

Mental Health of Different Types of College Students

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Abstracts: Mental health is defined as a state of well-being in which an individual realizes his or her abilities, can cope with the normal stresses of life, can learn and work productively and can make a contribution to his or her community. As mental health of the students, is measured by life satisfaction, positive affect and depression which constitute the two way of viewing the mental health in the positive as well as negative. In this present study normative Survey method was adopted. Higher education students of Chennai District were used as a sample for the study. Data is collected from 822 college students of which Arts and Science college students is 147, Engineering college students is 196 and Education college students is 479 from different type of colleges are involved in this present study. Result of the present study is there is a significant difference between gender, locality, type of institution and types of colleges. The dimensions of mental health is well correlated with each other.

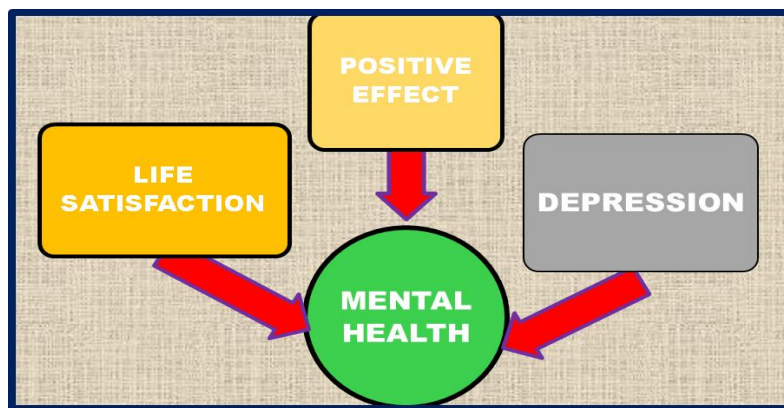
1. INTRODUCTION

Adolescent students transferring from school education to higher education either in college or University in different courses represents a key transition point in a young person's life. It is a stage often accompanied by significant change combined with high expectations in their life to achieve their goal to high expectations for the students of what university life will be like, and also high expectations from themselves and others in academic performance. Relevant factors which initiate to study about the mental health of the adolescent students include moving away from home, learning to live independently, developing new social networks, adjusting to new ways of learning by using digital technology, and now also dealing with the additional greater financial burdens to purchase the instrument for learning like laptop and mobile.

2. MENTAL HEALTH

Mental health refers to how people evaluate their lives and includes variables such as life satisfaction, lack of depression and anxiety, and positive mood and emotions (Diener and Diener, 1995). Mental health is defined as a state of well-being in which an individual realizes his or her abilities, can cope with the normal stresses of life, can learn and work productively and can make a contribution to his or her community.

The comprehensive model of mental health, also known as the dual-continuum model, identifies two correlated yet distinct dimensions: one is the positive wellbeing or mental health, on the other hand are the mental health problems and disorders. As mental health of the students, is measured by life satisfaction, positive affect and depression which constitute the two way of viewing the mental health in the positive as well as negative. At this point, life satisfaction, positive affect and depression can be handled as the dimensions of mental health for the present study.



2.1. Life Satisfaction

Shin (1978) was the first person to describe about the life satisfaction, which was referred as a cognitive assessment of an individual's entire life. In today's digital era of learning the life satisfaction plays an important role as an indicator to measure the individual's life style were they have been satisfied with all type of basic needs as Maslow says. This life satisfaction have received more attention among the younger generation for living a healthy life both psychologically and free from mental disorders like depression and anxiety. In another study conducted by Proctor et al. (2009) found that life satisfaction enhance the adolescents future by psychological state, and has important implications for an individual's physical and mental development. Many previous research have revealed that higher the life satisfaction improves the individuals mental state and also help in improving in their academic performance, academic well-being, less stress and anxiety.

Life satisfaction results in positive wellbeing or happiness in one's life. It ensures goal achievement, their higher expectations, increased their interest in learning process which enables them to have positive health outcomes, decision making, problem solving, preferred living arrangement, quality life style, social interaction and social support and good sleep which are the factors for positive mental health.

2.2. Positive Effect

Positive effect refers to the experience of positive emotions such as happiness, joy, excitement, enthusiasm, calmness, and contentment. Here the students feel as self-contained persons with less stress, able to solve their problem by reasoning and applying the meta-cognitive process. Positive effect is not mere of success in everything, here even students fail in learning process but, they learn from their failure how to achieve or excel in their academic performance and keeping themselves positive.

