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Status of Mental Health of Under Graduate Level Students: An Investigation

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ARTICLE DETAILS

Research Paper

Keywords:
Mental Health, Under Graduate Students, Chi-square test, Gender, Discipline.

ABSTRACT

The purpose of this study is to assess mental health among science and arts college-going undergraduate-level students. **Objectives:** To investigate the mental health of undergraduate students in science and arts colleges according to gender, stream & social groups. **Sample:** For this study, 100 college-going undergraduate-level students were selected as a sample, in which 50 were arts students (25 boys and 25 girls) and 50 science students (25 boys and 25 girls) in Paschim Medinipur district in West Bengal. **Research Design:** This study employed 2x2 Factorial research design. **Statistical techniques:** All the data were analysed in SPSS-25 software and descriptive statistics were calculated, those data were compared by Chi-Square test and their significant level was established. In descriptive statistics Mean value, Std. Deviation, Std. Error were calculated. **Research instruments:** Mental health inventory developed by Dr. Jagdish and Dr. A. K. Srivastava (1983). **Conclusions:** Boys and girls college students pursuing undergraduate degrees differed significantly. Undergraduate students in the arts and sciences did not significantly differ from one another. Social groups such as General, OBC, SC and

ST college students pursuing undergraduate degrees differed significantly.

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Introduction

There is no end to people's worries about physical health. But people don't think much about mental health. To do any good work, people need a healthy mind along with a healthy body. So in present day every person should give equal importance to both physical and mental health. Mental health does not mean to a stable state of mind. A person's mental health is developed through adaptation to the ever-changing environment, and through this mental health, the person solves current problems. Also by this the person acquires the ability to solve his future problems. J. A. Hadfield defined that, "Mental health is the full and free expressions of all our native and acquired potentialities in harmony with one another by being directed towards a common end or aim of the personality as a whole." World Health Organization (WHO) said that, "Mental health as a positive feeling of prosperity enveloping the physical, mental, social, essential financial, and other worldly parts of life; not simply the non-appearance of sickness." Kaplan (1971) asserts that, "Mental health involves a continuous adaptation to changing circumstances, a dynamic process where a living, reaching being striving to achieve a balance between internal demands and the requirements of a changing environment." According to American Heritage Dictionary (2006), "Mental health is a condition of enthusiastic and mental prosperity where an individual can utilize their subjective and passionate capacities, work in the public eye, and satisfy the customary needs of regular day to day existence." Mental health helps the individual to cope effectively with both favourable and unfavourable environments. Mental health maintains a person's emotional stability. Mental health is a ability to person that brings discipline, mental patience in a person's life. A society consciously develops sanctioned practices in daily behaviour.

Brief Review of Related Studies

Male students have greater mental health than female students, according to studies by Gupta & Kumar (2010) and Chawla (2012). According to Waghmare (2018), there was no discernible difference between college students in rural and urban areas in terms of mental health, positive self-evaluation, personality integration, group-oriented attitudes, and environmental mastery. Additionally, it was shown that pupils

in rural and urban areas differed significantly in how they perceived autonomy and reality. Male and female college-bound students did not significantly vary in terms of mental health, positive self-evaluation, personality integration, autonomy, group-oriented attitudes, environment mastery, or perception of reality, according to More (2019).

Statement of the Problem

Under the above circumstances the present problem has been selected as **"Status of Mental Health of Under Graduate Level Students: An Investigation."**

Objectives of the Study

1. To investigate college-bound undergraduate students' mental health by gender.
2. To investigate college-bound undergraduate students' mental health by stream.
3. To investigate college-bound undergraduate students' mental health by social group.

Hypothesis

1. There is no discernible difference in the mental health of boy and girl college-bound undergraduate students.

2. There is no discernible difference in the mental health of science and arts college-bound undergraduate students.
3. There are no appreciable differences in the mental health of UG students who are General, OBC, SC, and ST.

