

## Research Article

# Study of mental health of visually impaired and hearing impaired rural and urban adolescent students

\*N A Nadeem, Javeed Ahmad Pujwand and Nadia Zahoor

Department of Education, University of Kashmir, Jammu and Kashmir India.

\*Corresponding author Email: [showkat80ahmad@gmail.com](mailto:showkat80ahmad@gmail.com)

### Abstract

The present study was carried out to compare visually impaired and hearing impaired students on various dimension of mental health. A sample of 200 students (100 visually impaired and 100 hearing impaired) was selected randomly from various colleges in Kashmir. For the present study, Mental Health Battery by Alpana Sen Gupta was used to collect the data. The statistical analysis was interpreted by using some statistical treatments. There was significant mean difference between the two groups of students on their mental health.

**Key words:** Visually impaired, hearing impaired, mental health, higher education 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 yesteryears, now to all pervasive without having regard to caste creed, religion region, gender and even disability. It acquired different forms, modes, streams and disciplines adding 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. If one is human besides being human, one can safeguard ones mental health. A mentally healthy person is well adjusted to social norms, cheerful, socially considerable, accepts reality, satisfied with his vocations and gets along with minimum frustration and tension and remains optimistic in life. Mental health is a condition and a level of functioning which is socially acceptable and personally 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 personal maladjustment. Its aim is to help all persons achieve fuller happier more harmonious and more effective lives. All children are not alike in relation to their mental and physical attributes, some are highly gifted while others are less talented, some have physical disabilities like blindness or low vision, deafness, speech disorders, or non functional limbs; some are retarded in intellectual development; some may be suffering from complications like epilepsy; some may be emotionally disturbed or are unable to make a proper adjustment in educational institutions, or community some may have learning disabilities. In some persons, the deviations may be so pronounced that it makes them exceptional

and needing special attention. Such children exhibit marked behavioural or communication disorders to intellectual, physical or multiple disorders.

Education has assumed a place of paramount importance in modern society which is becoming more scientific and technological. It is now regarded as a potent instrument of rapid and effective development through which the standard of a people, their prosperity and security can be considerably improved.

Light is to darkness and knowledge is to ignorance. Education brings knowledge and it is a necessary part of human development. A society is known for development by the level of education of the people. Social order is possible through understanding the dynamics of socio-political frame of a society that can be reflected by education. Economic growth due to scientific and technological advancements and industrial development and agricultural abundance is possible with education.

Growing importance of knowledge in the world today and the ever greater numbers of people being trained at the higher level has increased higher education's responsibility to and its influence within society. On the threshold of a new century, higher education must come to terms in its teaching, research and scholarship with the effects and consequences of the globalization and internationalization of the life of societies, the development of information technologies, the rapidly evolving structures of employment needs and the steady increase in the demand for highly qualified personal. At the same time, the need for refresher courses and further education to Borden general knowledge and occupational skills and for career change retraining is becoming increasingly urgent, so that higher education has to be more responsive to this task and makes it an integral part of its activities.

Thus, education instils in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of every changing society, of which he is an integral part. Education bestows immense benefits upon person. A well educated person is known all over the region. He is able to meet the conflicting challenges. He tides over all the difficulties which confront him in day to day living. Education culturises the individual and helps him to fulfil his needs. Education develops the individual like a flower which distributes its fragrance all over the world. Thus, education is a conducive process which develops child's individuality in all its aspects- physical, mental, emotional and social. With this all round development, he becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character who uses all his capacities to develop his own self, his society and his nation to the highest extent by contributing the best to national glory, national culture, national honour and national civilization of which he is an integral part.

## **Objectives**

For the present study, the following objectives have been formulated:

To study the mental health of visually impaired and hearing impaired students at higher education level.

To compare visually impaired and hearing impaired students on various dimension of mental health.

## **Hypothesis**

The following hypothesis has been formulated for the present study:

H<sub>1</sub>: Visually impaired and hearing impaired students differ significantly on their various dimension of mental health.

