

A STUDY ON DETERMINANT OF STUDENTS MENTAL WELLNESS AND BEHAVIOR

¹Dr. Nimesh P. Bhojak, ²Dr. Dharmik Varmora, ³Dr. Drashti Upadhyay

¹Assistant Professor, Department of Hospital Management, Hemchandracharya North Gujrat University, Patan.

²Student, Department of Hospital Management, Hemchandracharya North Gujrat University, Patan.

³Student, Department of Hospital Management, Hemchandracharya North Gujrat University, Patan.

Abstract

Background: Student mental wellness is most important because according to their mentality they build their future (carrier). It will give them a respectful place (stage) in current competitive world. Ultimately mental wellness makes students successful in his life.

Objective: Identify the factors influencing mental wellness and behavior among students.

Methodology: This is a descriptive study carried out with 600 students. Here we done primary data collection through an online questionnaire which includes demographics details of student and followed by question related to student mental well-beings, attitude, perceived behavior control, intension, subject based network. Data was analyzed with SPSS.

Result: From responses we received, we can conclude that 59.8% students have positive attitude towards managing themselves in difficult situation. Among the respondents 66.07% students are ready to put their maximum efforts in their study to make it beneficial. 92% student's family supported them for education.

Conclusion: Mental wellness of student is very importance as it affects their understanding, behavior, attitude and ultimately their carriers. Study shows that almost student have positive attitude, behavior and consider themselves capable to manage difficult situation. According to this student are mentally well.

Key words: Students, mental wellness, attitude, behavior

Introduction

Mental well-being is a key for positive and productive living of each individual. Mental wellbeing makes a difference us decide how we relate to others, handle stress, and make well choices. Well-being is comprised of five components the Physical, Emotional/Spiritual, Mental, Economic/Financial, and the Social. An imbalance can occur due to various stressors and environmental factors. Due to academic pressures, distance from home and financial burden, students often meet with mental health problems(Cilar et al., 2019). Student mental wellness refers to the overall mental health and well-being of students. Most cases of mental health disorders in adulthood commence by age 14, yet the majority go undetected(Basta et al., 2022). It encompasses their emotional, psychological, and social well-being, and it greatly influences their ability to handle stress, relate to others, and make sound decisions. Mental wellness in students is an important aspect of their development and can significantly impact their academic performance, personal relationships, and overall quality of life. Education is an effective means to achieve social welfare, but it's also a complex activity influenced by factors such as knowledge, study materials, teaching style, available time, environment, student level, resources, and communication skills(Bhatnagar, n.d.).

Significance of student mental wellness:

When students are mentally well, they are better able to focus, retain information, and perform well in their academic activities. Mental wellness can improve learning, memory, and problem-solving skills, leading to better academic performance(Opotamutale&Albanus, 2024). Students with good mental wellness are better equipped to form positive and healthy relationships with their peers, teachers, and family members. This can lead to a more supportive and enriching social environment, which is vital for overall well-being(Paul et al., 2024). Mental wellness helps students to manage their emotions effectively, leading to better resilience in the face of challenges and setbacks. It can also prevent the development of mental health issues such as anxiety and depression. There is a strong link between mental wellness and physical health. Students who are mentally well are more likely to engage in healthy behaviors such as regular exercise, proper nutrition, and adequate sleep. A positive mental state allows students to explore their interests, passions, and goals with a clear and more focused mind. This can lead to personal growth and self-actualization.

Methodology

This is a descriptive study. The self-constructed questionnaire was prepared and sent through online mode i.e. via google form. Informed consent was obtained in first part of the questionnaire itself. Second part of questionnaire consists of questions regarding attitude of participants towards education and practice. All the questions were based on five-point Likert scale from 1 = strongly disagree to 5 = strongly agree. Third part consists of participant details including name, age, gender, education qualification, annual school's fees, annual family income etc.

