

# Comparative Study of Mental Health among Male and Female College Students

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**Abstract:** Introduction: These vital components of cognitive, behavioural, and emotional well-being states to mental health. Public universities mostly stress on students because of financial constraints (Shafiq S, & et al., 2020). The purpose of this investigation was to find out the gender differences on mental health (MH) in the college students.

Method: 130 participants perusing their degree courses in Arts in various colleges of Cuttack and Bhubaneswar of Odisha, India. To find out the significance mean variance among the groups t-test was considered.

Result and Discussion: The analysing data reveals that the Positive self-evaluation ( $P>0.05$ ), perception of reality ( $P>0.05$ ), integration of personality ( $P<0.05$ ), autonomy ( $P<0.05$ ), oriented attitude ( $P<0.05$ ), and environmental mastery ( $P<0.05$ ). The result revealed that male students are differing from female college students such as integration of personality, autonomy, group oriented attitude and environmental mastery. However, in case of positive self-evaluation and perception of reality the result is found to be insignificant.

Conclusion: It is concluded that the male college students are not differing from female college students with regard to positive self-evaluation (PSE) and perception of reality (PSE). Furthermore, concluded that the male college students are differing from female college students such as; integration of personality (IP), Autonomy dimension of MH, group oriented attitude and case of environmental mastery.

**Keywords:** *Gender; Health; Attitude; Positive self-evaluation.*

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## Introduction

Mental health (MH) is the combination of psychological, emotional, and social wellbeing. MH facilitates for better stress management and making choices in different situations. MH is a common term to describe individual relate to opportunities and demands in the life. According to (WHO, 2004) MH is the state of happiness in which the person's understands his or her own abilities. Moreover, MH is strong pillar for the community at large in maintaining in effective well-being (Kumar et al., 2013). MH provides a better health for day to day functioning in life (Macaskill, 2013; Mey & Yin, 2015). Studies conducted by (Bangale & Patnam, 2014; Fernando, 2019) showed significant differences between both the genders in personality of good integration, fair-positive-self- evaluation, and attitude of group oriented. Morab et al., 2014, indicated insignificant results among the groups relation to (MH), (PSE), (IP) and (EM). Sharma (1995) investigated gender and stream wise B.Ed. students on the selected variables of MH and overall MH. Result revealed insignificant differences in the six components of MH and overall MH for B.Ed. students. According to (Arnett, 2000) College going students frequently join full time job. As per the National college health risk behaviour survey held by the centre for disease control and Prevention during the year 1995 it is found that 9.5% of students stated that they had extremely considered trying to suicide and 1.5% of students had mentioned that they had attempted (Kisch et al., 2005). Study conducted by (Blanco et al., 2008) found that mental health problems are common between college students. According to (Vaillant, 2012), the cultural and traditional values do shape how MH and mental illness are conceptualized across contexts.

According to (Eisenberg et al., 2013) survey conducted on 14,175 U.S. students regarding the prevalence and correlated of MH problems had shown that the importance of positive screens score 17.3 % for depression, the percentage for panic disorder was 4.1% and, for generalized anxiety was 7.0%.

Research Studies conducted by (Pedrelli et al., 2015) revealed that becoming familiar with problems characteristic of the developmental stage and students would be able to better serve them.

According to (Auerbach et al, 2018) a rise and severity of mental problems among the students in the recent times around the globe.

Studies conducted by (Shafiq et al, 2020) revealed that public universities students are mostly in stressed because of financial disaster.

Moreover, private Universities students having mentally stress because of uncertainties of online classes and payment of high tuition fees.

### **Objective**

To find out and compare MH of male and female students.

### **Method**

#### ***Sample Size***

One hundred and thirty college students (Male=60, Female=70, ages were 18 to 25 years) continuing their degree courses in Arts in different colleges of Cuttack and Bhubaneswar, Odisha, India.

#### ***Significance***

Nowadays, globally all college students irrespective of their gender are facing mental health debacles due to the present situation and many other factors such as academic pressure, peer pressure, time management, examination pressure, financial burdens, career and physical inactivity. Taking into account the present situation the investigator aimed to study the mental health of the participant's which reveals the mental health condition and to recommend suggestions to the college students to overcome the issues related to their MH.