2.3. Depression

Depression and anxiety commonly coexist in all the ages of the humans especially during the early adolescent stage when they in higher education. Depression and anxiety disorders negatively affect health, and they are associated with disability, worsening of chronic conditions, increased failure rates, as well as poorer quality of life which pushes the students to the dark side of their living. Furthermore, an increased depressive symptomatology is associated with decreased quality of life where they don't have confident on themselves and other persons.

3. PURPOSE OF THE STUDY

Each individual feels that College life is an important setting in their life time. At this stage the college students have more dreams to be achieved with emerging beautiful colours like butterflies' wings, which to evaluate and address mental health. Because, mental health is clearly linked to retention and academic performance (Backels and Wheeler, 2001). Academic advisors find that mental health issues interfere with student success more than ever before. Young (2004) brought these issues to light in *The Chronicle of Higher Education* article, 'Prozac

Campus.' This adolescent is a great transition period from childhood into adulthood, where they can't react as the children as well as they can't take their own decision like an adult does. It's a period where they have many significant changes in their body, mind, and moral due to hormonal changes which occur naturally. Chow (2005) and Leffert and Petersen (1995) in their studies revealed that this adolescent stage is a period of both good opportunity and risk. As part of the psychosocial developmental, youngest adults deal with existential issues, at some level, in their efforts to achieve integrity or coherence.

Mental health refers to the efficient, satisfactory and sustainable state of mind. In this state, adolescent students who are in higher education can make a good response towards life satisfaction and positive effect which, have vitality and fully demonstrate inner potentials. Mental health is a basic human psychological process of content integrity and coherence. The cognition, good feelings, will to achieve in their academic and non-academic in their process of learning, personality and desirable behavior change can integrate and coordinate one another to agree with the society (Hu, 2005). University students belong to a special social group, have to learn together in a group or team through many activities which strengthen their mental health education, enable them to avoid or eliminate the psychological barriers from different psychological pressures to increase positive physical and mental health and adapt themselves to the current social environment and development in a positive state of mind. Therefore, it is of great significance to study the positively developed new ideas of mental health in education and explore new ways to solve problems (Wang, 2005).

After this COVID-19, recent systematic review and meta-analysis examining the prevalence and risk factors associated with depression, are sleep disturbances, poor living arrangement, mal functioning of cognitive process, chronic diseases, sub-threshold depression, aspirin use, alcohol use disorders and heavy drinking, metabolic syndrome, abdominal obesity, anxiety, and insomnia among the adolescent students.

The present study focuses on two of the most relevant components of positive wellbeing or mental health: life

4. METHODOLOGY

Normative Survey method was adopted in the present study. Higher education students of Chennai District were used as a sample for the study. Data is collected from 822 college students of which Arts and Science college students is 147, Engineering college students is 196 and Education college students is 479 from different types of colleges are involved in this present study. The study tool for Mental Health was adopted and modified by the investigator and the supervisor.

5. RESEARCH QUESTIONS

1. *Is there any significant difference between male and female students?*
2. *Is there any significant difference between rural and urban college students?*
3. *Is there any significant difference between types of Institution like Government and Private College students?*
4. *Is there any significant difference among the type of college like Arts and Science, Engineering and Education College students?*
5. *Is there any significant correlation among the dimensions of mental health and overall total mental health?*

6. FINDINGS OF THE STUDY

6.1. ANSWER TO THE RESEARCH QUESTIONS

1. Is there is any significant difference between male and female students?

Variables and its Dimensions	GENDER				't' value	Level of Significance
	Male (N=472)		Female (N=350)			
	Mean	S.D	Mean	S.D		
Life Satisfaction	4.41	1.069	6.86	1.192	30.304	P<0.001
Positive Effect	5.83	2.100	10.74	2.332	31.638	P<0.001
Depression	8.64	2.185	2.21	2.776	37.137	P<0.001
Overall Total-Mental Health	12.45	5.767	26.23	5.008	36.557	P<0.001

It is observed from the above table that female students have higher life satisfaction (6.86), positive effect (10.74), depression (8.64) and overall total of mental health (26.23) than the male students in life satisfaction (4.41), positive effect (5.83), depression (2.21) and overall total mental health (12.45). Whereas, it is noted that male students have more depression (8.64) than the female student's (2.21). It is also evident that there is positive significant difference between male and female students at 1% level. Hence, female students have better mental health than their counter parts.

