

**MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF VISUALLY IMPAIRED, HEARING IMPAIRED AND CRIPPLED STUDENTS OF KASHMIR UNIVERSITY**

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**Abstract**

*The present study was undertaken to study and compare the visually impaired, hearing impaired and crippled students on various dimensions of mental health and academic achievement. 100 visually impaired, 100 hearing impaired and 100 crippled students were selected randomly for the present investigation. The investigators used Alpna Sen Gupta's Mental Health Battery for the collection of data. The collected data was analyzed by some statistical techniques. Some interesting conclusion has been drawn from the present study. The visually impaired, hearing impaired and crippled students showed somewhat similar mental health, but a significant mean difference was found among three groups of students on their academic achievement.*

**Key words:** Mental Health, Academic Achievement, Visually Impaired, Hearing Impaired, Crippled Students.

**Introduction**

Since the evolution of mankind, education has always assumed significance in their lives which had gradually traversed from the confines of few communities in yester years, now to all pervasive without having regard to caste creed, religions region, gender and even disability. It acquired different forms, modes, streams and disciplines adducing value and much to the delight and comforts of the people all over the world. It has been realized that education of the person with disabilities is very crucial for their development and independent living as far as possible. Hence, it has also undergone lot of metamorphosis aiming at empowerment for independent living. One does not have to be superhuman to be mentally healthy. A mentally healthy person is well adjusted to social norms, cheerful, socially considerable, accepts reality, satisfied with his vocations and gets along with minimum of frustration and tension and remains optimistic in life. Mental health is a condition and a level of functioning which is socially acceptable and personality satisfying. The term mental hygiene refers to the development and application of a set of practical principles directed towards the achievement and maintenance of the psychological well being of human organism and prevention of mental disorder and maladjustment. Mental hygiene means establishment of environmental conditions, emotional attitudes and habits of thinking that will resist an inset of more harmonious and more effective lives. All children are not alike in relation to their mental and physical attributes, some are highly gifted while other are less talented, some have physical disabilities like blindness or low vision, locomotors problem, speech disorder, deafness, some are retarded in intellectual development, some may be emotionally disturbed or are unable to make a proper adjustment in educational institutions, or community some may have learning disabilities.

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Physically challenged students require support to varying extents from teachers, classmates family members and the community at large in order to derive the fullest benefits from their school experience, these exceptional children have special needs that demand additional support beyond those ordinarily available in the normal school environment. Such support may be in the form of special educational services, special educational programmes, special infrastructural or learning facilities and most importantly special skills on the part of the teachers in orders to enable them to participate effectively in the learning process in the school setting or outside it.

A number of researches have been conducted by various investigators in the field of Mental Health. Seginer (2002) has found that, the mental health of students their academic achievement are positively related. A good social environment is necessary for good mental health. Kumar & Kumar (2002) found that, the school and home environment are major contributors of mental health. Academic achievement is determined by students study habits, amount of time spent efforts exerted in studies. Darja & Musek (2001) have found that, the way to increase academic achievement is to teach students how to become self regulated learners. Gulnaz (2004) found that, Learning Strategies are associated with learning gains. Location of school, its history, teacher's supportive behavior and positive class room environment shape students learning opportunities. The Mental Health of male and female adolescent students and their Academic achievement are positively related.

The above mentioned studies cannot be conclusive. They need further investigation and verification. Hence, investigation of some other factor related to Mental Health and academic achievement needs to be undertaken.

The present study was designed to analyze Mental Health and academic achievement of Visually Impaired, Hearing Impaired and Crippled Students of Kashmir University.

#### **Objectives**

The following objectives were formulated for the present study.

1. To study the mental and academic achievement of visually impaired, hearing impaired and crippled students.
2. To compare visually impaired and hearing impaired students on various dimension of their mental health.
3. To compare visually impaired and hearing impaired students on their academic achievement.
4. To compare visually impaired and crippled students on various dimension of their mental health.
5. To compare visually impaired and crippled students on their academic achievement.
6. To compare hearing impaired and crippled students on various dimensions of their mental health.
7. To compare hearing impaired and crippled students on their academic achievement.