#### ***(MH) Inventory***

MH inventory prepared by (Jagdish & Srivastava, 1983). Items comprises 56 in inventory and each rated on a 4-point rating scale ranging from always to never with a score of 1 to 4. Inventory comprises of six dimensions such as;

1. Positive self-evaluation - (PSE)
2. Perception of reality- (PR)
3. Integration of personality - (IP)
4. Autonomy-(A)
5. Group Oriented Attitude – (GOA)
6. Environmental Mastery (IM)

Moreover, high score indicates good (MH) and low score indicates poor (MH). The reliability coefficients of different dimensions of MH inventory were found 0.70 and above.

## Procedure

Students were informed to come after the college hours in the evening to take part in this study. The questionnaires were distributed to the students and questionnaires were in dual version i.e. Hindi and English. After attempting the questions completely received by the testers and data was recorded carefully.

### *Methodology table*

Variables	Details of the selected variables
Independent (GENDER)	Male and Female
Dependent (M H)	<ul style="list-style-type: none"> <li>• Positive self-evaluation</li> <li>• Perception of reality</li> <li>• Integration of personality autonomy</li> <li>• Group oriented attitudes</li> <li>• Environment mastery</li> </ul>

*Source: Authors' own conception*

## Analysis and Results

The below tables had shown the analysis of data pertaining to this study. Below tables gives the outcomes of MH among the groups by mean, standard deviation and P-Value.

**TABLE1**, shows the mean difference and P -value among the groups with regard to positive self-evaluation

Group	N	Mean	SD	P-Value
Males	60	24.71	3.45	P> 0.05
Females	70	25.75	3.42	

DF= 128

Source: Authors' own conception

The above Table-1 had shown the mean of the groups on positive self-evaluation. The mean of both genders are found to be (24.71) and (25.75). The SD of the male and female college students are found to be (3.45) and (3.52) respectively. P-Value that is found to be in significant at

0.05 significance level. It means male athletes are not differing from female college students in positive self-evaluation.

**TABLE2**, shows the mean and P-value of female and male students with regard to perception of reality

Group	N	Mean	SD	P-Value
Males	60	19.95	3.00	P> 0.05
Females	70	20.10	3.45	

DF= 128

Source: Authors' own conception

Table-2 had shown the significance of mean of the groups on perception of reality. The mean of the male and female college students found to be (19.95) and (20.10). The SD of the male and female college students is found to be (3.00) and (3.45). The P-value, which is found to be insignificant at 0.05 significance level. It means male college students are not differing from female college students in perception of reality.

**TABLE 3**, shows the mean values and P-value among the groups with regard to the integration of personality

Group	N	Mean	SD	P-Value
Males	60	31.50	4.02	P< 0.05
Females	70	29.79	3.99	

DF= 128

Source: Authors' own conception

Table-3 had shown significance of mean of the groups on integration of personality. The mean of the male and female college students are found to be (31.50) and (29.79). The SD of the male athletes and female college students are found to be (4.02) and (3.99) respectively. The P-value is significant at 0.05 significance level. It means male athletes are differing from female in integration of personality.

**TABLE 4**, shows the mean and P-value of boys and girls regard to autonomy

Group	N	Mean	SD	P-Value
Males	60	14.98	3.12	P< 0.05
Females	70	13.89	2.81	

DF= 128, P<.05

Source: Authors' own conception

Table-4 had shown mean of the groups on Autonomy. The mean of the male and female college students are found to be (14.98) and (13.89). The SD of the male and female college students are found to be (3.12) and (2.81) respectively. The P-value which is found to be significant at 0.05 significance level. It means male college students are significantly differing from female athletes in positive self-evaluation.

**TABE-5**, shows the mean and P-value with regard to group oriented attitudes among the groups

Group	N	Mean	SD	P-Value
Males	60	26.12	3.53	P< 0.05
Females	70	24.89	3.38	

DF= 128

Source: Authors' own conception

The above table-5, had shown the mean of both the groups on group-oriented attitude. The mean of the male and female college students are found to be (26.12) and (24.89). The SD of the male athletes and female college athletes is found to be (3.53) and (3.38) respectively. The P-value that is found to be significant at 0.05 significance level. It means male college students are differing from female college students on group-oriented attitude.

