

Analysing Disability and Mental Well Being Study among Adolescents

¹Rajesh.E, ²Dr. Jetal J. Panchal, ³Ms. Vidya N.
Mahendrakar, ⁴Dr. Kailas Aute, ⁵Dr. Naveen Kumar M.

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¹Assistant Professor in Special Education, School of Behavioural Sciences

Mahatma Gandhi University, Priyadarsini Hills P.O, Kottayam, Kerala

²Assistant Professor, M.B. Patel College of Education (CTE),

Sardar Patel University, Vallabh Vidyanagar, Anand, Gujarat

³Ph.D. Research Scholar, Dept. of English, Smt. CHM College, Ulhasnagar

Affiliated to University of Mumbai, Maharashtra

⁴Professor, UG, PG & Ph.D. Research Centre, Dept. of English

Smt. CHM College, Ulhasnagar, Ph.D. Supervisor, University of Mumbai, Maharashtra

⁵Assistant Professor, College of Teacher Education,

Maulana Azad National Urdu University, Bidar

Abstract

The world's ageing populations are just one of the many demographics where disability and mental health issues are on the rise as a public health issue. [Note:] People with physical or cognitive impairments are more likely to be excluded from social activities. These limitations not only threaten people's health and happiness, but they also go against basic human rights. Several studies have found that one's mental and physical health can both benefit from maintaining healthy relationships with the people in one's immediate social environment. The positive effects on mental health and wellbeing may be diminished for adults who are physically impaired and therefore have fewer opportunities to engage in mutually beneficial exchanges. Disability can impact mental well-being among adolescents by contributing to stigma and discrimination, low self-esteem, limited opportunities, health problems, and limited access to social support. Understanding these impacts can inform the development of interventions that aim to promote mental well-being among adolescents with disabilities. The aim of this study is to analyze the relationship between disability and mental well-being among adolescents in terms of social, individual & environmental factors. According to the findings, every one of these sampled factors has an impact on the mental wellbeing and disability of adolescents. This research utilised a well-structured questionnaire to collect information regarding participants' levels of disability, mental health, and other relevant factors. The findings of this study will provide beneficial information on the connection between disability and mental well-being. These findings can be used to inform the development of policies and programmes that are aimed at improving the overall health and well-being of adolescents.

Keywords: Disability, Mental Health, Well-Being, Adolescents

Introduction

Disability and mental well-being are important aspects of overall health, particularly during adolescence. The "World Health Organization (WHO)" defines disability as a complex and multidimensional concept, including impairments, activity limitations, and participation restrictions. On the other hand, mental well-being is a state of health in which a person knows what they are good at, can deal with the normal stresses of life, works well, and gives back to their community. Even though people are becoming more aware of how important disability and mental health are, adolescents don't really understand how the two are related.

Adolescence is a period of rapid physical, psychological, and social development. It is also a critical period for the establishment of health behaviors and attitudes that can have long-lasting effects on health outcomes throughout the lifespan. The presence of a disability during this period may affect the psychological and social development of adolescents, which may in turn impact their mental well-being. Therefore, it is essential to understand the relationship between disability and mental well-being among adolescents to improve overall health outcomes and quality of life.

The world's ageing populations are just one of the many demographics where disability and mental health issues are on the rise as a public health issue. In terms of opportunities for social engagement, people with

functional limitations or physical impairments are often at a disadvantage. These limitations not only threaten people's health and happiness, but they also go against basic human rights (Askell et.al., 2009). There is growing evidence that having a strong social network has a positive impact on one's health and happiness (Atkins et. Al., 2010). However, studies show that a lack of social connections or isolation is associated with worse health and an increased risk of death (Darney et.al., 2013). While these connections hold true for the general population, they take on added significance for people with physical disabilities due to the barriers they face in engaging in extracurricular activities (Meltzer et.al., 2004). Inadequate mental health, as measured by the prevalence of psychiatric disorders [8, particularly in populations with disabilities], is a major factor in the worldwide distribution of ill health (Spendelow et.al., 2011).

Review Literature

It is widely acknowledged that having strong social connections is beneficial to one's mental health; however, developing these connections requires not only hospitable environments but also mature social and emotional abilities (Resnick, 2008). In my opinion, it is highly unlikely that a large number of students with disabilities will 'naturally' acquire social and emotional competencies solely through their exposure to general approaches. The importance of considering the link between learning and mastery experiences and the growth of self-efficacy and resilience cannot be overstated. There are numerous opportunities for students to build mental health-related skills as they engage in academic activities and classroom routines every day. On the flip side, repeated setbacks and disinterest can erode otherwise crucial mental reserves. Although curriculum and teaching issues are typically treated independently from mental health issues, a student's daily experiences of academic tasks and classroom practises provide numerous opportunities for the development of capacities related to mental health (Jarvis, 2011).

