

Mental Health Awareness Among Students in Higher Education

Nur Maisarah binti Ghazali¹, Nur Fatehah binti Mohd.Sharif², Junaida Ismail^{3*},
& Intan Syahriza Azizan⁴

^{1,2,3,4} Faculty of Administrative Science and Policy Studies, UiTM Kedah

Corresponding Author: junaidaismail@uitm.edu.my

Abstract

Health is the main key to human well-being. A healthy person can certainly play an active role in the development of religion, nation, and country. The World Health Organization (WHO) which was established in 1948, defines health as a physical, mental, and social state that is healthy, vigorous, intelligent, and free from any disease. This definition asserts that health status is supported by physical, mental, and social factors that are healthy, functional, fit, and not threatened by any disease that can harm people. Health is one of the main focuses of the Malaysian government nowadays. Mental health is a crucial aspect of every phase of human life, just as important as physical health. Mental health is seen from both good and bad aspects. In life, every person may sometimes have a mental state that is very healthy, but at other times, it is the opposite. When experiencing mental health problems, a person needs the help of others to overcome the problems he is facing. Mental health can have an impact on a person's daily life or future, including children and youth. Treating and protecting the mental health of children and youth is a very important aspect that can help better individual development in the future.

Keywords: Burden of academic, Family institution, Mental health, youth, Peers, Student's lifestyle,

INTRODUCTION

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The World Health Organization (WHO) which was established in 1948, defines health as a physical, mental, and social state that is healthy, vigorous, intelligent, and free from any disease. This definition asserts that health status is supported by physical, mental, and social factors that are healthy, functional, fit, and not threatened by any disease that can harm people. Health is one of the main focuses of the Malaysian government. Mental health is a crucial aspect of every phase of human life, just as important as physical health. Mental health is seen from both good and bad aspects. Every person may experience both aspects; his mental state is very healthy, but at other times, it is the opposite. When experiencing mental health problems, a person needs the help of others to overcome the problems he is facing. Mental health can have an impact on a person's daily life or future, including children and youth. Treating and protecting the mental health of children and youth is a very important aspect that can help better individual development in the future. The 2017 National Mental Health Study previously proved that at least one in 10 young people, or 10 percent of the 5.5 million youth in this country, had ever thought about suicide. The same study also showed that one out of five young people suffer from depression, while one out of 10

teenagers face the problem of emotional stress. The statistics prove that mental health issues in Malaysia, especially among young people, are very serious and need to be addressed effectively by all parties. Adolescence, or entering the age of youth, is considered an interesting age because they begin to get to know the life of the world full of twists and turns. The National Health and Morbidity Survey (NHMS) 2017 statistics also revealed that there are teenagers aged 13 to 17 years who suffer from mental health problems. One in every five people suffer from depression (18.3 percent), two in every five people suffer from anxiety symptoms (39.7 percent), and one in every 10 people experience stress (9.6 percent) (Metro Daily, 2018).

The university students are also prone to mental problems due to various psychosocial changes. Then, university students must adapt to these changes to prepare themselves for a more challenging professional career (Uehara et al. 2010). Family and learning problems also contribute to students' emotional disturbances (Sherina et al. 2003). The problem of depression, anxiety, and stress is a problem that is often faced by students, including those in higher education centers. The studies conducted in Malaysia also found that these psychological problems contribute to lower academic achievement among students of higher education centers in Malaysia (Sherina et al. 2003; Md Aris Safree Md. Yasin & Mariam Adawiyah Dzulkifli 2009; Zaid et al. 2007). However, these studies did not look at the net effect of mental problems on a student's academic achievement. A study by Yvonne Kelly and colleagues (2018) found that sleep schedule disorder, online harassment, self-esteem, and self-image are mediating factors that link the use of social media and depression. In general, teenage girls are exposed to online harassment, lack self-confidence, and experience more serious symptoms of depression than teenage boys.

Issues and discussions related to mental health are not new things that the world community has to face, but this issue is becoming more acute and gaining global attention when the COVID-19 pandemic begins to hit. This pandemic was first detected in the province of Wuhan, China, and has finally spread to the whole world in just a blink of an eye. This pandemic has had a significant impact and paralyzed various social and economic sectors, including the health and education sectors. Therefore, the WHO has declared COVID-19 to be a global pandemic that threatens people's health from a physical and psychological point of view (Buheji et al. 2020). The United Nations Educational, Scientific and Cultural Organization, better known as UNESCO, asserts that the COVID-19 pandemic has disrupted the learning process of more than

one billion students in 129 countries worldwide (UNESCO, 2020). This pandemic is also felt in Malaysia and has had a significant impact on the development of the country, especially in education. A few weeks later, on March 18, 2020, the Movement Control Order (MCO) was declared across the country to control this epidemic. The WHO has suggested to the public and educational institutions to stop all activities (Azman & Abdullah, 2021). In line with this declaration, the global education sector has also been closed, and learning is conducted through e-learning or online to ensure the survival of the education ecosystem. All Higher Education Institutions (HEIs) and schools have used the online learning approach as the only platform to continue the teaching and learning process (ODL) to help students face the challenge of learning face-to-face during this pandemic period. Although HEIs around the world have moved to 'emergency remote teaching' through online platforms, many students have been affected by the learning process of this new way, which has caused several psychological problems such as anxiety, stress, emotional disorders, alexithymia, and depression (Abdul Rashid et al . 2020).