**TABLE 6**, shows the mean and P-value of environmental mastery among the selected groups

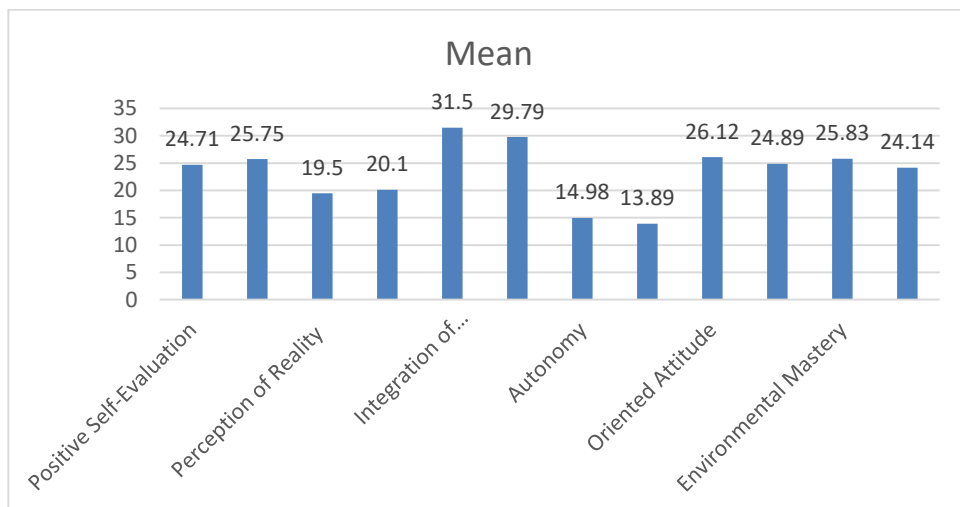
Group	N	Mean	SD	P-Value
Males	60	25.83	3.73	P<0.05
Females	70	24.14	3.87	

DF= 128

Source: Authors' own conception

Table-6 had shown the mean of both the groups on environmental mastery. The mean of the male athletes and female college students are found to be (25.83) and (24.14). The SD of the male and female college students are found to be (3.73) and (3.87) respectively. The P-value which is found to be significant at 0.05 significance level. It means male college students are differing from female college students on environmental mastery.

**Graph -1**



Source: Authors' own conception

The above graph shows the mean differences among the males and females participants with regard to (PSE), (PR), (IP), (A), (GOA) and (IM)

## Discussion

MH inventory-scale was administered to 130 college students to collect the data. Moreover, 't'-test was used to find out the significance differences on different dimensions of MH such as positive self-evaluation (PSE), perception of reality (PR), integration of personality (IP), Autonomy (A), Group Oriented Attitude (GOA), and Environmental Mastery (IM), among male and female college students.

On positive self evaluation (PSE), male college students are not differing from female college students. On the other hand in perception of reality (PSE), male college students are not differing from female college students. Both the groups found to have similar perception of reality. Furthermore, both the groups found to be perception free from need distortion, absence of excessive fantasy and a broad out-look with regard to globe. In integration of personality (IP), male college students are differing from female students. The males found to have more integration of personality compared to female students.

The result showed that in Autonomy dimension of mental health, male are differing from female college students. Male students are found to

have more autonomy compared to female college students, since male students do not depend on others and rely on themselves.

As a result of which male college students are found to have more autonomy compared to female college students.

From the result it is showed that in group oriented attitude, male college students are differing from female college students. Male students found to have more in group-oriented attitude compared to the female college students, because male students get more opportunity to collaborate as compared to the female college students. In case of environmental mastery, it is found that male college students are differing from female college students. Male college students are found to be more in environmental mastery compared to female college students. The result could be because male college students have the capability to work, play, and have the experience to handle the given responsibilities.

## **Conclusion**

The below points is concluded from the present study;

- On positive self-evaluation (PSE), male college students are not differing from female college students.
- In perception of reality (PSE), male college students are not differing from female college students.
- In integration of personality (IP) male college students are differing from female college students.
- In Autonomy dimension of mental health, male are differing from female college students.
- In group oriented attitude, male college students are differing from female college students.
- In case of environmental mastery, it is found that male college students are differing from female college students.

## **Recommendation**

- It is recommended to include physical activities in the daily schedule of the college students.
- Soft skill training modules to be introduced to the college students alone with their daily schedule.
- It is advised to give exposure to the college students for psychological counselling sessions by the professional.
- Supportive and enriched academic environment to be created for the mental health development of the college students.



- Further comparative research on mental health can be done taking different age group of college students in to consideration.

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