#### **Sample**

A sample of 300 students (100 visually impaired, 100 hearing impaired and 100 crippled students) were selected randomly from different departments of University of Kashmir.

**Faculty wise selection of sample subjects:**

**Table showing distribution of selected sample of visually impaired, hearing impaired and crippled students in various faculties of Kashmir University.**

Category	Social Science	Arts	Education	Law	Financial Studies	Applied Science	Physical Science	Life Science	Total
Visually impaired	20	21	04	08	08	07	18	14	100
Hearing impaired	26	20	02	06	07	06	20	13	100
Crippled	22	24	03	07	07	05	19	13	100
<b>Total</b>	<b>68</b>	<b>65</b>	<b>09</b>	<b>21</b>	<b>22</b>	<b>18</b>	<b>57</b>	<b>40</b>	<b>300</b>

**Tools:**

The following tools were used for the present study

1. Alpan Sen Gupta's Mental Health Battery was used to measure the levels of mental health of sample subjects.
2. The aggregate marks obtained by the sample subject's of previous two exams shall serve as measures of academic achievement.

**Statistical Treatment:**

The collected data was subjected to the following statistical treatment.

Mean, S.D, t-value.

**Analysis and interpretation of the data**

By computation we mean the computation of certain indices or measures along with searching for patterns of relationship that exist among the data groups. Analysis, particularly in case of survey or experimental data, involves estimating the values of unknown parameters of the population and testing of the hypothesis for drawing inferences. Analysis may, therefore, be categorized as descriptive analysis and inferential analysis which is popularly known as statistical analysis.

**Table 1.0: Showing mean comparison of visually impaired and hearing impaired students on emotional stability component of mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Visually impaired	9.29	2.62	1.75	Insignificant
Hearing impaired	9.94	2.88		

The above table shows that the two groups do not differ significantly on emotional stability of mental health status at both the levels of significance. It is evident from the above table that there is no significant difference on mean scores of both the groups. Both the groups have similar level of emotional stability.

**Table 1.1: Showing the mean comparison between visually impaired and crippled students on emotional stability component of Mental Health Battery.**

Category	Mean	S.D.	t-value	Level of sig.
Visually impaired	9.29	2.62	0.83	Insignificant.
Crippled	9.04	1.81		

A perusal of above table reveals that there is no significant difference between visually impaired and crippled students on emotional stability. As the mean difference favoured crippled students but the difference failed to arrive at any level of confidence.

**Table 1.2: Showing mean comparison of hearing impaired and crippled students on emotional stability component of mental health battery.**

Category	Mean	S.D.	t-value	Level of significance
Hearing impaired	9.94	2.88	2.72	Insignificant
Crippled	9.04	1.81		

The perusal of above table shows that the two groups of students differ significantly on emotional stability component of mental health battery. The mean score favours the hearing impaired students which indicates that hearing impaired students showed better emotional stability than crippled students.

**Table 1.3: Showing mean comparison of visually impaired and hearing impaired students on overall adjustment dimension of mental health battery.**

Category	Mean	S.D.	t-value	Level of significance
Visually impaired	32.70	2.46	1.08	Insignificant
Hearing impaired	33.10	2.84		

The above table reveals that two groups of students do not differ significantly on over-all adjustment component of mental health status. It is evident from the above table that, Mean score of two groups does not show significant difference. Both the groups display similar overall adjustment.

**Table 1.4: Showing the mean comparison between visually impaired and crippled students on overall adjustment component of Mental Health Battery.**

Category	Mean	S.D.	t-value	Level of sig.
Visually impaired	32.70	2.46	1.62	Insignificant.
Crippled	32.10	2.84		

A quick look of the above table reveals that there is no significant mean difference between visually impaired and crippled on overall adjustment dimension of Mental Health Battery. The mean difference favoured crippled students but the difference failed to arrive at any level of confidence. As the both the groups displayed similar overall adjustment.