2. Is there is any significant difference between rural and urban college students?

Variables and its Dimensions	TYPE OF LOCALITY				't' value	Level of Significance
	Rural (N=584)		Urban (N=238)			
	Mean	S.D	Mean	S.D		
Life Satisfaction	5.35	1.616	6.68	1.703	2.672	P<0.001
Positive Effect	7.70	3.216	9.46	3.376	3.026	P<0.001
Depression	6.55	4.236	4.71	3.979	2.685	P<0.001
Overall Total-Mental Health	17.76	8.547	19.69	9.041	2.893	P<0.001

It is evident from the table that urban locality students have higher life satisfaction (6.68), positive effect (9.46), and overall total mental health is (19.69) than the rural students in life satisfaction (5.35), positive effect (7.70), and overall total mental health (17.76). Moreover, it is found to be reverse in the rural locality students have more depression (6.55) than the urban locality students (4.71). It is also evident that there is positive significant difference between rural and urban locality students at 1% level. Hence, the urban students have better mental health then the rural students

3. Is there is any significant difference between types of Institution like Government and Private College students?

Variables and its Dimensions	TYPE OF INSTITUTION				't' value	Level of Significance
	Government (N=600)		Private (N=222)			
	Mean	S.D	Mean	S.D		
Life Satisfaction	5.44	1.685	5.46	1.647	0.150	P>0.005
Positive Effect	7.83	3.297	8.15	3.225	1.248	P>0.005
Depression	5.52	4.279	4.74	3.973	2.455	P<0.005
Overall Total-Mental Health	18.01	8.730	19.14	8.701	1.642	P>0.005

It is observed from the above table that Government college students (5.52) were found to have more depression when compared to Private college students (4.74). Moreover, from above table it is also inferred that life satisfaction, positive effect and overall mental health of the government and private college students are same. Hence it is concluded that there is significant difference only in depression which is at 5% level and there is no significant difference in life satisfaction, positive effect and overall mental health of the government and private college students.

4. Is there is any significant difference among the type of college like Arts and Science, Engineering and Education College students?

Variables	Type of college						'F' value	Level of Significance	Groups differed significantly
	Arts & Science (N=147) (1)		Engineering (N=196) (2)		Education (N=479) (3)				
	Mean	S.D	Mean	S.D	Mean	S.D			
Life Satisfaction	5.88	1.57	6.14	1.49	5.80	1.605	3.403	P<0.005	(1,2)&(1,3)
Positive Effect	8.88	3.136	9.46	3.029	8.61	3.167	5.242	P<0.001	(2,1) & (1,3)
Depression	6.25	3.938	5.92	3.684	6.80	3.966	5.823	P<0.001	(2,1) & (1,3)
Overall Total-Mental Health	21.01	8.411	22.53	7.898	20.20	8.507	5.412	P<0.001	(1,2) & (1,3)

It is inferred from the above table that engineering college students have more life satisfaction (6.14), positive effect (9.46) and overall mental health (22.53) followed by Arts and Science College student's life satisfaction (5.88), positive effect (8.88) and overall mental health (21.01), than the Education college student's life satisfaction (5.80), positive effect (8.61) and overall mental health (20.20). Whereas, Education college students have more depression (6.80), followed by Arts and Science college students (6.25) and then engineering college students (5.92). Hence, it is referred that there is significant difference among the different type of colleges which is significant at 1% level except life satisfaction is alone 5% level.

5. Is there is significant correlation among the dimensions of mental health and overall total mental health?

Dimensions	Life Satisfaction	Positive Effect	Depression	Overall Total-Mental Health
Life Satisfaction	1	0.907**	0.877**	0.938**
Positive Effect	-	1	0.923**	0.977**
Depression	-	-	1	-0.978**
Overall Total-Mental Health	-	-	-	1

It is evident from the above table that dimensions of mental health namely, life satisfaction, and positive effect are positively correlated with overall total of creativity. Whereas, depression alone is negatively correlated with overall mental health of the college students. Moreover, it is evident that they are correlated at 1% level.

CONCLUSION

It is concluded from the findings that female students have college life satisfaction and positive effect than their counter parts. Whereas, in the different type of college it is reported that education college students have less life satisfaction, which will affect the future teachers, followed by the tomorrow's citizens. The mental health of the students who are pursuing in the education college has to be improved. This study highlights the importance of

improving the mental health of future teachers are needed for the present hour. Simultaneously studying the positive and negative aspects of wellbeing and mental health of the adolescent's students allows for a more comprehensive view of the challenges at this stage of life. This study contributes to this perspective by identifying common and specific predictors of both dimensions. Life satisfaction and positive affect is a vital indicator of individual's mental health, and it can measure the quality of an individual's life. People all over the world are eager to live a better life in the pursuit of happiness. At the same time, life satisfaction, positive affect and overcoming depression is not only an important indicator of individual adaptation to society but also an important symbol of social harmony.

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DOI: <https://doi.org/10.15379/ijmst.v10i2.2836>

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