



(RESEARCH ARTICLE)



Effect of meditation on emotion and behavior of differently abled adolescents

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Abstract

Background: Deaf and dumb adolescents navigate a distinct set of challenges compared to their peers with typical hearing and speech abilities. Communication barriers and potential social isolation may contribute to heightened emotional stress, impacting their overall mental health. The potential benefits of meditation, which include stress reduction, improved emotional regulation, and increased mindfulness, offer a promising avenue for supporting the well-being of these adolescents. In the realm of psychological and emotional well-being, the study of meditation has gained increasing attention for its potential to enhance various aspects of mental health. This study aims to address this gap by investigating the influence of meditation on the emotional and behavioral dimensions of these differently abled adolescents.

Materials and Methods: In this pre-experimental one group pretest and posttest design, 30 differently abled belonging to age 11-18 years with complete hearing loss were selected by consecutive sampling. The Child Behavior Checklist was used to collect data using interview technique. Intervention was provided in terms of 3 sessions.

Results: In pretest 17% of them were found with borderline emotional and behavioral problems whereas in posttest only 13% of them showed borderline emotional and behavioral problems. There is significant difference in the level of emotion and behavior among differently abled adolescents before and after meditation ($p < 0.001$). There was significant association between level of emotion and behavior of differently abled adolescents and selected demographic variables like gender and their hobbies.

Conclusion: There is an immense need for promoting meditation practice regularly in the school and residential areas to promote emotional and behavioral wellbeing.

Keyword: Emotion; Behavior; Differently abled adolescents; Meditation; special needs

1. Introduction

Child represents the most important asset and wealth of a nation. Adolescence is a phase in a child's development when significant physical and psychological changes occur before the child grows into an adult. A child with good mental health and emotional wellbeing are confident in dealing with any challenges they may face. While this is case of a normal child the emotional and behavioural wellbeing of all deaf children needs to be given more importance. The deaf children are a unique group in hearing society with their language and culture. Externalizing behaviour problems in young children are fairly common and are often dismissed as a normal developmental phase (1). Children manifest externalizing problems like oppositional behaviour, aggression, violating societal rules in early childhood are likely to continue having behavioural difficulties in school (2). Children with sensorineural hearing loss in particular exhibit higher rates of externalizing behaviour problems nearly 30%- 38% (3,4) than children with normal hearing 3-18% (5). An early intervention is necessary to promote the emotional wellbeing and positive mental health of deaf children.

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Meditation can bring about a true personal transformation. It increases the energy level and promote inner source of energy. There is therefore a need for studies to be done on the effect of meditation on the emotional and behaviour of adolescence deaf children.

2. Material and method

2.1. Study type and setting

A pre- experimental one group pretest and post-test design was adopted to conduct this study at Government Vocational Higher Secondary School for Deaf in a rural area in Kerala for a period of eight weeks.

2.2. Sample size and sampling technique:

Consecutive sampling technique was used to recruit 30 differently abled adolescents. Both male and female adolescents with complete hearing loss of age group 11 to 18 years were included in the study.

2.3. Data collection procedure

Data collection was done for a period of eight weeks according to the availability of students. The demographic data and the various interest social aspects of life were obtained. Using (CBCL) Child Behaviour Checklist, the emotion and behaviour of children was assessed. Intervention was provided in terms of 3 sessions with the help of an interpreter for a period of 3 hours each session regarding meditation, benefits and techniques.

3. Results

Table 1 Socio-demographic Data of the Differently abled adolescents(N=30)

Demographic variables	n	%
Gender		
Male	9	30
Female	21	70
Age in years		
11-14	2	6
15-18	28	94
Education		
VII - X	16	53
XI - XII	14	47
Employment of father		
Employed	28	93
Unemployed	2	7
Employment of mother		
Employed	7	23
Unemployed	23	77

Table no 1 illustrates that majority (70%) of differently abled adolescent were girls, however, (94%) of them were between the age group of 15-18 years. Most of them (53%) were from middle school level. Most of the subject's fathers (93%) were employed compared to their mothers.

Table 2 Social activities of differently abled adolescents

SNo:	Social activities	n	%
1	Participation in sports		
	Yes	15	50
	No	15	50
	Time spent in sports		
	Average	12	80
	More than average	3	20
	Wellness in play		
	Average	12	80
	Above average	3	20
2	Has hobbies		
	Yes	24	80
	No	6	20
	Time spent in hobby		
	Average	20	83
	More than average	4	17
	Interest in hobbies		
	Average	20	83
	Above average	4	17
3	Members of any club, organizations or team		
	Yes	0	0
	No	30	100
4	Friends		
	Number of close friends		
	2 or 3	2	7
	4 or more	28	93
	In a week number of times things done with any friends outside of regular school hours		
	Less than 1	4	13
	1 or 2	22	73
	3 or more	4	13
5	Get along with your brothers and sisters		
	Worse	2	7
	Average	5	17
	Better	23	77
	Get along with other kids		
	Worse	0	0

	Average	4	13
	Better	26	87
	Get along with your parents		
	Worse	1	3
	Average	7	23
	Better	22	73
	Do things by yourself		
	Average	6	20
	Better	24	80
6	Disability or handicap		
	Yes	30	100
	No	0	0
7	Have concern or problem about school		
	yes	5	17
	No	25	83

Table no 2 shows that majority (50%) of the adolescents participate in sports, however, 80% of them spend average time in sports. On the other hand, 83% of them spend average time in hobbies. A good number of adolescents (93%) have four and more friends with better relationship with other kids (87%).