The data as collected through online questionnaire consisting the demographic data and question regarding student's attitude and behavior towards education and practice. The questionnaire sent to 1500 students, among which 600 responded. Out of 600, 353(58.8%) male students and 247(41.2%) female students. Majority of participants fall in age group of 21-25 years.

We selected diploma, graduate and post-graduate students. Data was collected and statistical analysis was done with the help of SPSS V.20. Descriptive statistics and frequency analysis were done. Reliability of data was checked with Cronbach's alpha test as shown in Table 2.

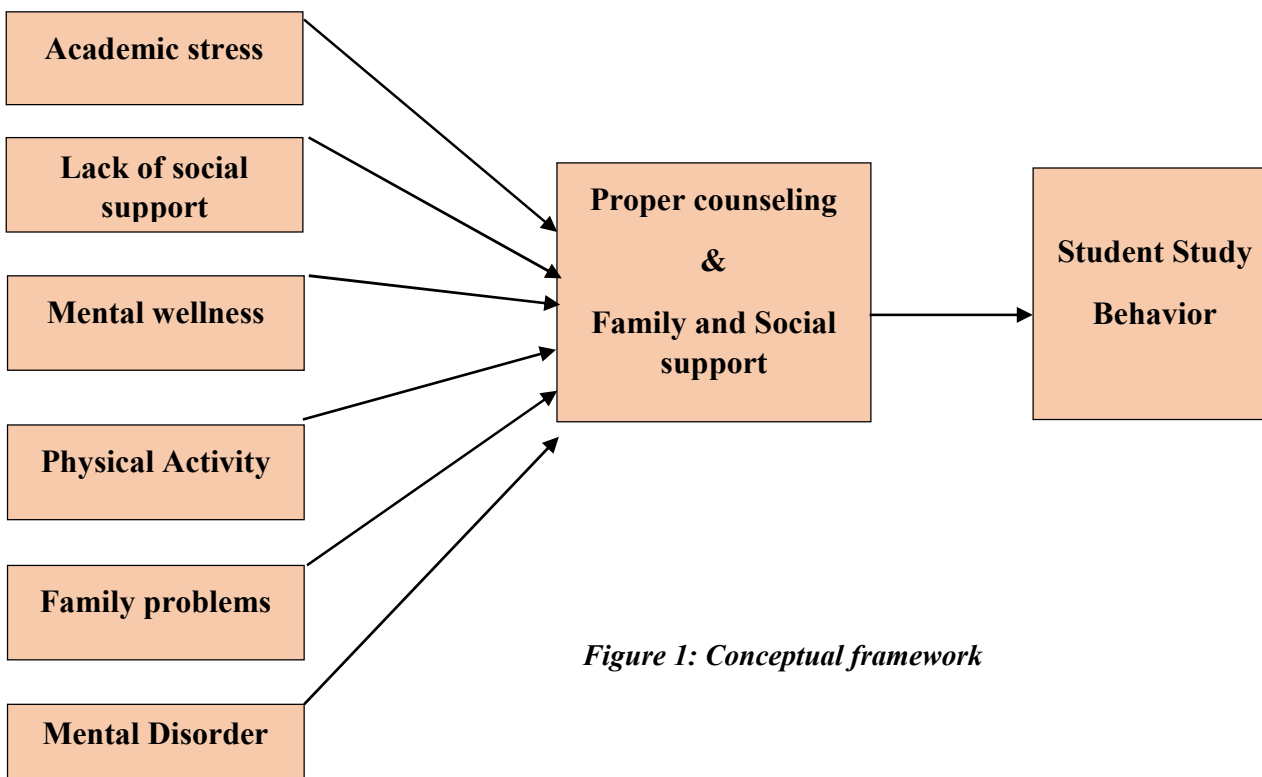


Figure 1: Conceptual framework

Table 1: Details of the participants

Demographics	Category	Frequency [Percentage (%)]
Gender	Male	353 (58.8%)
	Female	247 (41.2%)
Age	Below 18 years	86 (14.33%)
	18 – 20 years	112 (18.67%)
	21 – 25 years	402 (67%)
Education Qualification	Diploma	97 (16.17%)
	Graduation	158 (26.3%)
	Post-graduation	345 (57.5%)
Receiving scholarship	Yes	278 (46.33%)
	No	352 (53.67%)
Area of living	Rural	250 (41.67%)
	Urban	350 (58.33%)
Annual family income	Less than 27000	112 (18.67%)
	27000 – 250000	291 (48.5%)
	250000 – 500000	120 (20%)
	500000 – 1000000	44 (7.333%)
	1000000 and above	33 (5.5%)