## **METHODOLOGY**

For the present study, the data was collected by using Mental Health Battery by Alpana Sen Gupta.

## **Statistical treatment**

The collected data was analysed by using some statistical techniques: Mean, S.D and t-value.

## **RESULTS AND DISCUSSION**

Table1 show 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 Table 1 that there is no significant difference on mean scores of both the groups.

Both the groups have similar level of emotional stability.

Table 2 reveals that two groups do not differ significantly on over-all adjustment component of mental health status. It is evident from Table 2 that mean score of two groups does not show significant difference. Both groups display similar overall adjustment. The perusal of Table 3 indicates that two groups have no significant difference on autonomy component of mental health battery. Therefore, the mean score of one group, that is, physically visually impaired does not differ significantly with mean score of other group, that is, hearing impaired. Both groups share similar type of independence and self determination in thinking.

The perusal of Table 4 shows that two groups of students, that is, visually impaired and hearing impaired students, differ significantly on security and insecurity component of mental health battery. It reveals that the mean score of one group differ from mean score of other group. So, both groups do not similar sense of safety, confidence, freedom from fear, apprehension or anxiety particularly with respect to fulfilling the person present or future need.

Table 5 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 from the other group. It is evident that both groups have the similar attitudes and knowledge of themselves and evaluation of their achievements.

Table 6 shows that the two groups do not differ significantly on general intelligence component of mental health battery. The mean score of two groups do not differ significantly. Both groups display similar level of general mental ability.

**Table 1.** 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	0.68	Insignificant
Hearing impaired	9.94	2.88		

**Table 2.** 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	32.10	2.46	1.09	Insignificant
Hearing impaired	33.10	2.84		

**Table 3.** 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	1.48	Insignificant
Hearing impaired	12.90	3.15		

**Table 4.** 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	10.40	2.30	3.16	Significant at .01 level
Hearing impaired	11.65	3.18		

**Table 5.** 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	12.19	1.95	1.31	Insignificant
Hearing impaired	13.19	2.49		

**Table 6.** 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	19.49	1.92	1.24	Insignificant
Hearing impaired	20.40	2.32		

## MAJOR FINDINGS

It has been found that the two groups of students viz. visually impaired and hearing impaired students do not differ significantly on emotional stability of mental health battery.

It was further found that two groups of students do not differ significantly on overall adjustment component of mental health status

It was also found that two groups of students have no significant difference on autonomy component of mental health battery.

It has been found that visually impaired and hearing impaired students differ significantly on security insecurity component of mental health battery.

It was also found that the two groups of students do not differ significantly on self concept component of mental health battery.

It has been found that visually impaired and hearing impaired students do not differ significantly on general intelligence component of mental health battery

## References

- Faria Farhat (2001). Managing Mentally and Physically Challenged Students. Published by J. Nat. Med. Assoc. 101(12)
- Harry J, Baker (2000). A Study of Physically and Mentally Exceptional Children. Review.Edu. Res. (6): 514- 523. published by American Educational Research Association.
- Hussain Akbar (2007). Mental Health of visually impaired Students. Published by J. Indian .Acad. Appl. psychol 32(1): 43-46
- Kelsey B, Wheeler V (2001). Family Perception of Mental Health Issues, Among College Students Development.
- Manyuvanie E (2000). Influence of Home and School Environment of Mental Health of Children Publishing House New Delhi.
- Mital S R (1988). Personality Traits of Educated Blind and Sighted Youth. Cited in Indian Edu. Review 26(4).
- Mrza sajad(2008). Effects of parental Behavior on Study Habits and Mental Health of Physically Challenged and Normal students published by General Psychology Special Needs vol. 2.
- Shareta Bharti, Neeru Sharama (2006). Social Relationships of Physically Challenged Institutionalized Children. P.G. dept. of Home Science University of Jammu
- Sharna S (1986). Adjustment Pattern of Visually Handicapped and Sighted Students. Cited in J. Indian Edu. 5(10).