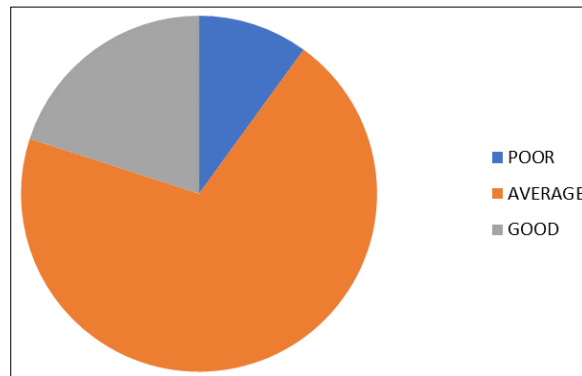


Figure 1 Distribution of differently abled adolescents according to their performance in education

Figure 1 shows that 70% of them were average in their academics

Table 3 Distribution of emotion and behavior problems of differently abled children before and after intervention

Emotion and behavioral problem	Range	Pretest		Post test	
		Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Normal	151-224	25	83	26	87
Borderline	76 -150	5	17	4	13
Clinical	0-75	0	0	0	0

Table 3 shows that in pretest 17% were having borderline emotional and behavioral problem whereas in post-test only 13% of them had borderline emotional and behavioral problem.

Table 4 Effect of meditation on emotion and behavior of differently abled adolescents

Area	Pre test		Post test		Mean difference	95% CI of Mean difference	t	p value
	Mean	SD	Mean	SD				
Emotion and behavior problem	167.9	21.4	175.7	21.5	7.80	5.8 – 9.8	7.87	<0.001

Table 4 illustrates that the overall mean difference was 7.80. The paired 't' test value was 7.8 ($p < 0.001$), which reveals that there is a significant difference in the level of emotion and behavior among differently abled adolescents before and after meditation.

Table 5 Association between pretest scores of emotions and behavior problem of differently abled children and selected demographic variable

Variables		Normal	Borderline	OR (95% CI)	p value	AOR (95% CI)	p value
Gender	Female	20 (95.2%)	1 (4.8%)	16 (1.45 – 176.5)	0.019	-	0.997
	Male	5 (55.6%)	4 (44.4%)				
Age category	11 – 14 years	1 (50%)	1 (50%)	0.13 (0.01 – 2.56)	0.261	53.50	0.998
	15 – 18 years	24 (88.9%)	3 (11.1%)				
Education	7 – 10	9 (69.2%)	4 (30.8%)	0.14 (0.01 – 1.46)	0.138	1.20 (0.03 – 52.4)	0.923
	11 – 12	16 (94.1%)	1 (5.9%)				
Sports	Yes	11 (78.6%)	3 (21.4%)	0.52 (0.74 – 3.70)	0.642	-	0.998
	No	14 (87.5%)	2 (12.5%)				
Hobbies	Yes	22 (91.7%)	2 (8.3%)	11 (1.27 – 95.18)	0.041	-	0.997
	No	3 (50%)	3 (50%)				

Table 5 show that there is significant association between level of emotion and behavior problem of differently abled adolescents and selected demographic variables like gender (p value = 0.019) and hobbies (p value = 0.014).

4. Discussion

4.1. Description of socio-demographic and clinical variables and its association with emotions and behaviour of differently abled adolescents

The study finding revealed that 17% of deaf and dumb adolescent girls and boys had emotional and behaviour problems. Similar findings were reported in a study conducted in Pakistan, they reported that the prevalence of emotional disturbance was found statistically significant in children with hearing impairment and learning disability (4). In addition to this, the female and male gender has significant association with the level of emotion and behaviour. This finding contradicts a study done in Bilaspur on different dimensions of adjustment among deaf girls and boys. According to their study findings, there were no significant differences in the gender (6).

4.2. Effect of meditation on emotion and behaviour of differently abled children

The post-test results were positive compared to the pretest result after intervention. This supports a narrative review which says that there is a need for meditation based interventional studies to improve intellectual and social well-being and the overall quality of life of adolescents with hearing impairments (7). Moreover, a systematic review on effects of meditation also concludes that there is reduced anxiety, emotional distress and enhanced social behaviour (8).

5. Conclusion

The study confirms that there are considerable emotional and behavioural problems in differently abled adolescent children. There is a significant association between the level of emotion and behaviour of differently abled adolescents and demographic variables like gender and hobbies. In this study, there is improvement on emotion and behaviour of differently abled adolescents in post-test but statistically there is significant relationship in level of emotion and behaviour among differently abled adolescents before and after meditation. There is an immense need for promoting meditation practice regularly in the school and residential areas to promote emotional and behavioural wellbeing.

Compliance with ethical standards

Disclosure of conflict of interest

The author declares no conflict of interest

Statement of ethical approval

Written permission was obtained from the Principal of the school for conducting the study.

Statement of informed consent

Informed consent was obtained from the participants of the study.

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