According to research by Bender, Rosenkrans, and Crane (1999), academic inadequacy moderated the effect of learning difficulties on depressive symptoms. This suggests that students' elevated depressive symptoms can be predicted by their learning difficulties, which in turn predict their feelings of inadequacy. This research was presented within the context of a larger study that looked for symptoms of depression amongst students who were having academic difficulties. Many students with learning disabilities have been found to exhibit a profile of disengagement and learned helplessness. Due to a sense of helplessness, these students may learn to give up easily when faced with adversity. Studies have shown that many students who struggle academically also exhibit traits of apathy and helplessness (Hallahan, Kaufmann, & Pullen, 2012). Felixal, et.al., (2019) examined that learning disabilities, particularly dysgraphia, prevent writing, supporting the hypothesis. Dysgraphia makes writing illegible, affecting academic performance. Dysgraphia, the most common writing disability, is properly taught in other countries. Unique learning disability school. Learning disabilities weren't on Americans' radar ten years ago. More doctors and educators are studying handicaps. Dysgraphia is today's most common learning disability. Dysgraphia affects 30%. Schoolchildren will be dysgraphia-tested. The scientist will test and teach children with dysgraphia.

Vasatrao, J. M., (2017) this conceptual paper analyses Indian and international research findings. Few Indian studies have examined learning-difficult children's neuropsychological profiles. Learning Disabilities: Facts, Trends, and New Concerns (2014) According to the 2012 NCLD Survey of Public Perceptions of LD, 22% of people think Learning Disabilities are caused by watching too much TV, 31% by eating poorly, and 24% by stress. This document discusses the most common learning disability. Dyslexia (LD) (LD). As a teacher educator, I want to help parents and teachers understand children. Students who struggle academically and socially can succeed with support and accommodations. Teachers and parents can help at-risk students with reading, writing, and math. An educational programme should consider students' strengths, needs, and learning styles to maximise success. In order for students to develop a sense of agency, it is crucial that they have regular access to challenging yet achievable learning activities. This is crucial for building confidence and perseverance (Bandura, 1994).

Research Methodology

Quantitative research methodology has opted. Total 100 respondents has selected from NGOs, Healthcare centres & Impaired centres. This study used a structured questionnaire to collect data on disability

status, mental well-being, and other relevant variables. The results of this study will provide valuable insights into the relationship between disability and mental well-being, which can inform the development of policies and programs aimed at improving the overall health and well-being of adolescents.

Objective of the study

- To analyze the relationship between disability and mental well-being among adolescents in terms of social, individual & environmental factors
- To suggest findings of the study.

Hypothesis of the study

H1 : There is no significant positive relation between sampled (social, individual & environmental) factors on disability & mental wellbeing among adolescents.

H2 : There is a significant positive relation between sampled (social, individual & environmental) factors on disability & mental wellbeing among adolescents.

Factors affecting Disability and Mental Well Being Study among adolescents

There are several factors that may affect disability and mental well-being among adolescents. These factors can be categorized into individual, social, and environmental factors. In this section, we will discuss some of the factors that may impact disability and mental well-being among adolescents.

Individual Factors: Individual factors refer to personal characteristics that may affect disability and mental well-being among adolescents. These factors may include genetic, physiological, and psychological factors. For example, the presence of a disability may impact an adolescent's mental well-being, and the severity and type of disability may also have an effect. Additionally, adolescents who have a family history of mental health issues may be at a greater risk of developing mental health problems themselves.

Social Factors: Social factors refer to the relationships and interactions adolescents have with others in their social environment. These factors may include family, peers, and school. Social support, particularly from family members and peers, can have a positive impact on an adolescent's mental well-being. In contrast, social isolation or bullying can have a negative impact on mental health. Moreover, societal attitudes towards disability can also impact an adolescent's mental well-being.

Environmental Factors: Environmental factors refer to the physical and social environment in which adolescents live. The physical environment can impact an adolescent's mental well-being, particularly if the environment is unsafe or has limited accessibility. Furthermore, access to health care services, educational opportunities, and other resources may also have an impact. Economic factors such as poverty or unemployment can also impact disability and mental well-being among adolescents.

How Disability impact on Mental Well Being among Adolescents

Disability can have a significant impact on mental well-being among adolescents. Adolescence is a period of rapid physical, psychological, and social development, and having a disability during this period can present unique challenges that can impact mental well-being.

Stigma and Discrimination: Adolescents with disabilities may experience stigma and discrimination from others due to their disabilities. This can lead to feelings of shame, embarrassment, and social isolation, which can negatively impact mental well-being.

Low Self-Esteem: Adolescents with disabilities may struggle with low self-esteem due to their disabilities, which can affect their mental well-being. They may feel inadequate, unworthy, or inferior compared to their peers, which can lead to depression and anxiety.

