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Resilience Among University Students with Mental Health Challenges

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Abstract

Background: University life is a transformative period characterized by academic demands, social transitions, and personal development. However, it is also a time when many students experience significant mental health challenges, including anxiety, depression, stress, and adjustment disorders. The prevalence of mental health issues among university students has been rising globally, with recent studies indicating that a substantial proportion of student's report symptoms that impact their academic performance and overall well-being.

Objective: The major aim of the study was to explore the experience, expression or manifestation of resilience in university students

Methodology: Since this was an exploratory study by its nature so mixed method study design was used. It was conducted in government universities.

Results and Conclusion: Results of regression analysis indicate that in Model III, Over Protection from father is a positive significant factor with reference to mental health but emotional warmth by mother is a negative significant predictor in mental health. In Model IV the lack of emotion regulation is a positive significant factor

that can cause increase in the occurrence of mental health problems in university students. Problem solving is a negative significant predictor of mental health problems.

Key Words: Mental health, University students, Resilience, Challenges, Professional

Introduction

University years or life can be explained as a place for higher learning with teaching and research facilities followed by graduate schools, professional schools that award student master's degrees, and doctorates etc. it is also defined as a venue for learning educational and social values. It is a crucial time period for growth. The university environment represents many different challenges and students had to face a lots of demanding conditions, such as adjusting according to a new environment, learning new skills, dealing opposite gender, identity problems, career choice¹ and it was also found that students encountered with is academic stress² that may lead for the growth of depression and other psychological health problems in students. The most common symptoms included such as feelings of worthlessness, poor self-esteem, depending on others, problems in surrounding such as making friends and lack of assertiveness³. According to a study, these symptoms stands for the symptoms of depression University years often lead the students to the development of different mental health problems⁴. In result the students suffered from poor self-esteem, self-image / concept and emotional deregulations, university drop out. In order to avoid negative consequences of mental health problems in university students, timely and early identification of risk and protective factors is important. university students usually seek help for the treatment and went for counseling. Therefore, they often overcome their problems. It all happens, if students are resilient and have a strong scene of emotional regulation. Resilience is a flexible adaptability in the face of challenge or adversity⁵. Resilience is also defined as a how quickly one bounces back after a stressful situation or a trauma. In another study, resilience is defined as a set of attributes that an individual have and showed over a period of time as it is described as an ability to live successfully, despite in the face of adversity or stress that have the chances of a negative outcome. Resilience can help an individual to protect against

the growth of some psychological problems. Resilience helps us to stay mentally and physically wellbeing in difficult circumstances⁶.

Rationale and scientific significance: student's problems have identified some barriers, these barriers are poor time management, privacy problems, lack of emotional awareness (hesitation), and financial problems⁷. This study can facilitate counseling center and workshops. These workshops will be to promote an understanding of better mental health, the relationship of mind and body. workshops on coping skills will also be helpful for the students such as stress management, breathing exercises and progressive muscle relaxation.

Methodology

Research Design

Since this was an exploratory study by its nature so mixed method study design was used.

Setting

The setting was Government universities because government universities were run by same authority, have same syllabus, time table, same timing of starting of semester and also ending of semester and also the evaluation system was same.

Sampling Strategy

The number of total students was 300. The sample was divided into four categories BS₁, BS₂, BS₃, BS₄. 145 females and 155 from males were included in total sample. From each strata 30 females and 30 males were participated age range was 19-25.

Ethical Consideration

Before the data collection the researcher was to ensure that the information that was gathered would be only used for the research proposes and confidentiality would maintain. The data would be only retained for 5 five years. Anyone who wants to quit during the data collection has equal chance to quit. Inform consent would be taken

before the clinical interview and data collection. At the end, debriefing would be done if any participant has any question regarding anything.

Inclusion Criteria

All students with of BS₁, BS₂, BS₃, BS₄ aged 19 to 25 were included in the study

Exclusion Criteria

No student was included who had acquired visual impairment.