**Table 1.5: Showing mean comparison of hearing impaired and crippled students on overall adjustment dimension of mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Hearing impaired	33.10	2.84	2.50	Significant at 0.05 level.
Crippled	32.10	2.84		

A quick look on above table reveals that two groups of students differ significantly on over-all adjustment component of mental health battery at .05 level of significance. The hearing impaired students showed better overall adjustment, balance between the demands of various aspects of environment on one hand and cognition on the other hand.

**Table 1.6: Showing mean comparison of visually impaired and hearing impaired students on autonomy component of mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Visually impaired	11.55	2.18	1.52	Insignificant
Hearing impaired	12.10	3.15		

The perusal of above table indicates that two groups of students have no significant difference on autonomy component of mental health battery. Therefore the mean score of one group i.e. visually impaired does not differ significantly with mean score of other group i.e. hearing impaired. Both groups share similar type of independence and self determination in thinking.

**Table 1.7: Showing the mean comparison between visually impaired and crippled students on autonomy component of Mental Health Battery.**

Category	Mean	S.D.	t-value	Level of sig.
Visually impaired	11.55	2.18	1.38	Insignificant.
Crippled	11.05	3.15		

A perusal of above table reveals that there is no significant difference between visually impaired and crippled students on autonomy components of mental Health Battery. The table reveals that both the groups displayed somewhat similar type of independence and self determination in thinking.

**Table 1.8: Showing mean comparison of hearing impaired and crippled students on autonomy component of mental health battery.**

Category	Mean	S.D	t-value	Level of Sig.
Hearing impaired	12.10	3.15	2.50	Significant at 0.05 Level
Crippled	11.05	3.15		

The perusal of above table indicates that two groups students differ significantly on autonomy component of Mental Health Battery at 0.05 level of significance. The crippled students showed better independence and self determination in thinking.

**Table 1.9: Showing mean comparison of visually impaired and hearing impaired students on security insecurity component of mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Visually impaired	10.45	2.30	1.84	Insignificant
Hearing impaired	11.15	3.18		

The perusal of above table shows that two groups of students i.e. visually impaired and hearing impaired students shows no significant mean difference on security insecurity component of mental health battery. The mean difference favours the hearing impaired students but fails to reach any level of significance. So both the groups showed similar type of sense of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the persons present or future need.

**Table 1.10: Showing the mean comparison between visually impaired and crippled students on security insecurity component of Mental Health Battery.**

Category	Mean	S.D.	t-value	Level of sig.
Visually impaired	10.45	2.30	1.05	Insignificant
Crippled	10.05	3.18		

The above table reveals that there is no significant mean difference between visually impaired and crippled students on security insecurity component of Mental Health Batter. The mean scores favoured crippled students but fails to reach any level of significance which indicates that both students displayed somewhat similar sense of safety, confidence freedom from fear or anxiety.

**Table 1.11: Showing mean comparison of hearing impaired and crippled students on security insecurity component of mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Hearing impaired	11.15	3.18	2.50	Significant at 0.05 level
Crippled	10.05	3.18		

The perusal of above table shows that two groups of students i.e. hearing impaired and crippled students differ significantly on security insecurity component of mental health battery at 0.05 levels of significance. The hearing impaired students displayed better sense of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the persons present or future needs.

**Table 1.12: Showing mean comparison of visually impaired and hearing impaired students on self concept component on mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Visually impaired	12.69	1.95	1.66	Insignificant
Hearing impaired	13.19	2.49		

The above table shows that the two groups do not differ significantly on self concept component of mental health battery. This indicates that mean score of one group is not significantly

different than the other group. The table reveal that both the groups have the similar attitudes and knowledge of themselves and evaluation of their achievements.

**Table 1.13: Showing the mean comparison between visually impaired and crippled students on self concept component of Mental Health Battery.**

Category	Mean	S.D.	t-value	Level of sig.
Visually impaired	12.69	1.95	1.42	Insignificant.
Crippled	12.59	2.19		

The above table reveal that there is no significant mean difference between visually impaired and crippled students on self concept of Mental Health Battery. The mean difference favoured crippled students but the difference failed to arrive at any level of significance. The table reveal that both have knowledge of themselves and evaluation of their achievements.