Result

Among the respondents, 59.8% students have positive attitude towards managing themselves in difficult situation and 66.07% students are ready to put their maximum efforts in their study to make it beneficial and 92% student's family supported them for education. 74% students consider themselves to capable. 86.34% students maintain a positive attitude towards practice. 93.67% students believe that their mental state is important for their practice.

78.84% students' parents are financially capable of providing them with education. 84.50% students give more importance to education.

Table 2: Alpha Reliability of data

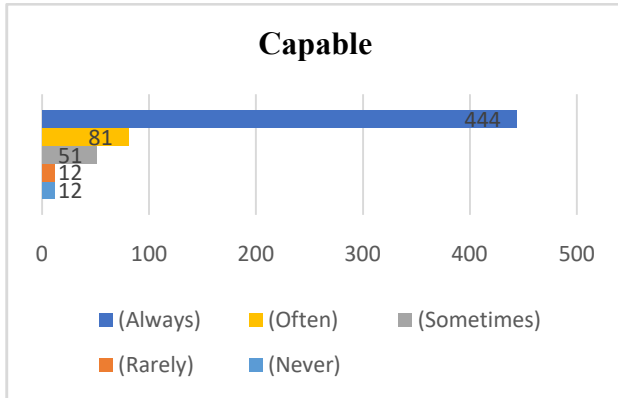
Cronbach's Alpha [Alpha reliability]	No. of Items
.845	28

The data validated with Cronbach's alpha which was 0.845, which showed the data was reliable and it is having good internal consistency.

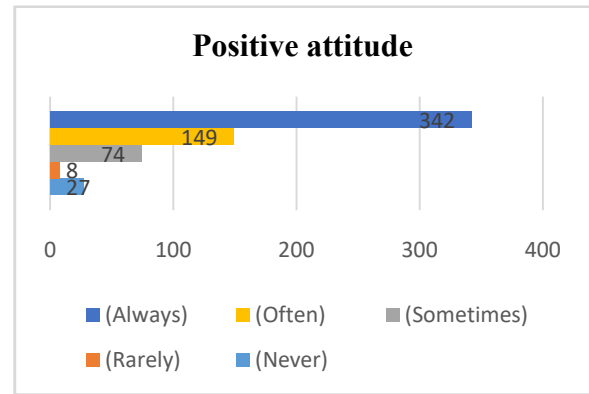
Table3: Regression Model Summary

Model Summary^c

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456 ^a	.208	.207	.59043
2	.687 ^b	.471	.468	.48357



Table



4:

