



MENTAL HEALTH AMONG COLLEGE STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF FAMILY

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ABSTRACT

The present study aimed to know the mental health among college students. It also aimed to check Mental Health with relation to gender and type of family. A Comprehensive for the “Mental Health Inventory (MHI)” prepared by Dr. D.J. Bhatt and Gita R. Gida (1992) and Gujarati Translation by Shilpa V. Sidpara (2006) was used. A random sample method was used to select 120 college students out of which 60 were from boys students (30 joint family and 30 nuclear family) and 60 were from girls students (30 joint family and 30 nuclear family). The data was collected from North Gujarat. The data was scored, analyzed as per the manual. ‘F’ test was being calculated. The result showed that, 1. There is significant difference in the mean score of mental health among the boy and girl college students, The boy college students group is having good mental health than girl college students group, 2. There is no significant difference in the mean scores of mental health among college students of joint family and nuclear family, and 3. There is significant difference in the interactive effect of the mean scores of mental health with regards to the gender and type of family. The boy college students of nuclear family group is having good mental health than girl college students of joint family group and other groups.

KEYWORDS: Mental Health, boy and girl college students, joint family and nuclear family.

INTRODUCTION:

Mental health is a well-known concept and has been in the lime light since ages. It is a combination of our social, psychological and emotional well-being. It simply means the way humans tend to feel, think and behave. It may be described as an absence of a mental illness or disorder. Mental health includes a person’s ability to maintain a balance between life activities, to live life to the fullest and his or her efforts to attain psychological resilience.

Mental health is often used to describe the level of psychological well-being one possesses. The world health organization plays an important role in monitoring the mental health of individuals worldwide. Mental health is important. It impacts how we feel, think, and behave each day. Our mental health also contributes to our decision making, problem solving, how we deal with stress, and how we can relate to others in our lives. That's why, we have to always care about our own mental health. It's for the sake of our social well-being. Our mental health plays an important part on a daily basis, promoting productivity in activities like work, school, etc. If you adapt easily to new environments, then it means both your mental and emotional are healthy. Have you ever felt down or sad? I bet you all have. And that's normal because it means you have feelings. Let me tell you something. It's ok to feel sad, down, or even upset. But, don't let those feelings inhibit your ability to grow and live. We have to look forward, always. Sometimes, looking back to the past is pretty good for learning something from it but you have to remember that life keeps moving. We can't just live in the circle of past. Our future depends on us. I can relate to everyone who feels that they're like losers or useless. To be real honest, I've felt it too. It sucks. I had to deal with that situation for months. But then, I started thinking how I could think like this? I realized that I shouldn't have thought this way. I have life and I'm not useless. I can be anything I want. Ever since then, I promised to myself that I will change the way I think.

1. Feel free to talk and share your feelings. Sharing what you feel can help you to stay in good mental health when you feel troubled. It also can be a good way to cope with a problem that you've been carrying around your head all this time.
2. Keep in touch. catching up with someone you know well can help you maintain good mental health. you will not feel like you're all alone in dealing with all the problems that you have. but, if you feel that keeping in touch with some people can ruin your mental health well-being, it may be better for you to take a break from them.
3. Stay positive. focus on the good things in your life. don't blame yourself if you make a mistake. mistakes are also the part of our lives. we can't live without making mistakes.



DEFINITION OF MENTAL HEALTH:

According to the WHO (2001), "Mental health is a state of well-being in which the individual realizes his/her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his/her community" It further adds that mental health includes "subjective well-being, perceived self-efficacy, competence, inter-generational dependence, and self-actualization of one's intellectual and emotional potential, among others".

Kaplan and Sadock (1993) define mental health as: a condition of well-being and the feeling in person when can come to terms with society and personal situation and social features Several psychologists regard mental health as the ability to maintain a balance between positive and negative emotions, such as elation and sadness. In this view, a person who displays emotional extremes in either direction is fewer well-adjusted. Other psychologists emphasize the role of one's environment in influencing well-being. This perspective sees mental hygiene reflected in a person's overall pleasure with a range of domains of life, such as social relationships, work, and group of people.