Methodology

Sample

For this study 100 college going UG students of Paschim Medinipur West Bengal district were chosen as a sample, this included 50 students studying the arts (25 boys and 25 girls) and 50 students studying science (25 boys and 25 girls). For this investigation, data was gathered using a random sample approach. The subjects that are chosen must be between the ages of 18 and 21.

Table 01: Sample Profile of the Surveyed Students

Stream		Arts	Science	Total
Gender	Boys	25	25	50
	Girls	25	25	50
Total		50	50	100

Table 01 shows Sample size of different stream and different gender.

Design of Research

In this study, a 2x2 Factorial research design was employed.

Table 02: Factorial research design

A		A1	A2
B	B1	25	25
	B2	25	25

Table 02 shows 2x2 Factorial research design.

A- Stream: A1- Students in the Arts. A2 – students in the Science.

B - Gender: B1 - boys Students. B2 - girl students.

Study Variables

Table 03: Variables

A Variable	Variable Type	Sub. Variable	The Variable's Name
Stream	Differential variables	Two	1. Students of Arts 2. Students of Science

Gender	Differential variables	Two	i. Male ii. Female
Social Status	Differential variables	Four	i. General ii. OBC (Other Backward Classes) iii. SC (Scheduled Castes) iv. ST (Schedule Tribes)
Mental Health	Dependent Variable	00	-

Table 03 shows different independent and dependent variables.

Tools for Research

Table 04: Inventory of Mental Health

Aspect	The Test's Name	The Author	The Item	Reliability and Validity
Mental Health	Mental Health Inventory, (1983)	Dr.Jagadish & Dr. Srivastava	Item-55	Reliability: 0.73 Validity: 0.54

Table 04 shows research tools of this study.

Statistical technique used

All the data were analysed in SPSS-25 software and calculate their descriptive statistics, compare those data by Chi-Square test and established their significant level. In descriptive Mean value, Standard Deviation, Standard Error were calculated.

Result & Discussion

The outcomes of the data analysis, interpretation, and discussion are shown below.

Table 05: Mean, SE, F-Value according to Gender, Stream and Social groups

Variables	N	Mean	Std. Error	df	F value	Sig. (2 tail)
Male	50	126.18	1.271	98	6.524	Sig. (0.012)
Female	50	133.44	1.753			
Arts	50	131.40	1.763	98	0.892	NS (0.347)
Science	50	128.22	1.420			
General	52	133.63	1.800	99	8.856	Sig. (0.00)
OBC	20	130.80	1.582			
SC	10	126.30	1.484			
ST	18	119.61	0.977			

Table 05 shows Mean, SE, F-Value according to Gender, Stream and Social groups.

Table 06: Sturdy Tests for Means Equality

	Statistic[a]	df1	df2	Sig.
Welch	**21.754**	**3**	**36.702**	**0.00**
Brown-Forsythe	**17.933**	**3**	**89.459**	**0.00**

Table 06 shows Sturdy Tests for Means Equality according to gender.

Table 07: Post Hoc Tests

	SOCIAL GROUPS (I)	SOCIAL GROUPS (J)	Mean difference (I-J)	Std. Error	Sig.
Tukey HSD	**General**	OBC	2.835	2.689	0.718
		SC	7.335	3.529	0.168
		ST	14.024	2.795	0.00
	OBC	General	-2.835	2.689	0.718
		SC	4.500	3.959	0.668
		ST	11.189	3.321	0.006

	SC	General	-7.335	3.529	0.168
		OBC	-4.500	3.959	0.668
		ST	6.689	4.031	0.351
	ST	General	-14.024	2.795	0.00
		OBC	-11.189	3.321	0.006
		SC	-6.689	4.031	0.351

Table 07 shows Post Hoc Tests according to gender.

