



Mental Health And Wisdom Among Students With Various Disabilities

¹Suneel Kumar

¹ Research Scholar, Department of Psychology, FSS, Banaras Hindu University, Varanasi, India. 221005.
skumarpsyche@bhu.ac.in

Abstract: Disability is a multifaceted concept that reflects an inability to perform daily activities which enhances mental health issues and reduces the level of wisdom. This study investigates the mental health status and wisdom among students with various disabilities. The present study has used Mean SD for the see gender differences in mental health and wisdom and correlation design was used to assess the relationship between mental health and all the dimensions of wisdom. The results showed that males with disabilities have higher mental health issues than females with disabilities and females have higher wisdom than males. Students with locomotor disability have lower levels of mental health issues than hemophilic and visual disabilities. Correlation showed that mental health was negatively associated with all the dimensions of wisdom among students with various disabilities. Inconclusive, Mental health and wisdom among students with impairments highlight the significance of comprehensive support systems in colleges and universities.

Keywords: Mental health, wisdom, students, and disabilities.

INTRODUCTION

Disability encompasses a diverse range of physical, cognitive, sensory, and developmental impairments that may impact an individual's mobility, communication, learning, or daily functioning. Each disability presents unique challenges, and being knowledgeable about these challenges fosters empathy and effective support (Barnartt, 1996).

Mental health is a condition of psychological wellness that allows people to cope with life's stressors, realize their strengths, study and work effectively, and make a difference in their communities (Dodd, 2021). It is a crucial aspect of health and well-being that underlies our individual and communal capacity to make decisions, form connections, and affect the environment where we live. It is also essential for personal, collective, and social advancement. Students with disabilities may face additional stressors related to their condition, such as social stigma, accessibility issues, and academic pressure (Susilawati, 2010). Educators and peers must have a deep understanding of various disabilities and their potential impact on mental health. Wisdom can be defined as the capacity to make appropriate decisions or judgments based on what you acquired from your experience or the knowledge and expertise that gives you the aforementioned ability (I.

M & Awad Farhan, 2021). To understand wisdom is a way of living that represents the way people grow in self-awareness, self-integration, nonattachment, self-transcendence, compassion, and a better understanding of life (Foster, 2022). Better self-control and moral decision-making are included in this practice, which benefits both the practitioner and others around them (Aldwin, 2009).

Mental health and wisdom were intricately intertwined facets of human well-being, each complementing and influencing the other (Ahsan, 2021). While mental health encompasses the emotional, psychological, and social aspects of an individual's life, wisdom reflects the ability to make sound judgments and decisions based on deep understanding and experience (FU et al., 2019). Cultivating wisdom often involves navigating through life's challenges, learning from adversity, and developing resilience. In turn, a strong foundation of mental health provides the clarity and stability necessary for the cultivation of wisdom. Together, they form a symbiotic relationship, guiding individuals towards greater self-awareness, emotional regulation, and fulfilment in life's journey.

Mental health and wisdom among students with disabilities lie in the critical need to understand and address the unique challenges they face in educational settings. Despite advancements in inclusive education, there remains none of research focusing specifically on the intersection of mental health and wisdom in this population. By investigating these factors, the present study aimed to assess the mental health status and wisdom of students with various disabilities.

METHODS

Design and Sample

The research was conducted on students with disabilities pursuing higher education in various institutions of Uttar Pradesh by using a purposive sampling technique. The total sample was comprised of 105 with locomotor disability, visual disability, and hemophiliac disability (blood disorder). The age range of the present sample was 18-40 years. Mean, SD, and t-tests were used to measure the data. The correlation design has been used to investigate the relationship between mental health and various dimensions of wisdom by using the SPSS-20 statistical software program.

Measures

General Health Questionnaire

The General Health questionnaire was originally developed by Goldberg in 1972. GHQ-12 was widely adopted due to its brevity and good psychometric properties as measured in nonclinical populations developed by Endsley et al., 2017; Liang et al., 2016. It has test-retest reliability was computed between 0.889 to 0.947.

Three-Dimensional Wisdom Scale

Three-Dimensional Wisdom Scale (3D-WS) was developed by Thomas et al., 2017. It has 39 items with three dimensions namely; the Cognitive Dimension of Wisdom, the Reflective Dimension of Wisdom, and the Affective (Compassionate) Dimension of Wisdom. The test-retest reliability was reported as .937.

Sociodemographic Variables

The present data set was used to pour socio-demographic detail and personal information relevant to the present study, including name, age, gender, education, types of disability, severity of disability, and family member.

Statistical analysis

Descriptive statistics mean and SD have been conducted to see the gender difference and types of disability on mental health and Wisdom, further, Pearson correlation was used to see the relationship between mental health and all the dimensions of wisdom.

