2001) defined adjustment as social or psychological adjustment and when used in this sense it carries clear positive correlation. The implication is that the individual is involved in a rich, ongoing process of developing his or her potential reaching to and in turn changing the environment in a healthy effective manner.

Objective of the study: The objective of the Present study is to compare the mentally retarded children with normal children in terms of anxiety and adjustment.

### **Hypothesis:**

The mentally retarded children will differ significantly from normal children in terms of anxiety and adjustment.

**Methodology:** (a) Sample: An incidental cum purposive sample consisting of 100 normal children having I. Q ranging 90 to 110 and also 100 mentally retarded children are having I. Q ranging from 50 to 70. The children of both groups were males belonging to district town of Motihari. Normal children were selected from among students of high schools in Motihari. Mentally retarded children were selected from the local Rehabilitation centre.

### **Tools:**

- I. A personal Data sheet: (It was used to get the necessary information about the respondents.)
- II. Mohsin General Intelligence test (It was used to identify the mentally retarded respondents.)
- III. Sinha Manifest Anxiety Inventory (It was use to measure anxiety of the respondents)
- IV. Bell's Adjustment Inventory (Mohsin & Shamshad's Hindi adaptation) (It was used to measure adjustment of the respondent)

### **Procedure:**

The data were collected in two phase. In the First phase data were collected from normal children (N=100). In the second phases data were collected from mentally retarded children (N=100).

**Data Analysis:**

For data analysis t-test was employed. Mean, SD of each set of scores were calculated and then t-test was used to examine the significance of difference between the two groups in terms anxiety & adjustment.

**Results & Discussion:**

The result based on t- ratio are given in Table -1.

**Table -1**  
**t-ratio showing the significance of difference between normal and mentally retarded children in terms of anxiety and adjustment.**

Respondents	N	MEAN	SD	t	df	P
Anxiety						
Normal Children	100	55.60	9.41	8.89	198	<.01
Mentally Retarded	100	45.11	7.15			
Respondents	N	MEAN	SD	t	df	P
Adjustment						
Normal Children	100	20.22	7.11	5.09	198	<.01
Mentally Retarded	100	15.38	6.27			

The result displayed in Table-1 clearly indicated the significance of difference between normal and mentally retarded children in terms of anxiety ( $t= 8.89$ ,  $df=198$ ;  $P=<.01$ ) and adjustment ( $t=5.09$ ,  $df=198$ ,  $P=<.01$ ). Thus, the hypothesis is retained.

**Result & Conclusion:** The Findings of the present study is mentally retarded children are less anxious and have poor adjustment as compared to their normal children counterparts.

**References.**

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