ANOVA test table

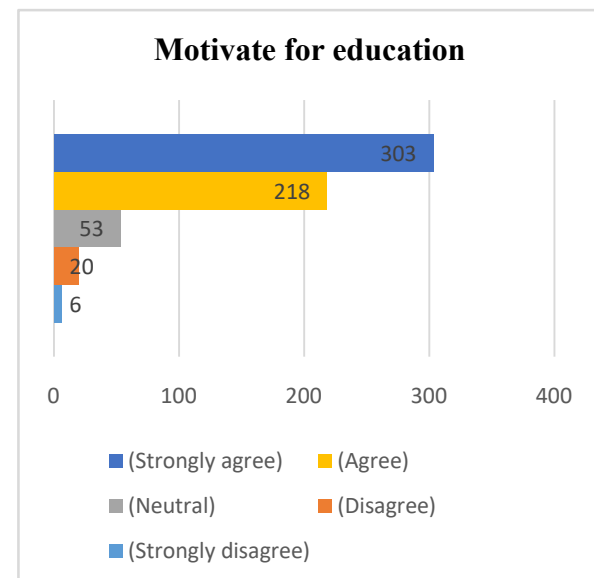
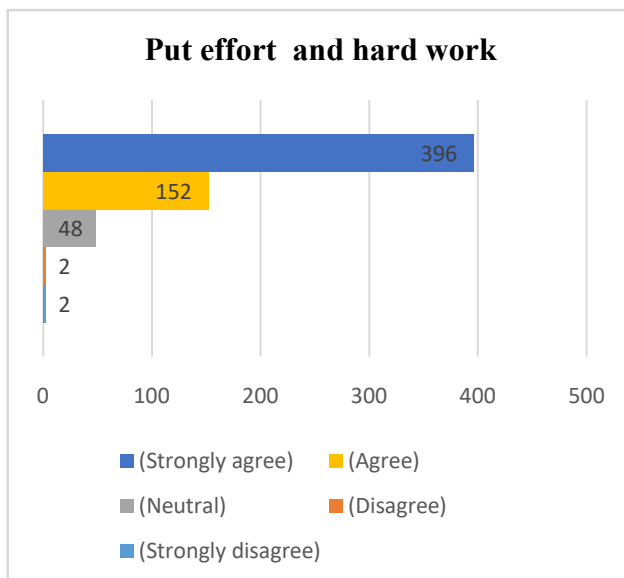
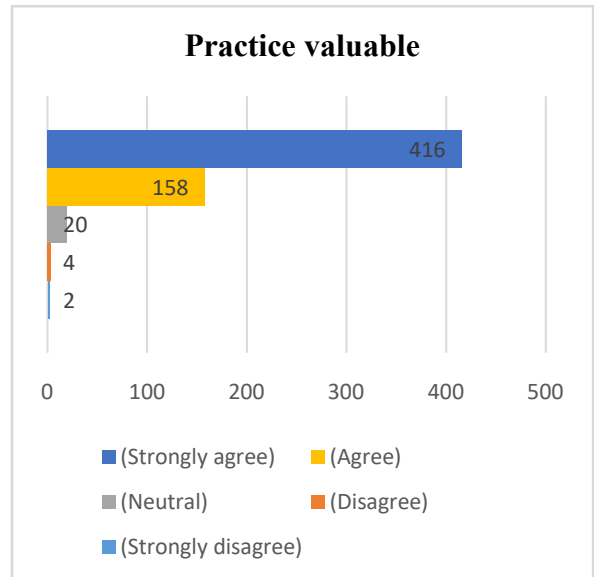
