

Mental Health and Stress among Post Graduate Students

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Abstract

The purpose of the study was to find out the gender differences on mental health and stress among post Graduate Students. For the same 100 collage going students were incorporated as a sample in the present study, in which there were 50 male and 50 female of age range of 18-25 years were selected. As a research tool Mental health inventory (MHI) by Jagdish and Srivastav (1983) was utilized to access positive aspects of mental health and Personal Stress source inventory (PSSI) was used. The finding of the study suggest that male students have significantly good mental health than the female students. Female students have significantly high stress than male students.

Key words: Mental Health, Stress, Post Graduate Students

Introduction:

The term of mental health is firmly identified with health. Mental health is a degree of mental prosperity or a nonappearance of mental sickness. It is the "mental condition of somebody who is working at a good degree of enthusiastic and social adjustment"(World Health Report, 2001). Proof from the World Health Organization proposes that about portion of the total populace is influenced by mental sickness with an effect on their self-regard, connections and capacity to work in regular daily existence (Story K, 2010). Health idea comes everywhere throughout the world long after that. The Constitution of the World Health Organization, which began chipping away at April 7, 1948, characterized health "as a condition of complete physical, mental and social prosperity." In that way, the meaning of the World Health Organization essentially added a necessity to the past position that permitted to pronounce somebody healthy if no illness could be discovered: the progression forward that could have been taken in the conceptualization of health as a component of presence which can exist together with the nearness of a sickness or weakness was consequently not taken. India turned into a signatory from the earliest starting point. Today, three sorts of meanings of health appear to be conceivable and are utilized. The first is that health is the nonappearance of any sickness or disability. The second is that health is an expression that enables the person to sufficiently adapt to all requests of day-by-day life (suggesting likewise the nonappearance of ailment and disability). The third definition expresses that health is a condition of parity, a balance that an individual encapsulates set up and among himself and his social and physical condition.

The World Health Organization (WHO) characterizes mental health as a positive feeling of prosperity incorporating the physical, mental, social, fundamental monetary, and profound parts of life; not simply the nonappearance of sickness. Mental health is a gauge of the public activity of a populace and the rising degree of horribleness and mortality is an indication of social just as the individual ailment. The extent of mental health isn't just kept to the treatment of some truly sick people admitted to mental health focuses, rather it is identified with the entire scope of health exercises. Mental Health depicts a degree of mental prosperity or a nonappearance of a mental issue. From the point of view of 'positive brain science', mental health may incorporate a person's capacity to appreciate life and make a harmony between life exercises and endeavours to accomplish mental strength.

Stress is the non-specific response of the body to any demands made on it. Stress is a state to which the natural body equilibrium. It is an integral part of quality of life; it is needed to produce energy and excitement in our

lives. However, too much or too little stress is undesirable and in these conditions students may develop symptoms such as anxiety, irritability, sleeplessness or muscle tension. It is the process whereby an individual perceives a threat and responds with a series of psychological and physiological changes including increased arousal and the experience of anxiety. It is most often seen to occur when an outcome is important to a person but they perceive an imbalance between the demands placed upon them and their ability to cope with these demands. Martens suggest that there are three types of stress symptoms: physiological, psychological and behavioral. Psychological stress results from a mismatch between a person's perception of the demands of a situation and a self-assessment of his/her ability to cope. Mc Grath (1970) suggested that stress results when there is as substantial imbalance between demand and response capability under conditions where failure to meet the demands has important consequences. Some psychologists prefer to think of stress as the process itself; various emotional reactions might result from the stressor.

Psychosocial stress is the consequence of an intellectual evaluation of what is in question and what should be possible about it. All the more basically, psychosocial stress results when we take a gander at an apparent danger in our lives (genuine or even envisioned), and observe that it might require assets we don't have. Instances of psychosocial stress incorporate things like a danger to our economic wellbeing, social regard, regard, and additionally acknowledgement inside a gathering; risk to our self-esteem; or risk that we believe we have no influence over.

These dangers can prompt a pressure reaction in the body. When psychosocial stress triggers a pressure reaction, the body discharges a gathering of pressure hormones including cortisol, epinephrine or adrenalin and dopamine, which lead to an explosion of vitality just as different changes in the body. As indicated by World Health Organization (2014) emotional well-being is seen as "a condition of prosperity where people understand their very own potential, can adapt to the typical worries of life, can work gainfully and productively, and ready to make a commitment to network".

