

# Students' Psychic Health Differs Significantly from Their Mental Health

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## Research Article

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# Abstract

The disparity in students' psychological and mental health was the focus of this research. Both male and female students were included in the sample size of 240 students (120 men and 120 women). The Psychological Well Being Scale was used as the technique for measuring happiness in the study (PWBS). Which was developed by Professor S.N. Rai; the "Mental Health Battery" used to assess it was created by researchers A.K. Singh and Alpana Sen Gupta. As a result of a recent study that measured students' psychological and mental health, researchers discovered that male and female students' psychological and mental health fare differently.

## Introduction

Definition of wellbeing as a state of mental, emotional, behavioural, and environmental equilibrium. When our well-being is high, we enjoy life and have a sense of meaning and fulfilment in most situations.

A person's subjective experience, their social connections, their mental health, and their actions in regards to their physical health are all part of the dynamic notion we call well-being. The Ryff psychological well-being scale is a theoretically informed, multi-factor tool for gauging mental health and happiness. Among a sample of 588 Filipino university students, Perez(2012) found that gender differences in psychological wellness existed in many key areas.

Honmore and Jadhav(2015) analysed data from a sample of 200 Indian college students and found that the students' reports of their own mental health varied significantly depending on whether they identified as male or female. Males were shown to have higher levels of psychological well-being across all dimensions of mental health than females.

### Types of wellbeing:

- Physical wellbeing
- Emotional wellbeing
- Social wellbeing
- Work place well-being
- Societal wellbeing

Subjective, social, and psychological components, as well as health-related behaviours, all contribute to the dynamic idea of wellbeing. The Ryff Psychological Well-Being Scale is an empirically validated tool designed to assess a wide range of aspects of an individual's mental health. The following are examples of such information: Self-Acceptance; Quality Relationship Building; Independence in Thought and Action; Mastery of Complex Environments; Pursuit of Meaningful Goals and a Sense of Purpose in Life; Personal Development and Growth Over Time.

This straightforward inventory is easy to access and administer. The following are example statements from each of the areas of well-being measured by the Ryff inventory.

**Independence:** I am secure in my beliefs, even if they go counter to popular opinion. **Feeling in Control of One's Circumstances:** "I can handle whatever comes my way." **Favourable Interactions with Others:** I am known for being a kind and friendly person who is always prepared to provide a helping hand. **Life's Meaning:** I'm not one of those persons who mindlessly floats through existence. I have a healthy dose of self-acceptance and generally approve of who I am.

As ancient as humanity itself is the idea of mental wellness. Professionals in the fields of clinical psychology and education have only recently begun to devote the time and resources necessary to the study of mental health. The World Health Organization defines mental health as the "capacity to deal with life's normal pressures, to develop one's potential, to study and work productively, and to make a positive contribution to one's community and to society at large." According to Kornhauser (1965), an individual's degree of mental health is a result of their own personal efficacy, happiness, and perfection in functioning. Successfully maintaining one's sense of self-worth relies on setting and working toward objectives that are just the right amount of challenging while remaining within reach. Gender differences in adolescent mental health were also documented by Halliday et al.(2019). They saw that women were often less healthy mentally and physically than men. One's emotional, psychological, and social health all have a role in shaping their perspectives and actions. It also plays a role in determining how we respond to pressure, interact with others, and ultimately make decisions.

- Maintaining one's mental health is crucial at any age.
- Positive mental health is directly linked to increased productivity in the workplace.
- Perform admirably in their roles as members of society
- attain their greatest potential

Manage the pressures of daily life by Being helpful, Being active, Looking after mental health can preserve a person's ability to enjoy life. Doing this involves balancing life activities, responsibilities and efforts to achieve psychological resilience. Stress depression and anxiety can all affect mental health and disrupt a person's routine. After reviewing the literature in this field (Jahoda, 1959; Maslow & Mittleman, 1951; Rogers, 1961; Whittaker, 1970) following six popular indices of mental health were finally selected for inclusion in the present battery.

- Emotional stability
- Over-all adjustment
- Autonomy
- Security-insecurity
- Self-concept
- Intelligence

# Methodology

## Aim

The primary purpose of the research was to compare the emotional and mental health of male and female students and identify any significant differences.