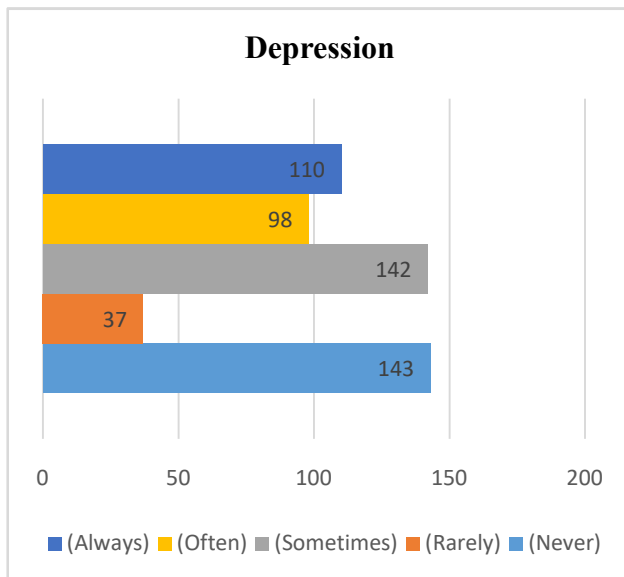
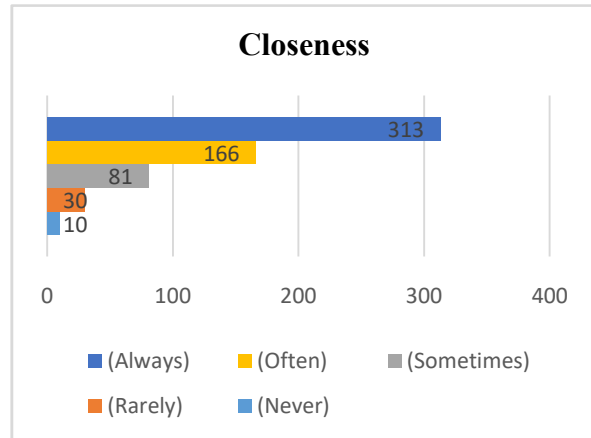
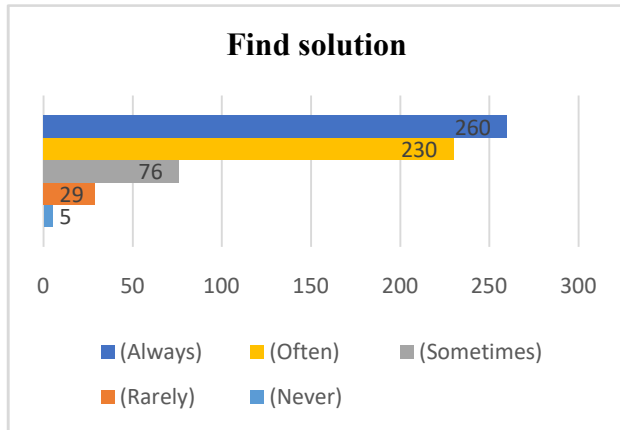
ANOVA^a