Limited Opportunities: Adolescents with disabilities may face limited opportunities in education, employment, and social activities, which can lead to feelings of hopelessness and frustration. This can negatively impact mental well-being and lead to a sense of isolation.

Health Problems: Adolescents with disabilities may have to manage health problems, such as chronic pain or fatigue, which can negatively impact mental well-being. The stress of managing a disability can also lead to anxiety and depression.

Social Support: Adolescents with disabilities may have limited access to social support, which can impact mental well-being. Social support is essential for maintaining good mental health, and without it, adolescents may feel lonely and isolated, which can lead to depression and anxiety.

Reasons behind occurrence of disability and mental well being among adolescents these days

The reasons behind the occurrence of disability and mental well-being issues among adolescents are complex and multifactorial. Some of the reasons that contribute to the occurrence of disability and mental well-being issues among adolescents include:

Genetics: Genetic factors can contribute to the occurrence of disabilities and mental health problems among adolescents. Certain genetic conditions can increase the risk of developmental disabilities, while others can increase the risk of mental health conditions such as depression and anxiety.

Environmental factors: Environmental factors can contribute to the occurrence of disabilities and mental health problems among adolescents. For example, exposure to toxins during pregnancy or early childhood can increase the risk of developmental disabilities. Stressful life events such as abuse or neglect can also contribute to mental health problems.

Medical conditions: Certain medical conditions can increase the risk of disabilities and mental health problems among adolescents. For example, traumatic brain injury or other neurological conditions can result in developmental disabilities, while chronic health conditions such as diabetes or asthma can increase the risk of mental health problems.

Societal factors: Social factors such as poverty, discrimination, and social isolation can contribute to the occurrence of disabilities and mental health problems among adolescents. Adolescents from disadvantaged backgrounds may have limited access to resources and support, which can impact their physical and mental health.

Developmental challenges: Adolescents face unique developmental challenges, such as identity development, peer pressure, and academic stress, which can impact their mental well-being. Adolescents with disabilities may face additional challenges in these areas, which can exacerbate mental health problems.

Data Analysis & Interpretation

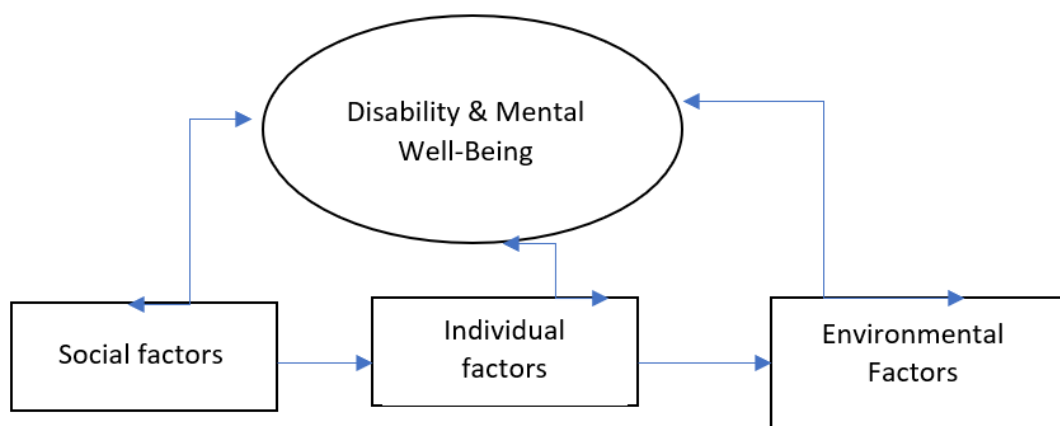


Figure 1: Conceptual Framework Model

Table 1 : Cronbach Alpha (Reliability Test)

S.No	Factors	Cronbach Alpha
1.	F1: Social factors	.921
2.	F2: Individual Factors	.772
3.	F3: Environmental Factors	.794

The reliability of the factors found out using SPSS & the Cronbach's alpha values were above 0.6 which is considered good. The factor (F1) Social factors is (.921), (F2) Individual Factors value is (.772). Similarly (F3) Environmental Factors value is (.794).