Even if in the mid-fifties health had been defined in holistic term, which incorporated physical, mental, social and spiritual aspect of health, in 1999, the surgeon General's statement focused for the first time on mental rather than physical health. In that report, mental hygiene was defined as "a state of successful performance of mental function, resulting in productive activities, fulfilling associations with people, and the ability to adapt to change and to cope with adversity" (U.S. Public Health Service,1999,p.4.)

Aminbhavi (1996) reported that yoga training led to positive attitude towards yoga and enhancement of the status of mental health. Ahmed (1994) observed that the institutionalized female delinquents benefited from playing volleyball in the context of personality development muscular steadiness. The concept of mental hygiene and adjustment are closely related. A person who possesses sound mental hygiene may be said to be an adjusted person. Mental hygiene is a branch of science which deals with the mental health of the individuals. Clifford Beers started the movement of mental hygiene in the first decade of the 20th century with the publication of A Mind That found itself (1908). His book revolutionized the concept of mental health.

Mental health for each person is affected by individual factors and experiences, social interaction, societal structures and resources, and cultural values. It is influenced by experiences in everyday life, in families and schools, on streets, and at work (Lehtinen, Riikonen & Lahtinen 1997; Lahtinen et al. 1999). The mental health of each person in turn affects life in each of these domains and hence the health of a community or population. Ethnographic studies in the developing world show how environments and social settings such as the slums of Mumbai shape local experience and the mental health of communities (Parkar, Fernandes & Weiss 2003). Some of the newest researches across the disciplines of genetics, neuroscience, the social sciences, and mental health involve elaborations of ideas about the impact that societies have on human life over and above the sum of the impact of the individual members of the society (Anthony in press).

CHARACTERISTICS OF MENTAL HEALTH (JOHADA,1958)

Dissimilar theoreticians have recommended a multitude of criteria for defining mental health. A swift overview of related literature makes to say Johoda(1958) as most broad among them. She summarizes a set of criteria in current use are given below:

1. Attitude towards the self
2. Self-actualization
3. Integration
4. Autonomy
5. Perception of reality
6. Environmental mastery

MENTAL HEALTH ISSUES AFFECTING COLLEGE STUDENTS:

Only in recent decades has mental illness lost some of its taboo status. For centuries the topic was swept under the rug, but as society has evolved, it's become part of the national conversation. Half a century ago, college may have seemed impossible to students with psychiatric disabilities, but today's campuses are rapidly working to improve and expand mental health services and create environments that are welcoming to students coping with mental illness. In addition to having on-campus psychiatrists and counselors, nonprofit organizations are also starting to develop campus chapters. Below are some of the common mental illnesses seen on college campuses.

OBJECTIVES:

The objectives:

1. To Study of the mental health among the boys and girls college students.
2. To Study of the mental health among the college students of joint family and nuclear family.
3. To Study of the interactive effect of mental health with regards to gender and type of family.

METHODOLOGY**HYPOTHESIS:**

1. There will be no significant difference in the mean score of mental health among the boys and girls college students.
2. There will be no significant difference in the mean score of mental health among the college students of joint family and nuclear family.
3. There will be no significant difference in the interactive effect of the mean scores of mental health with regards to the gender and type of family.

VARIABLE:**Independent Variable**

1. **Gender:** Boys and Girls College Students.
2. **Type of Family:** Joint Family and Nuclear Family.

Dependent Variable: Mental Health Score.

RESEARCH DESIGN:**2*2 Factorial Design:****Showing the table of Sample Distribution**

Type of family (B)	Gender (A)		Total
	Boys college students (A ₁)	Girls college students (A ₂)	
Joint family (B ₁)	30	30	60
Nuclear family (B ₂)	30	30	60
Total	60	60	120

RESEARCH POPULATION AND SAMPLE:

According to the purpose of present study all the college students of North Gujarat were constituted as population for the present study. Total 120 college students were randomly selected as sample from North Gujarat. A total sample of 120 college students out of which 60 were from boys students (30 joint family and 30 nuclear family) and 60 were from girls students (30 joint family and 30 nuclear family)) selected as a sample.