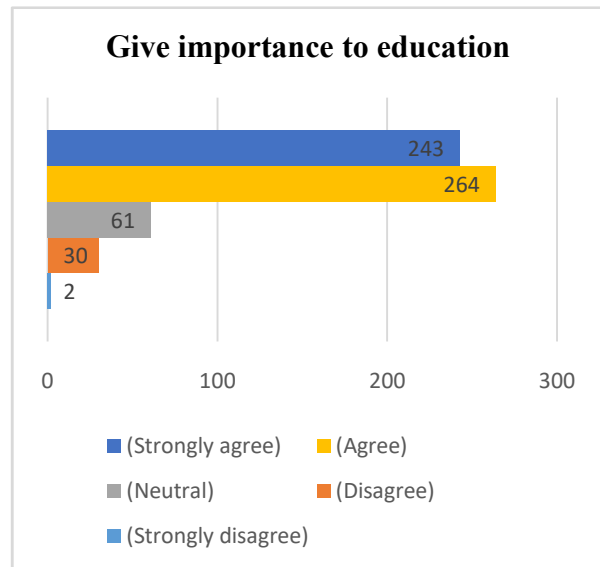
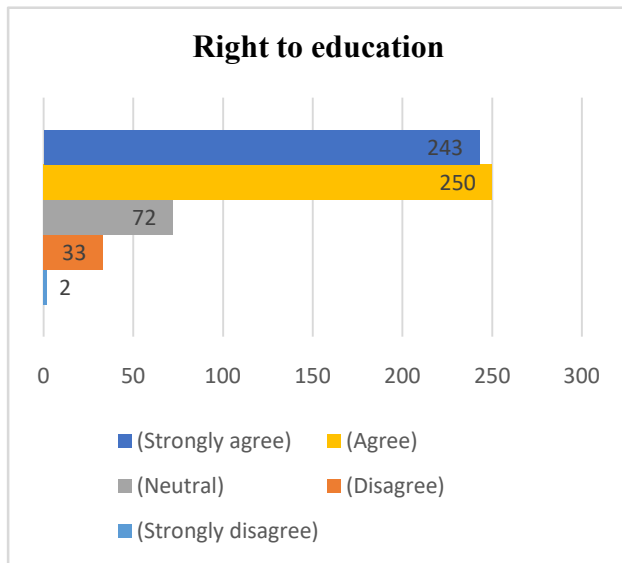
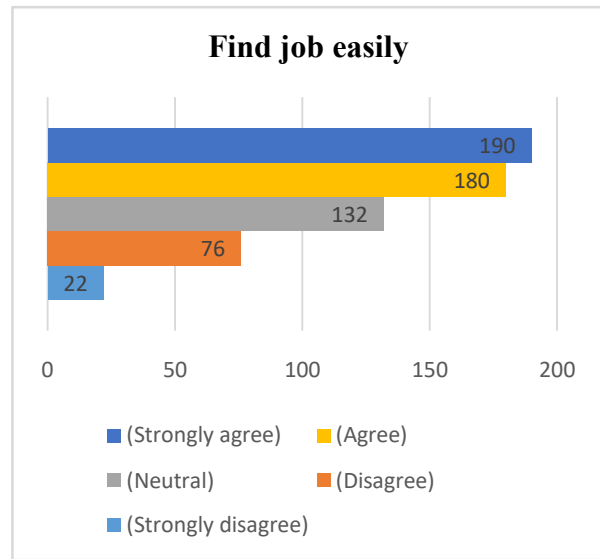
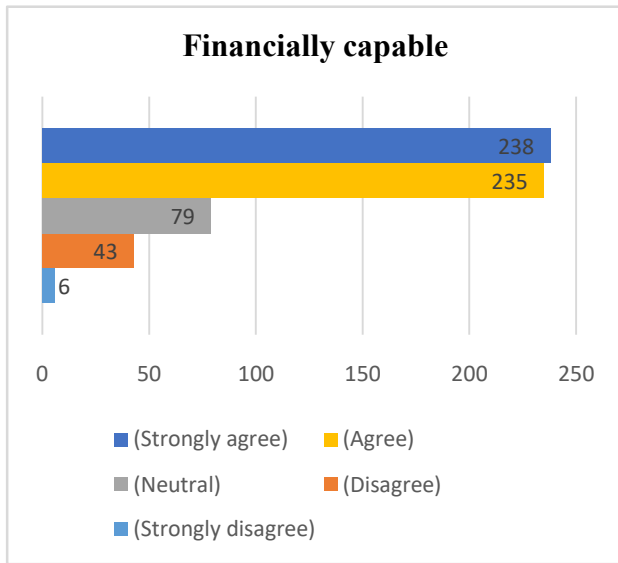
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	54.698	1	54.698	156.906	.000 ^b
1 Residual	208.465	598	.349		
Total	263.163	599			
2 Regression	124.025	4	31.006	132.594	.000 ^c
2 Residual	139.137	595	.234		
Total	263.163	599			

