

**ACADEMIC ACHIEVEMENT AND MENTAL HEALTH IN ADOLESCENTS: A  
COMPARATIVE STUDY OF PHYSICALLY CHALLENGED AND NON-  
DISABLED GROUPS**

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**ABSTRACT**

The present Study highlights the academic achievement and mental health of physically challenged and physically normal students in district Ludhiana. The sample for the study consists 100 secondary school students (50 physically challenged and 50 physically normal). The investigator used Alpana Sen Gupta's Mental Health Battery to study the mental health. The academic achievement of the students was obtained from the official records of their respective schools. The data collected was subjected to various statistical treatments. The analysis of the data showed that the physically normal students possessed better mental health and academic achievement than the physically challenged students.

**Keywords:** Academic Engagement, Physically Challenged, Mental Health Outcomes, Culture of Inclusivity etc.

**INTRODUCTION**

The place of education has become very important in this fast changing world. It is education which develops the individual to its fullest. Education pulls out a person from darkness and ignorance by developing his individuality in all the aspects, physical, mental, emotional and social. It is the most important instrument to fulfill his obligations and carry out responsibilities correctly and effectively. Therefore, much depends on how a child is educated first by the family and later by regular institutions.

Dewey views, "Education is the process of living through continuous reconstruction of experiences. It is the development of all those capacities in individual which will enable him to control his environment and fulfill his possibilities."

Thus, through education we can be able to actualize ourselves, live our life in satisfaction to perfect terms of taking and giving something to society. It is possible only when we enjoy good mental health. Mental health is a basic factor that contributes to the effectiveness of physical health as well as social effectiveness. It also includes good relationship between a person and the society at large. It ensures permanent mental equilibrium and social adjustment of a person. Hence ideal health is the combination of good physical health and good mental health. Mental health controls the overall functioning of the personality and is influenced by various factors like heredity, school environment, desires, adjustment, self-concept etc.

Academic achievement or academic performance is the outcome of the education-the extent to which a student, teacher or an institution has achieved their educational goals. It is measured in terms of students' performance in class or school and board examination. Generally, in a year a student has to appear in many examinations and his achievements are assessed in terms of grades, ranks and marks in various subjects. Academic achievement is the prime goal of student in an educational institution. It refers to students' skills development in the school subjects that are commonly evaluated by examinations or continuous assessment or with the help of achievement tests.

## **REVIEW OF RELATED LITERATURE**

Sarah K. Lipson et al. (2015) examined in their study the relationship between depression and academic achievement in college students. The results showed that students with depression had lower GPAs and academic motivation compared to non-depressed students. Additionally, the study found that depression was associated with increased absenteeism, decreased participation, and poor time management skills, all of which negatively impacted academic performance. Jeremy D. Sawyer et al (2017) investigated the relationship between anxiety and academic performance in high school students. The findings indicated that high levels of anxiety were associated with lower GPAs,

decreased academic engagement, and increased risk of dropout. Furthermore, the study revealed that anxiety negatively impacted students' ability to focus, complete homework, and participate in class. Emily L. Lindsay et al. (2018) explored the impact of mindfulness on mental health and academic achievement in college students. The results showed that mindfulness practices improved mental health outcomes, including reduced stress, anxiety, and depression. Additionally, the study found that mindfulness was associated with improved academic performance, including higher GPAs and increased academic motivation. Fumiyo Kagawa et al. (2019) investigated the relationship between mental health and academic achievement in international students. The results showed that international students faced unique mental health challenges, including increased stress, anxiety, and depression. Additionally, the study found that mental health issues negatively impacted academic performance, including lower GPAs and decreased academic engagement. Adriana J Umana (2020) investigated the relationship between mental health and academic achievement in students from diverse backgrounds. The findings indicated that students from diverse backgrounds faced unique mental health challenges, including increased stress, anxiety, and depression. Additionally, the study found that mental health issues negatively impacted academic performance, including lower GPAs and decreased academic engagement.

## **OBJECTIVES**

The following objectives are formed for the present study:

1. To measure the mental health of Physically Challenged and Physically Normal Students.
2. To measure academic achievement of Physically Challenged and Physically Normal Students.
3. To compare Physically Challenged and Physically Normal adolescent students on mental health.
4. To compare Physically Challenged and Physically Normal adolescent students on academic achievement.

## **HYPOTHESES**

The following hypotheses are formed for the present study:

1. Physically Challenged and Physically Normal Students differ significantly on mental health.
2. Physically Challenged and Physically Normal Students differ significantly on academic achievement.

## **SAMPLE**

The sample for the present study consisted 100 secondary school students (50 physically challenged and 50 physically normal students) selected randomly from District Ludhiana.

## **TOOLS**

Mental Health Battery by A. K. Singh and Sen Gupta. The following popular indices of mental health are studied in the present study of Physically Challenged and Physically Normal Students on general Intelligence of Mental Health Battery:

1. Intelligence
2. Self concept
3. Sense of security and insecurity
4. Autonomy
5. Emotional stability
6. Over all adjustment

## **STATISTICAL TECHNIQUES:**

The data collected was subjected to following statistical techniques

Mean

S.D  
t-test

### ANALYSIS AND INTERPRETATION OF THE DATA

Table1 Showing the mean comparison of Physically Challenged and Physically Normal Students on general Intelligence of Mental Health Battery

Category	Mean	S. D	t-Value	Level of Significance
Physically Challenged Students	25.13	3.96	1.33	Insignificant
Physically Normal Students	26.20	4.11		Insignificant

The table reveals that there is no significant mean difference between Physically Challenged and Physically Normal Students on general Intelligence of Mental Health Battery