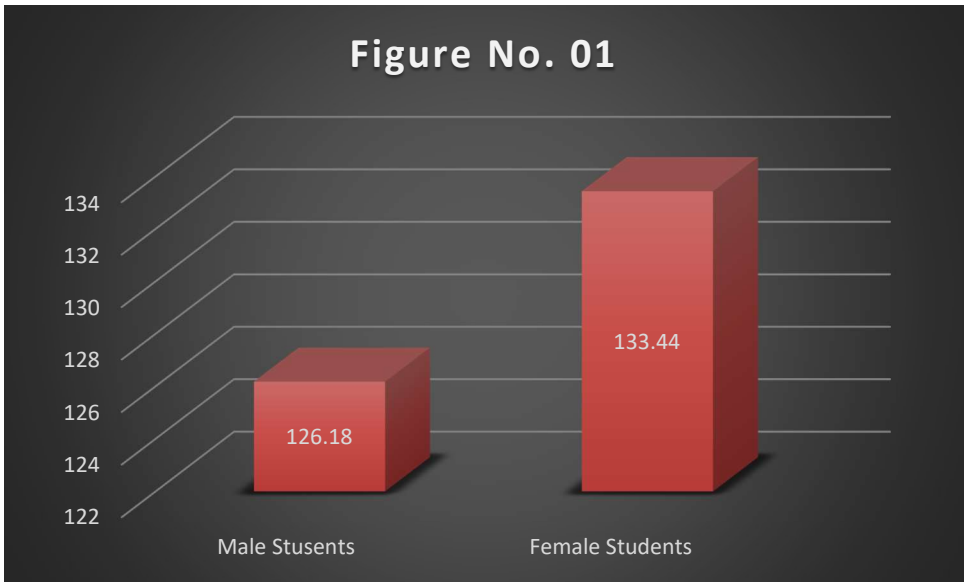

Fig- 01: This bar diagram shows the comparison between the boys and girls student's mean mental health score level.

In conclusion, male and female college going students have their significantly different mental health score (mean ± SE). For male students (126.18 ± 8.98) & female students (133.44 ± 12.39). These levels of mental health were significantly difference at < 0.01 level of 'p' on df 98 & F value is 6.524. Here say that this hypothesis is rejected. So these mental health score have significantly inference depend on their gender. Female college going students have significantly(p<) more(mean±se) mental health score than male college going students.

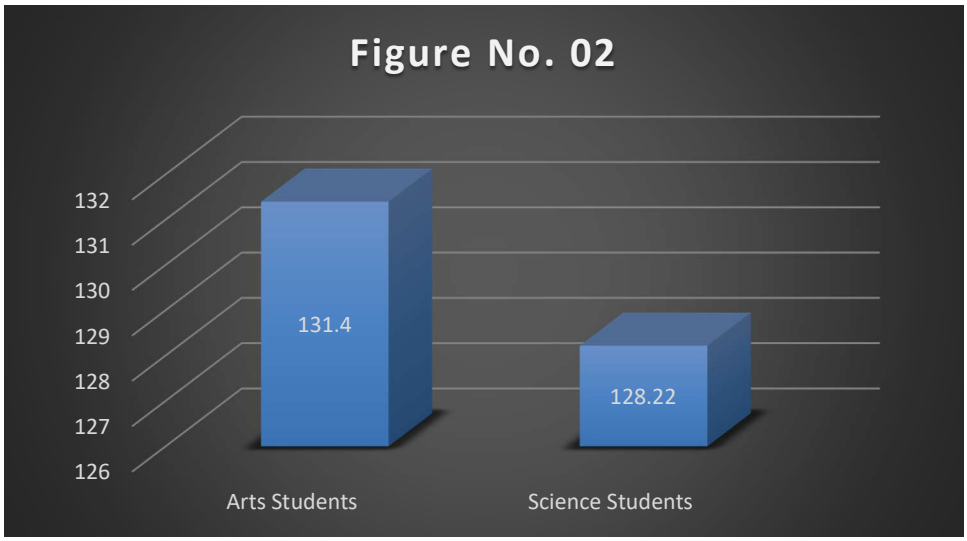

Fig-02: This bar diagram shows the comparison between the Arts and Science student's mean mental health score level.