TOOLS:

Mental health inventory prepared by Dr. D.J. Bhatt and Gita R. Gida (1992) and Gujarati Translation by Shilpa V. Sidpara (2006) was used. In this inventory there are 40 statements/questions having 3 alternatives to decide the response as agree or disagree. The testee is supposed to decide his response on the basis of the alternatives and put a mark in the Questionnaire. Reliability of this test is computed by test – retest method. Reliability shown there is 0.87 respectively.

PROCEDURE:

The permission was granted from principal of various colleges and boys and girls college students from North Gujarat in Gujarat state after the establishment of rapport, personal information and the 'Mental Health Inventory (MHI)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION:

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of gender and type of family:

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	1519.41	4.31	0.05*
SS _B	1	639.42	1.81	N.S.
SS _{A*B}	1	1477.01	4.19	0.05*
SS _{Error}	116	352.66	—	—
SS _{Total}	119	44544.13	—	—

Df – 1 = *0.05= 3.89, **0.01= 6.76, N.S.= Not Significant

Table: 2 The Table showing the Mean Score of Mental Health of boys and girls college students:

	A (Gender)		'F' value	Sign. Level
	A ₁ (Boys college students)	A ₂ (Girls college students)		
M	87.18	80.07	4.31	0.05*
N	60	60		

The above table no.2 shows the mean score of mental health among boys and girls college students. The mean score of boys college students group is 87.18 and girls college students group is 80.07. The 'F' value is 4.31 is significant at 0.05 level. This means that the two group interaction effect under study differ significantly in relation to mental health and gender. It should be remembered here that, according to scoring pattern, higher score indicate good mental health. Thus from the result it could be said that, the boy college students group is having good mental health than girl college students group. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of mental health among the boys and girls college students" is rejected.

Table: 3 The Table showing the Mean Score of Mental Health of college students of joint family and nuclear family:

	Type of Family (B)		'F' Value	Sign. Level
	Joint Family (B ₁)	Nuclear Family (B ₂)		
Mean	85.93	81.32	1.81	N.S.
N	60	60		

The above table no.3 shows the mean score of mental health among college students of joint family and nuclear family. The mean score of college students of joint family group is 85.93 and college students of nuclear family group is 81.32. The 'F' value is 1.81 which was found to be not-significant level at 0.05. Therefore the hypothesis no.2 that, "There is no significant difference in the mean score of mental health among the college students of joint family and nuclear family" is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of Mental Health of gender and type of family:

			A (Gender)		'F' value	Sign. Level
			A ₁	A ₂		
M	B (Type of Family)	B ₁	81.37	78.87	4.19	0.05*
		B ₂	93.00	81.27		
N			60	60		

The above table no.4 shows the interactive effect of mental health among the gender and type of family. The mean score of boys college students of joint family group is 81.37, boys college students of nuclear family group is 93.00, girls college students of joint family group is 78.87, and girls college students of nuclear family group is 81.27. The 'F' value is 4.19 is significant at 0.05 level. This means that the two group

interaction effect under study differ significantly in relation to mental health, gender and type of family. It should be remembered here that, according to scoring pattern, higher score indicate good mental health. Thus from the result it could be said that, the boy college students of nuclear family group is having good mental health than girl college students of joint family group and other groups. Therefore the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of mental health with regards to the gender and type of family" is rejected.

CONCLUSION

1. There is significant difference in the mean score of mental health among the boy and girl college students, The boy college students group is having good mental health than girl college students group.
2. There is no significant difference in the mean scores of mental health among college students of joint family and nuclear family.
3. There is significant difference in the interactive effect of the mean scores of mental health with regards to the gender and type of family. The boy college students of nuclear family group is having good mental health than girl college students of joint family group and other groups.

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