RESULTS

Table 1; showed the mean and SD of males and females with disabilities. The male reported 27.67, and the female reported 26.40 mean score on mental health. The gender differences in mental health were not significant ($t= 1.04$, $p= >0.05$). Therefore, males have more mental health issues than females. The male showed 31.62 mean, and the female showed 32.86 mean score on the wisdom. The gender differences in wisdom were not significant ($t= -0.66$, $p= >0.05$).

Gender		Mental health	Wisdom
Male	Mean	27.67	31.62
	Std. Deviation	4.41	6.94
Female	Mean	26.40	32.86
	Std. Deviation	4.18	4.98
t-test		1.04	-0.66
p-value		>0.05	>0.05

Table 2; showed the mean difference of types of disability on mental health and wisdom. The mean score of students with locomotor disability reported 27.33, visual disability 27.44, hemophilia 29.83 on mental health respectively. The mean score of students with locomotor disability reported 31.17, visual disability 34.61, and hemophilia 31.83 respectively. These differences were not significant.

Types of Disability		Mental health	Std. Error (p-value)	Wisdom	Std. Error (p-value)
Locomotor Disability	Mean	27.33	1.14 (0.99)	31.17	1.72 (0.12)
	Std. Deviation	4.11		6.85	
Visual Disability	Mean	27.44	1.14 (0.99)	34.61	1.72 (0.12)
	Std. Deviation	3.95		6.03	
Blood Disorder (Hemophilia)	Mean	29.83	1.85 (0.37)	31.83	2.80 (0.91)
	Std. Deviation	8.28		4.70	

Table 3 showed the Pearson correlation coefficient of mental health and all dimensions of wisdom. Mental health was negatively associated with all the dimensions of wisdom i.e., cognitive wisdom ($r, -.017$), reflective wisdom ($r, -.093$), affective wisdom ($r, -.102$), and overall wisdom ($r, -.090$). Cognitive wisdom was significantly positively associated with reflective wisdom ($r, .378^{**}$) and affective wisdom ($r, .315^{**}$). Reflective wisdom was significantly associated with affective wisdom ($r, .319^{**}$).

Table- 3 Correlation Between Mental health and all Dimensions of Wisdom

	Mental Health	Cognitive Wisdom	Reflective Wisdom	Affective Wisdom	Wisdom Overall
Mental Health	1	-.017	-.093	-.102	-.090
Cognitive Wisdom		1	.378**	.315**	.782**
Reflective Wisdom			1	.319**	.788**
Affective Wisdom				1	.662**
Wisdom Overall					1

** Correlation is significant at the 0.01 level

DISCUSSION

The present study aimed to assess the mental health status and wisdom among people with various disabilities. Non-significant gender difference was found in mental health and wisdom, females with disabilities have lower mental health as compared to males. Prior studies have reported that males with disability showed higher depressive symptoms and mental health issues than females with disability (Bi et al., 2020; Chattopadhyay, 2021). Females have higher wisdom as compared to males with disabilities because females have good mental health therefore, they have higher levels of wisdom, which can reflect great peace of mind and balanced mental health (Schweininger et al., 2014). In addition, a study has reported that there is no significant difference between males and females in wisdom (Fazari, 2017). Wisdom was a positive contract of mental health and well-being

Non-significant types of disability differences were found to be in mental health and wisdom. Students with locomotor disability have lower mental health issues than visual and hemophiliac disabilities. prior studies have reported that students with locomotor disability have lower levels of mental health issues as compared to visual and hearing disabilities (Singh et al., 2015; Shahbazi et al., 2016; Rider et al., 2021). While students with visual disability have higher wisdom than locomotor disability and hemophiliac disability the reason behind this may be that students with visual disability have higher levels of cognitive functioning and meditate in a timely, which provides good support and calm experiences (Lee et al., 2023).

Mental health was negatively associated with all the dimensions of wisdom. Previous studies have reported that there was a negative correlation between mental health issues and wisdom have been reported (Chattopadhyay, 2021; Lauer & Lauer, 2019; Kumar & Kumar, 2023). It can explain that those who have mental health issues may not reflect positive calm and wellness. Cognitive wisdom was significantly positively associated with reflective, affective, and overall wisdom. Reflective wisdom was significantly positively associated with affective and overall wisdom and affective wisdom was significantly positively associated with overall wisdom among students with disabilities.

Conclusion and Implications

Mental health and wisdom among students with disabilities underscore the importance of holistic support systems within educational institutions. Recognizing the unique challenges faced by these students, including social stigmas and systemic barriers, is paramount in fostering environments conducive to their mental well-being and personal growth. By prioritizing accessible mental health resources, promoting inclusivity, and

cultivating a culture of understanding and empathy, educational communities can empower students with disabilities to navigate their academic journeys with resilience and wisdom, ultimately facilitating their overall success and satisfaction with desire.

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