**Table 1.14: Showing mean comparison of hearing impaired and crippled students on self concept component on mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Hearing impaired	13.19	2.49	1.93	Insignificant
Crippled	12.59	2.19		

The above table shows that the two groups do not differ significantly on self concept component of mental health battery. This indicates that mean score of one group is not significantly different than the other group. It is evident that both the groups have the similar attitudes, knowledge of themselves and evaluation of their achievements.

**Table 1.15: Showing mean comparison of visually impaired students and hearing impaired students on general intelligence component of mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Visually impaired	25.90	1.92	1.78	Insignificant
Hearing impaired	25.40	2.32		

The above table shows that the two groups of students do not differ significantly on general intelligence component of mental health battery. The mean score of two groups do not differ significantly. Both the groups display similar level of general mental ability.

**Table 1.16: Showing the mean comparison between visually impaired and crippled students on general intelligence component of Mental Health Battery.**

Category	Mean	S.D.	t-value	Level of sig.
Visually impaired	25.90	1.92	1.78	Insignificant
Crippled	26.40	2.32		

A quick look at the table shows that there is no significant mean difference between visually impaired and crippled students on general intelligence component of Mental health Battery. Both the two groups of students showed some what slimier type of intelligence.

**Table 1.17: Showing mean comparison of hearing impaired students and crippled students on general intelligence component of mental health battery.**

Category	Mean	S.D	t-value	Level of significance
Hearing impaired	25.40	2.32	3.22	Significant at 0.01 level.
Crippled	26.40	2.32		

The above table shows that the two groups of students differ significantly on general intelligence component of mental health battery at both the levels of significance. The mean score favours crippled students which indicates they have better general mental ability.

**Table 1.18: Showing mean comparison of visually impaired and crippled students on academic achievement.**

Category	Mean	S.D	t-value	Level of significance
Visually impaired	55.90	3.06	0.95	Insignificant
Hearing impaired	55.44	3.88		

The perusal of above table shows the mean comparison of two groups of students on their academic achievement. The table reveals that there is no significant mean difference between two groups of students both visually impaired and hearing impaired students showed similar academic achievement.

**Table 1.19: Showing mean comparison of visually impaired and crippled students on academic achievement.**

Category	Mean	S.D	t-value	Level of significance
Visually impaired	55.90	3.06	2.74	Significant at .01 level
Crippled	57.34	4.35		

The perusal of above table shows that there is a significant difference between two groups of students' viz. visually impaired and crippled students on their academic achievement at both the levels of significance. The mean score of crippled which is higher than the mean score of visually impaired indicates that crippled have good academic achievement than the visually impaired students.

**Table 1.20: Showing mean comparison of hearing impaired students and crippled students on academic achievement**

Category	Mean	S.D	t-value	Level of significance
Hearing impaired	55.44	3.88	3.33	Significant at .01 level.
Crippled	57.34	4.35		



The perusal of above table shows that hearing impaired students are significantly different than the crippled students. The high mean score favours the crippled students. It is evident from the above table that the two groups differ significantly at .01 level of significance which indicates that the group with high mean score has high academic achievement than the group with low mean score.

#### **Major findings**

On the basis of the analysis and interpretation of the study some interesting conclusions have been drawn from the present investigation.

1. It has been found that visually impaired and hearing impaired students showed equally mental health on various dimension of Mental Health Battery.
2. It was further found that both the groups of students viz. visually impaired and hearing impaired students displayed same type of mental health.
3. It has been also found that hearing impaired student and crippled students showed no significant difference on all dimension of mental Health Battery.
4. It was also found that both visually impaired and hearing impaired students showed same academic achievement.
5. It was also found that crippled students showed better academic achievement as compared to visually impaired students.
6. It was further found that while comparing two groups of students viz. crippled and hearing impaired students, crippled students showed better academic achievement.

#### **Educational implications**

The following are some important educational implications of the present study.

1. There should be educational accessibility for the physically challenged students.
2. New techniques should be used while teaching physically challenged students.
3. Auditory machines should be available for the hearing impaired students.
4. Wheel chairs and other facilities should be given to crippled students.
5. Proper guidance and counselling should be given to the physically challenged students.
6. Remedial classes should be organised for visually impaired and hearing impaired students.

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