Table 5: Coefficient Table for Regression Model

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.961	.166		11.788	.000
	Mental wellness	.494	.039	.456	12.526	.000
2	(Constant)	-.141	.191		-.739	.460
	Mental wellness	.189	.037	.175	5.058	.000
	Attitude	.153	.053	.119	2.897	.004
	SBN	.359	.045	.316	7.895	.000
	Intension	.269	.043	.246	6.239	.000





Discussion

When students are mentally well, they are better able to focus, retain information, and perform well in their academic activities (Opotamutale & Albanus, 2024). Students with good mental wellness are better equipped to form positive and healthy relationships with their peers, teachers, and family members. This can lead to a more supportive and enriching social environment, which is vital for overall well-being (Paul et al., 2024). Entering university signifies a major transition for students, introducing new challenges like making independent decisions, adapting to varying academic demands, and engaging with diverse peers. Additionally, many students must depart from their familiar support systems for the first time, which can impact their mental health and overall well-being (Cleary et al., 2011). Anxiety and depression are prevalent mental health conditions among adolescents and young adults (Cummings et al., 2014). Mental disorders typically emerge during childhood or adolescence, with treatment often delayed for several years. Early interventions for emerging disorders have the potential to lessen the severity and persistence of primary disorders and prevent the development of secondary disorder (Kessler et al., 2007). Female students show greater tolerance towards individuals with mental disorders, possibly due to their more optimistic views on the treatability of such conditions (Puspitasari et al., 2020). Promoting well-being among students needs a comprehensive approach including diverse and inclusive campus culture, mental health resources using technology, and fitness and nutrition programs. It also involves teaching stress management techniques and providing personalized support. Awareness campaigns and peer mentorship programs play crucial roles in creating a supportive community. Lastly, integrating a well-being curriculum into academic studies can equip students with vital skills to handle life's challenges (Padmanabhan, 2024).

Conclusion: In the study underscores the significance of student mental wellness in their academic pursuits and overall well-being. The findings reveal that students with positive mental wellness demonstrate better focus, academic performance, and are more capable of forming positive relationships with peers, teachers, and family members. The data also highlights the influence of family support, financial capabilities, and the significance of mental state in students' practice and educational endeavors. Moreover, the study reaffirms the prevalence of mental health challenges faced by students, particularly anxiety and depression, and emphasizes the need for early interventions and comprehensive approaches to promoting student well-being. It also underscores the importance of inclusive campus culture, mental health resources, fitness and nutrition programs, stress management

techniques, awareness campaigns, peer mentorship, and the integration of well-being curriculum into academic studies. Overall, the study provides valuable insights into the various factors influencing student mental wellness and emphasizes the need for holistic support structures within educational institutions.

References

1. Basta, M., Micheli, K., Koutra, K., Fountoulaki, M., Dafermos, V., Drakaki, M., Faloutsos, K., Soumaki, E., Anagnostopoulos, D., & Papadakis, N. (2022). Depression and anxiety symptoms in adolescents and young adults in Greece: Prevalence and associated factors. *Journal of Affective Disorders Reports*, 8, 100334.
2. Bhatnagar, H. (n.d.). Study of student behaviour in Indian higher education-A broad perspective of teacher.
3. Cilar, L., Barr, O., Štiglic, G., & Pajnkihar, M. (2019). Mental well-being among nursing students in Slovenia and Northern Ireland: A survey. *Nurse Education in Practice*, 39, 130–135.
4. Cleary, M., Walter, G., & Jackson, D. (2011). “Not always smooth sailing”: mental health issues associated with the transition from high school to college. *Issues in Mental Health Nursing*, 32(4), 250–254.
5. Cummings, C. M., Caporino, N. E., & Kendall, P. C. (2014). Comorbidity of anxiety and depression in children and adolescents: 20 years after. *Psychological Bulletin*, 140(3), 816.
6. Kessler, R. C., Amminger, G. P., Aguilar-Gaxiola, S., Alonso, J., Lee, S., & Üstün, T. B. (2007). Age of onset of mental disorders: a review of recent literature. *Current Opinion in Psychiatry*, 20(4), 359–364.
7. Opotamutale, D. O., & Albanus, F. S. (2024). Risk Factors of Mental Health of Students in Higher Education Institutions. In *Mental Health Crisis in Higher Education* (pp. 66–84). IGI Global.
8. Padmanabhan, S. (2024). Innovative Ways to Boost Well-Being Among Students in Higher Education. In *Mental Health Crisis in Higher Education* (pp. 247–259). IGI Global.
9. Paul, R., Kumar, A., & Suresh, S. (2024). The Wellbeing Van: A Strength-Based Model for Student Engagement and Promoting Student Wellbeing. In *Mental Health Crisis in Higher Education* (pp. 47–65). IGI Global.
10. Puspitasari, I. M., Garnisa, I. T., Sinuraya, R. K., & Witriani, W. (2020). Perceptions, knowledge, and attitude toward mental health disorders and their treatment among students in an Indonesian University. *Psychology Research and Behaviour Management*, 845-854.