Table 2 : Factor Analysis Results

Factors	Statements	Mean	S.D	Factor Loading	Com	. V.E (%)
F1: Social factors	Societal attitudes towards disability	3.21	1.211	.877	.701	12.91%
	Family, peers, school & college	3.23	1.716	.795	.689	
	Social isolation or bullying	3.16	.897	.883	.711	
	Abuse or neglect	3.64	.889	.824	.645	
	Poverty, discrimination	3.45	.921	.716	.694	
	Social isolation	2.98	.901	.786	.721	
F2: Individual Factors	Traumatic brain injury	2.71	1.201	.799	.731	21.89%
	Neurological conditions	3.25	1.007	.801	.772	
	Chronic health conditions such as diabetes or asthma	3.41	1.054	.812	.694	
	Academic stress	3.10	1.174	.601	.613	
F3: Environmental Factors	Exposure to toxins during pregnancy	3.21	1.312	.802	.721	16.27%
	Early childhood	3.67	1.213	.897	.821	
	Risk of developmental disabilities	2.89	.889	.774	.687	
	Stressful life events	2.99	1.221	.721	.698	
	Identity development,	3.31	.890	.714	.651	
	Peer pressure, Competition	3.93	.911	.703	.692	
	Depression and anxiety	2.88	.925	.772	.661	
Livelihood survival pressure	3.72	.913	.883	.891		

S.D.-Standard Deviation, F.L.- Factor Loading, Com.-Communality, V.E. – Variance Explained.

In factor (F1) Social factors there are 06 statements & each one statement having different mean scores. The highest mean value is abuse or neglect (Mean = 3.64, S.D. = .889) which indicates that ignorance or abusing is the main cause for disability & mental wellbeing. Similarly poverty & discrimination (Mean = 3.45, S.D. = .921) stands at second level which indicates that poverty is also major factor for mental wellbeing whereas social isolation having least mean values i.e. (Mean = 2.98, S.D. = .901) that not much influence in the concerns of mental wellbeing & disability.

In (F2) individual factors has been categorise in four statements. The first highest mean statement indicates that chronic health conditions such as diabetes or asthma is also one of the main cause for disability having (Mean = 3.41, S.D. = 1.054) whereas neurological conditions also impacts the same with (Mean = 3.25, S.D. = 1.007). Further, academic stress may be said one of the factor which influences disability & mental wellbeing having values (Mean = 3.10, S.D. = 1.174) followed by traumatic brain injury values (Mean = 2.71, S.D. = 1.201).

In factor (F3) environmental factors there are 08 items & each statement has different mean values. The peer pressure & competition having highest mean values i.e. (Mean = 3.93, S.D. = .0911) & also livelihood survival pressure also influences a lot on disability & mental wellbeing having mean values (Mean = 3.72, S.D. = .0913). Ealy childhood & identity development also plays a main role causing disability with the mean values ((Mean = 3.67, S.D. = 1.213) & (Mean = 3.31, S.D. = .0890). The least impacting statements are depression &

anxiety and stressful life events having mean values (Mean = 2.18, S.D. = .0925) & (Mean = 2.21, S.D. = 1.221).

Hence, the hypothesis - There is a significant positive relation between sampled (social, individual & environmental) factors on disability & mental wellbeing among adolescents is accepted in terms of mean scores.

Findings of the Study

There have been a number of studies conducted on the topic of adolescent mental health and impairment in recent years. Some major results are as follows:

- Numerous studies have shown that adolescent patients with intellectual disabilities, physical disabilities, and autism spectrum disorders have a higher risk of developing mental health issues like depression, anxiety, and behavioural problems than their typically developing peers.
- Adolescents with disabilities may benefit from the love and understanding of their families, friends, and even their peers when they are struggling emotionally. They might be better able to handle the challenges they face, and as a result, their quality of life might improve.
- Stigma and discrimination against disabled teenagers can be extremely harmful to their emotional well-being. This includes being excluded from group activities, handled differently by peers, and facing bias in the workplace or classroom.
- Adolescents with disabilities needing access to medical care, including mental healthcare, have a much higher chance of thriving when they have it. On the other hand, they may struggle to get medical care due to barriers like a lack of transportation or financial stability.
- Adolescents with disabilities have been shown to benefit mentally from interventions like cognitive behavioural therapy, mindfulness-based interventions, and social skills training. However, more study is needed to identify the most effective interventions for addressing the different forms of disability.
- The results highlight the need for a holistic strategy to address the mental health needs of disabled adolescents, which includes providing social support, reducing stigma and discrimination, expanding access to healthcare, and implementing efficient interventions. All things considered, the results indicate that this is work that needs to be done, and that doing so properly necessitates a multifaceted strategy.

Conclusion

In conclusion, many things can affect adolescents' mental health and physical limitations. A better understanding of these factors can aid in the development of interventions aimed at boosting the emotional health of adolescents who happen to have a disability. Health outcomes and quality of life may improve more with interventions that consider the interplay of the individual, the social, and the environmental. Adolescent populations experiencing mental health and disability issues are complex and multi-faceted. To improve adolescent physical and mental health, it is important to identify the underlying causes of these issues and then design interventions that target those causes. The results of this review show that social relationships are important to the mental health and well-being of people with disabilities, even though they are less consistent than in the general population and the strength of the links between constructs varies. Rehabilitation professionals, people with disabilities, and their peers need to work together to make sure that people with disabilities have access to good relationships and personalised support.

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