In conclusion, arts and science college going students have no significantly different mental health score. For arts students (131.40 ± 12.46) & science students (128.22 ± 10.04). These levels of mental health were no significantly difference at <0.05 level of 'p' on df 98 & F value is 0.892. Let's assume that this hypothesis is accepted. Thus, there was no discernible difference between college-bound students in the arts and sciences. Arts college going students have more mental health score the science college going students.

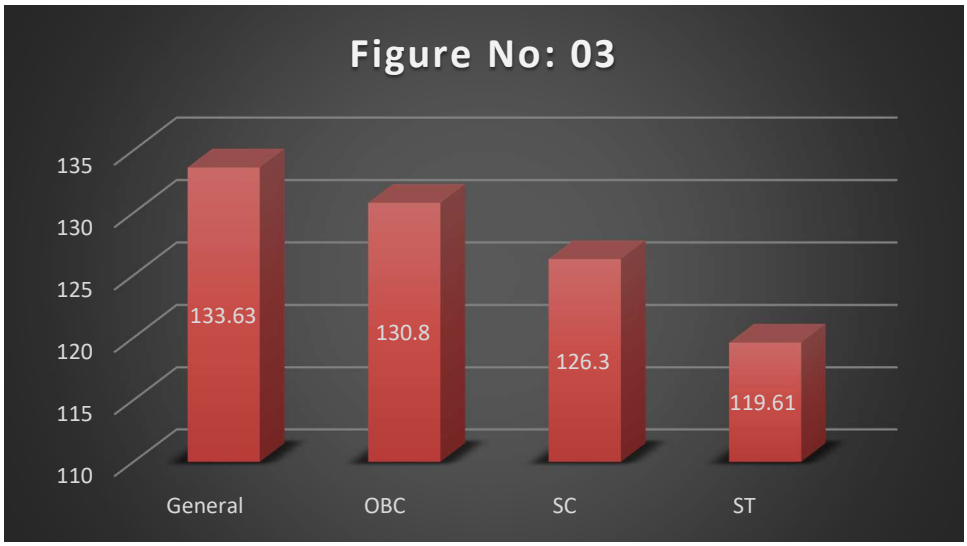

Fig-03: This bar diagram shows mean mental health score level according to General, OBC, SC, ST students.

The present study demonstrates significant variations in mental health scores across different social status groups. The ANOVA results reveal a statistically significant difference between groups ($F = 8.856$, $p < 0.001$). Robust tests, including Welch (21.754, $p < 0.001$) and Brown-Forsythe (17.933, $p < 0.001$), Verify the accuracy of these results.

Post-hoc analysis using Tukey's HSD test provides further insights into these disparities. The Scheduled Tribe (ST) group exhibits the lowest mental health scores, significantly differing from the General category (Mean Difference = -14.024, SE = 2.795, $p < 0.001$) and the OBC group (Mean Difference = -11.189, SE = 3.321, $p = 0.006$). The difference between ST and SC, while notable (Mean Difference = -6.689, SE = 4.031), does not reach statistical significance ($p = 0.351$). The SC group, compared to the General category, shows a moderate but non-significant mean difference (Mean Difference = -7.335, SE = 3.529, $p = 0.168$). Similarly, the OBC group does not significantly differ from the General group (Mean Difference = -2.835, SE = 2.689, $p = 0.718$) or the SC group (Mean Difference = -4.500, SE = 3.959, $p = 0.668$).

These findings highlight a concerning disparity in mental health outcomes, with the ST group being the most affected. The results suggest that social and economic disadvantages may contribute to these mental health discrepancies, necessitating targeted mental health interventions and policy measures. Future research should explore the socio-economic, cultural, and environmental determinants underlying these disparities to develop more inclusive and effective mental health strategies.

Delimitation of the Study

1. This study was completed only 100 students as asample.
2. This study was limited to college students only.
3. The sample was collected for this study only government aided college of Paschim Medinipur District in West Bengal.

Conclusions

1. Boys and girls, college-bound undergraduate students differed significantly.
2. Undergraduate students in the arts and sciences did not significantly differ from one another.
3. There was a significant difference between social groups like General, OBC, SC, ST college-bound under graduate students.

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