## Hypothesis of the study:

- When it comes to their emotional health, male and female pupils will vary significantly.
- Gender differences in students' mental health will be statistically significant.

**Sample**- The current investigation relied on a sample size of 240, which although still rather large, is not statistically significantly different from the whole population (120 male and 120 female). The group of students came from several universities throughout India, with a heavy emphasis on those affiliated with Sabarmati University in Gujrat.

**Instruments**:- Professor S.N. Rai created the Psychological Well-Being Scale (PWBS) inventory. There are a total of 54 things in it. The test-retest reliability of the Psychological Well-Being Scale is 0.77, and its validity is 0.75. The scale consists of six subscales measuring things like autonomy, environmental mastery, relationship satisfaction, meaning in life, and self-acceptance.

**Mental Health Battery** - Together, A.K. Singh and alpna Sen Gupta created this scale. The mental health battery has 130 items and is scored in 6 different ways. security in one's own safety and one's own emotional equilibrium The validity of this scale is between 0.601 and 0.823, while the reliability of the self-concept and intellect tests falls between 0.7672 and 0.876.

**Procedure / Statistical Treatment of Data**- A total of 120 male and 120 female students from different universities in India participated, with most coming from institutions having affiliations to Sabarmati University in Gujrat. After collecting questionnaire data from all 240 students, the data was analysed with the use of the computerised statistical software R, and the mean, standard deviation, and coefficient of variation were determined.

## Results And Discussion

The findings show that there is a statistically significant difference between the well-being levels of males (mean = 248) and women (mean = 239). As the data shows, female students did better than male students in terms of health and happiness. This trend indicates that female students had a higher level of school satisfaction than male students.

Table 1  
shows the difference in well-being between female students

Variable	Gender	N	Mean	S.D.	C.R.	Significance
Well-being	Female	120	248	9.15	1.902	0.05
	Male	120	239	8.6		

According to Table 1, there is a statistically significant (C.R = 1.902, p0.05) gender gap in students' levels of happiness between female and male students (Mean = 248, SD = 9.15). It suggests that in terms of well-being-related psychological factors, male students fared much better than their female counterparts. Akhter's (2015) research confirmed that male and female students had distinct mental health differences. Gender has a significant role on the mental health of young adults (Matud et al.).

On average, the data suggest that male and female students vary significantly in their levels of psychological well-being. in which female pupils performed better than male students across the board. Many studies have shown that men and women experience happiness from various angles. Based on their research, Chraif and Dumitru (2015) accepted the H1 that male and female students will experience different levels of happiness.

Table 2  
showing comparison between male and female in Mental Health.

Variable	Gender	N	Mean	S.D.	C.R.	Significance
Mental Health	Female	120	83	3.1	4.62	0.05
	Male	120	77	2.8		

Female students had significantly higher mental health scores than male students (Mean = 83, SD = 3.1 vs. Mean = 77, SD = 2.8; C.R = 4.62, p0.05), as shown in Table 2. The results showed that female and male students are quite different in terms of mental health variables including resilience to stress, self-awareness, and the ability to study well. Both mental health and illness have been shown to be significantly influenced by a person's gender. Feminine mental health concerns and emotional distress manifest differently from those experienced by males. There is evidence to support this (Malhotra & Shah, 2015). If H2 is true, then there must be significant disparities in pupils' mental health based on their gender.

## Conclusion

The primary purpose of this research was to examine how gender affects students' emotional and physical health. According to the results of the current investigation, male and female pupils are not equally happy in school. Furthermore, there was a notable gender gap in terms of pupils' psychological well-being.

## Limitation

The following findings cannot be generalised because of the limited sample size of this research. There was only enough for one independent variable in this analysis. Because mental health and wellbeing are such wide concepts, additional socioeconomic factors should be taken into account when assessing them.

## Declarations

### ACKNOWLEDGEMENT:

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### CONFLICT OF INTERESTS:

There are no conflict of interests in this study.

### ETHICS APPROVAL:

There was no ethics approval required for this study

A statement of ethics approval - This Study was approved by the ethics committee of Psychology Department, Sabarmati University, Gujrat, India on 03/07/2021 with approval number DPSSU/2021/009.

A statement on participant consent- The need for participant consent was waived by the ethics approval committee.

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