Galderisi, et al (2015) characterized "emotional well-being as a powerful condition of inner balance which empowers people to utilize their capacities in amicability with all-inclusive estimations of society. Essential psychological and social aptitudes; capacity to perceive, express and balance one's very own feelings, just as sympathize with others; flexibility and capacity to adapt to antagonistic life occasions and capacity in social jobs; and amicable connection among body and brain speak to significant parts of emotional well-being which contribute, to shifting degrees, to the condition of inside balance". Being in a transitional stage among adolescence and adulthood, teenagers need to go up against with differed kinds of stressors. Kaur (2014) pointed out that "the rising desires for the guardians regarding scores and scholastic execution here and there put additional weight on youngsters, which may in some cases cause numerous physical or mental illnesses". Madlan (2004) demonstrated that "emotional well-being is a perspective, feeling and conduct in an individual's day by day lives. Individuals with positive psychological well-being can perceive themselves on their capacity, ready to acknowledge disappointment, ready to control their feelings and value themselves". Numerous looks into where endavored to investigate the connection between scholastic pressure, psychological well-being and different relates among understudies.

Review of literature:

Prabu (2015) announced that " higher optional understudies experienced a moderate degree of scholastic pressure, particularly understudies in non-public schools experienced a significant level of a worry than the understudies in government schools". Deb (2015) showed that "understudies 'scholastic pressure and the parental weight just as mental issues were emphatically associated in the Indian setting. Assessment related nervousness had a huge positive relationship with mental issues among understudies. It is underscored by this investigation that scholarly pressure was a major issue, influenced around two-third of senior secondary school

understudies". An investigation by Kaur (2014) uncovered that "huge contrasts exist in the psychological wellness of young people because of their scholastic stress; girl understudies with an elevated level of scholarly pressure had poor emotional wellness status than their partner". Anjna (2011) revealed that "scholarly pressure had a critical negative connection with scholastic accomplishment and psychological well-being of the young people, likewise scholarly accomplishment had a huge constructive relationship with emotional wellness". From these investigations, we could perceive the negative effect of weight on the emotional wellness

Objective of the study:

1) To find out gender differences in mental health and stress students.

Hypotheses:

- 1) There will be significant gender difference in mental health among post graduate students.
- 2) There will be significant gender difference in stress among post graduate students.

Methods:

Sample:

In the present study 100 collage going students were incorporated as a sample in the present study, in which there were 50 male and 50 female of age range of 18-25 years were selected. For the sampling purposive random sampling method were used.

Tools:

1) Mental health inventory (MHI) Jagdish and Srivastav (1983)

For this research mental health inventory developed by Jagdish and Srivastav (1983) was utilized to access positive aspects of mental health. This test consists 54 items. The overall reliability of the test is 0.73, and the validity of the test is 0.54

2) Personal Stress source inventory (PSSI): Singh(1971)

For this research Singh personal stress source inventory (SPSSI) is used developed in 1971. This test consists of total 35 statements. These statements majorly related to life events which imparts stress at personal level. Test-retest reliability is 0.792 Internal consistency is 0.784, thus it has a sufficient degree of reliability Validity: It has sufficient degree of validity for content 0.687 significant for reliability of test.

Procedure of Data Collection:

Two tests administered individuals as well as a small group. While collecting the data for the study the later approaches was adopted. The subjects were called in a small group of 20 to 25 subjects and there seating arrangements was made in a classroom. Prior to administration of test, through informal talk appropriate rapport form. Following the instructions and procedure suggested by the author of the test. The test was administered and a copy of test was collected. Following the same procedure, the whole data were collected.

Variable

Independent variable)

- i) Gender
 - a) Male students
 - b) female students

Dependent Variable

- 1) Mental Health
- 2) Stress

Results:

| Table showing gender difference on Mental Health and Stress among students. | | | | | | |
|---|--------|----|--------|----------------|----|---------|
| | Gender | N | Mean | Std. Deviation | df | t |
| Mental Health | Male | 50 | 161.25 | 8.56 | 98 | 10.36** |
| | Female | 50 | 143.02 | 9.02 | | |
| Stress | Male | 50 | 29.87 | 3.14 | 98 | 9.97** |
| | Female | 50 | 36.87 | 3.48 | | |

Discussion:**HO.1.: There will be significant gender difference on Mental Health.**

The result reveals that N for the female is 50 and the N for the Male is also 50, mean score of the male in mental health is 161.25 and the mean of the female is 143.02. The Standard deviation of mental health in male is 8.56 and in female it's about 9.20. and the 't' value on mental health is 10.36 which is significant on 0.01 level, which means that there is significant gender difference in mental health. The difference on mean shows that male students have better mental health than female students.

HO.2.: There will be significant gender difference on Stress.

The result reveals that N for the female is 50 and the N for the Male is also 50, mean score of the male in stress is 29.87 and the mean of the female is 36.87. The Standard deviation of stress in male is 3.14 and in female it's about 3.48. and the 't' value on stress is 9.97 which is significant on 0.01 level, which means that there is significant gender difference in stress. The difference on mean shows that female students have more stress than male students.

Results:

- 1) Male students have significantly good mental health than the female students.
- 2) Female students have high stress than male students.

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