Method and equipment

In the first stage, demographic Performa was used for collecting personal information regarding the study. A self-administered questionnaire was used to gather data in this study. Before the questionnaire was dispersed, consent will be required from the Dean of each faculty. After the agreement and approval was prearranged the researchers and selected enumerators administered the opinion poll (questionnaire) during class hours. The aim of the study, rights of participants and the ways to answer the questionnaire were explained by the researcher verbally and in written form.

Statistical Analysis

Mean, standard deviation (SD) and Anova were calculated by means of SPSS 23. percentages were calculated form the demographic data.

Result

In the current research demographic variables, according to class and gender the total frequency of BS1 male students was ($N=73$) including ($n=39$) male and ($n=34$ female) and percentage was (24%). Total($N=74$) students were participated in the current research from BS2 and total percentage was (25%) including ($n=38$) male and ($n=36$) female students. Similarly, Total frequency of BS3 was ($N=72$), male was ($n=41$) and females were ($n=31$). The total percentage was (43%). Total frequency of BS4 was ($N=81$), including ($n=37$) male and ($n=44$)

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female. The total percentage was (81%). Total ($n=155$) male and ($n=145$) female students were participated. The total sample was ($N=300$). Correlation was performed on resilience scale which Indicates that there is no significant relationship between resilience scale and adolescents.

Table 1

Frequencies and Percentage of Demographic Variables (Class, and Gender,)

Variables					Total
	Males			Females	
	$f(\%)$			$f(\%)$	$f(\%)$
Class					
BS1	39 (53)			34(46)	73(24)
BS II	38 (51)			36(49)	74(25)
BS III	41 (57)			31(43)	72(24)
BS IV	37(46)			44(54)	81(27)
Total (%)	155 (52)			145(48)	

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Table 2

Summary of Inter-Correlation, Mean, Standard Deviation, of the Participants (N=300) on Four Factors and Total Resilience Scale for Adolescents

Factors	F1	F2	F3	F4	SPCL-T
Lack of Emotional Regulation	....	-.19*	-.00(ns)	-.09(ns)	.38***
Self Confidence	....	....	.52***	.47***	-.26**
Robustness	....	....	....	.39***	-.22*
Problem-Solving	....	....	....	....	-.21*
<i>M</i>	19.60	33.67	18.72	9.21	
<i>SD</i>	9.22	7.18	4.72	3.00	

df = 299, **p* < .05, ****p* < .001, ***p* < .01, *ns* = not significant.

Discussion:

There is no significant correlation between lack of emotional regulation and robustness, problem solving and there is a significant positive correlation with student problem checklist. There is a significant positive correlation between self-confidence and robustness and problem solving. There is a positive significant correlation between self-confidence and Student problem checklist. There is significant correlation between robustness and problem solving. There is significant negative correlation between robustness and Student problem checklist. There is significant negative correlation between problem solving and Student problem checklist. All these results support by literature, Factors that contribute to resilience include, Close relationships with family and friend, a positive

view of yourself and confidence in your strengths and abilities, the ability to manage strong emotions and impulses, good problem-solving and communication skills all these factors related to mental health issues ⁸. Feeling in control, looking for help and resources, seeing yourself as resilient (rather than as a victim), coping with trauma in strong healthy ways and avoiding dangerous coping strategies, such as substance abuse, helping others and finding positive meaning in your life apart from difficult or distressing events ⁹.

Conclusion

It was concluded that in its nature this study is new in this dimension. The resilience serves as a positive and protective factor for the better mental health of the adolescents and both goes parallel to each other.

Limitations

- The current study was conducted only on urban university students. It is suggested that in future a comparative study should be conducted between rural and urban areas.
- The participants of the study were only day scholars. In further studies hostelized students should be included.

Suggestions

- Counseling strategies must be developed for university students. So that they shouldn't face any negligence.
- Counseling center and workshops will be to promote an understanding of better mental health, the relationship of mind and body, workshops on coping skills will also be helpful for the students such as stress management, breathing exercises and progressive muscle relaxation.

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