Table 2 Showing the mean comparison of Physically Challenged and Physically Normal Students on Self-concept dimension of Mental Health Battery

Category	Mean	S. D	t-Value	Level of Significance
Physically Challenged Students	10.12	3.28	2.76	Significant at .01 level
Physically Normal Students	12.14	4.11		Significant at .01 level

The table reveals the mean comparison of Physically Challenged and Physically Normal Students on Self-concept dimension of Mental Health Battery. As mean scores favor Physically Normal students which indicates that Physically Normal students showed better attitude, knowledge of themselves and evaluation of their achievements than Physically Challenged students

Table 3 Showing the mean comparison of Physically Challenged and Physically Normal Adolescent Students on Security and Insecurity dimension of Mental Health Battery

<b>Category</b>	<b>Mean</b>	<b>S. D</b>	<b>t-Value</b>	<b>Level of Significance</b>
Physically Challenged Students	11.62	2.02	6.06	Significant at .01 level
Physically Normal Students	15.26	3.76		Significant at .01 level

Quick observation of the table indicates that there is a significant mean difference between the two groups of students on security-insecurity dimension of mental health battery. The difference was found to be significant on 0.01 level. The mean score favors the Physically Normal students which indicates that Physically Normal students showed better sense of safety, confidence and freedom from fear than the Physically Challenged students

Table 4 Showing the mean comparison of Physically Challenged and Physically Normal Adolescent Students on Autonomy dimension of Mental Health Battery

<b>Category</b>	<b>Mean</b>	<b>S. D</b>	<b>t-Value</b>	<b>Level of Significance</b>
Physically Challenged	9.61	2.98		Significant at .01

Students			5.32	level
Physically Challenged Students	Normal	12.27	2.11	Significant at .01 level

The table shows that two groups of students differ significantly on autonomy component of mental health battery and the difference is significant at 0.01 level and the results reveal that physically normal students are more autonomous and have better independence and self-determination in thinking than physically challenged students.

Table 5 Showing the mean comparison of Physically Challenged and Physically Normal Adolescent Students on emotional stability dimension of Mental Health Battery

Category	Mean	S. D	t-Value	Level of Significance
Physically Challenged Students	7.47	2.27	6.46	Significant at .01 level
Physically Normal Students	9.88	3.14		Significant at .01 level

The analysis of the table shows that the mean comparison of physically challenged and physically normal students on emotional stability of mental health battery. The mean square of physically normal students is higher than the mean square of physically challenged students and the difference is significant at 0.01 level. The physically normal students are displaying better emotional stability as compared to physically challenged students.

Table 6 Showing the mean comparison of Physically Challenged and Physically Normal Adolescent Students on overall adjustment dimension of Mental Health Battery

Category	Mean	S. D	t-Value	Level of
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				Significance
Physically Challenged Students	30.24	3.36	5.80	Significant at .01 level
Physically Normal Students	34.19	3.47		Significant at .01 level

A Quick look on the above table reveals that there is significant mean difference between two groups of students on overall adjustment of mental health battery. The mean score favors physically normal students which indicate that physically normal students showed better overall adjustment than physically challenged students.

Table 7 Showing the mean comparison of Physically Challenged and Physically Normal Adolescent Students on overall dimension of Mental Health Battery

Category	Mean	S. D	t-Value	Level of Significance
Physically Challenged Students	48.72	4.12	4.11	Significant at .01 level
Physically Normal Students	53.12	6.42		Significant at .01 level

The analysis of the table shows there is significant mean difference between physically challenged and physically normal students on overall dimensions of mental health. The mean square favours physically normal students which further indicates that physically normal students have better mental than physically challenged students. In the view of above results the hypothesis 1 which states physically challenged and physically normal students differ significantly on mental health is accepted.

Table 8 Showing the mean comparison of Physically Challenged and Physically Normal Adolescent Students on academic achievement.

Category	Mean	S. D	t-Value	Level of Significance
Physically Challenged Students	45.12	4.22	12.58	Significant at .01 level
Physically Normal Students	58.21	6.11		Significant at .01 level

The values in the table show the mean comparison of physically challenged and physically normal students on academic achievement. The difference is significant at 0.01 levels as the mean difference favors physically normal students. It indicates that physically normal students are better in academic than physically challenged students. In such case hypothesis 2 which states, “physically challenged and physically normal students differ significantly on academic achievement.” is accepted.

## MAJOR FINDINGS

1. No significant difference was found between physically challenged and physically normal students on general intelligence. The mean difference favored physically normal students but difference failed to arrive at any level of confidence. It has been found that both the physically challenged and physically normal students displaced nearly similar general intelligence.
2. It has been found that physically challenged and physically normal students differ significantly of self-concept dimension of mental health battery. The physically normal students are found to have better attitude and knowledge about themselves than physically challenged students.
3. It has been found that physically challenged and physically normal students differ significantly of security and insecurity dimension of mental health battery. The physically normal students were found to have high sense of security than physically challenged students.

4. It has been found that physically challenged and physically normal students differ significantly of autonomy dimension of mental health battery. The physically normal students are found to be more autonomous and self-confident than physically challenged students.
5. It has been found that physically challenged and physically normal students differ significantly of emotional stability dimension of mental health battery. The physically normal students are found to be more emotionally stable than physically challenged students.
6. It has been found that physically challenged and physically normal students differ significantly on overall adjustment dimension of mental health battery. The physically normal students are found to have better overall adjustment than physically challenged students.
7. It has been found that physically challenged and physically normal students differ significantly on overall dimensions of mental health battery. The physically normal students are found to have better mental health than physically challenged students.
8. It has been found that physically challenged and physically normal students differ significantly on academic achievement. The physically normal students are found to have better academic achievement than physically challenged students.

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