LITERATURE REVIEW

Even though the causes of underemployment are not new, they need to be given more attention. In September 2016, the national newspaper reported that the Malaysian Ministry of Health is concerned about the state of Malaysian students' mental health as statistics revealed a worsening state of mental health problems among Malaysian students. The report showed an increase of one in 10 individuals in 2011 to one in five in 2016. Experts cite anxiety and depression as the main causes of mental health problems among students, although they do not rule out the influence of drugs as a factor (The NST, 2016). Mental health disorders are not only experienced by adults but also by students (Lessard 1998). This is because the university is a place where students need to wisely balance various roles and tasks that need to be carried out (Mohd Zaid et al. 2009). If students fail to do so, they will affect mental health, such as stress. Stress can be defined as behavior that reflects the feelings of a student and can produce negative thoughts about the problems he faces (Baqutayan 2011). Mental health is a condition where students experience physical and psychological tension caused by factors that cannot be controlled and exceed the student's ability to overcome them (Hussien and Hussien 2006). Through these definitions, it can be concluded that mental health refers to a student's reaction to a situation they face. Continuing higher education is difficult for students looking at the educational, social, environmental, and

psychological adaptation to the new campus environment that can affect their psychosocial well-being and learning outcomes (Yikealo et al., 2018). The current situation adds to the existing difficulties faced by students. Although the issue of mental health among university students is not a new issue, inattention to the increase in mental health issues can cause the possibility of bad things happening (Abdul Rashid et al., 2021).

A study by Mates and Allison (1992) of 23 Canadian high school students (basic and advanced stream students) found that there were six factors related to students' stress, including parents/family, work/money, friends, school, sports, and addiction/drugs. School stress and stress due to relationships with parents exerted considerable pressure on high school students. The findings are consistent with other studies that have found stressors during adolescence often emerge from family and school experiences (Burnett & Fanshawe, 1997; Byrne, Davenport, & Mazanov, 2007). However, there were some differences between basic and advanced stream students. While the major source of stress in advanced-level students was school-related, the basic stream students reported bullying as their major stressor.

The level of mental health of university students is an important issue because it is closely related to their academic performance and well-being as a whole. Academic performance is one of the signals of a student's productivity, and individuals with high productivity are important assets to the development of the country. Female students are susceptible to stress in carrying out their responsibilities and roles at the university. Efforts need to be made by various parties at the university to ensure that students' stress levels are under control and able to manage learning at the university effectively. Mental health is not a disease that can be contagious and involves loss of life. But society often forgets that mental health problems involve the emotional burden of responsibility by the patient's family as long as the mental patient is still alive. Knowledge about mental health in society is not as good as knowledge about other diseases such as diabetes, heart, and cancer. This is because many campaigns are carried out in the mass media to increase the community's knowledge and awareness of the disease.

The National Health and Morbidity Report (NHMS, 2020) found that three out of every ten adults aged 16 and above in Malaysia will suffer from mental health problems. Mental health involves three components, namely stress, anxiety, and

depression. Stress is the emotional disturbance of being sad and tired in response to life events such as disappointment. This is one of the main problems among students, which is also classified as a mental disorder (Sherina et al. 2003). Among the mental health problems experienced by students are stress, anxiety, panic attacks, and depression due to changes in the norms of life.

BURDEN OF ACADEMIC

According to Woon et al. (2021), the most common stress experienced by students is stress due to disruption of learning during COVID-19, such as anxiety about the future due to the possibility of a delay in graduating, lack of practical learning, difficulty participating in online classes due to internet problems, difficulty adapting with a new learning style, and lost the momentum to learn. However, there are other sources of stress faced by university students. Among them is not being able to do daily routines during COVID-19 and experiencing fear when having physical symptoms such as fever, flu, and cough that lead to the thought that they are infected with COVID-19. A small number of students have other issues that cause stress, such as household problems, worries about family, and a history of being quarantined due to being infected with COVID-19. The effect of online learning during the pandemic affects the emotions of female students more than male students (Babicka et al., 2021; Sundarasan et al., 2020; Azad et al., 2017). In general, women are known for being more emotional than men, and this pandemic has added to that already. Women also have a lower level of emotional tolerance than men, making it difficult for them to control their feelings for inappropriate things. This causes most female students to experience anxiety and stress during online learning. This shows that more focus needs to be placed on women in dealing with psychological problems that may occur.

The students consider university life stressful and urgent (Wan 1992; Hammer, Grigsby & Woods 1998). There are various factors that encourage students to experience mental health at university. According to Raja Maria (2011), workload is a pile of work that must be done by students in a certain period of time. In the academic context, workload is defined as the tasks given by lecturers to students, which are too many for each subject studied, so students do not have time to do other activities (Abd. Rahman et al. 2012). Through these definitions, it can be concluded that workload is related to the quantity of work or assignments received by students that exceed their ability. Atkinson (1998) stated that too much workload in a short time will cause

students to experience stress. The workload can be assessed in terms of lecture hours and the time used by students to review subjects in the library, laboratory, residential college, or rented house to meet academic demands (Kausar 2010). This would result in students experiencing mental health problems if the time used exceeds the expected time set by the student.

Previous studies have stated that most teachers experience workload due to their involvement in outside activities, such as attending meetings and courses arranged by the school's superiors (Noraini 2015). The same situation also occurs among students, such as involvement in associations, uniformed bodies, and programs organized by the university so that they do not have time to carry out assignments. This will cause students to experience mental health problems such as stress. In addition, according to a study conducted by Lin, Wang and Chen (2009) on students at ten universities and colleges in Taiwan, they found that the factors of assignments given by lecturers, exams (quizzes and end-of-semester exams), and the factor of delaying the time in completing assignments given by lecturers are the cause of stress among students. A study by Asri (2010) on primary school teachers in Kawasan Pelajaran Tambun Tulang Arau, Perlis, found that there is a significant relationship between workload factors and stress. Kausar (2010), who conducted a study on students at the University of Pakistan, agrees. However, this is different from Noraini (2015), who stated that the workload factor does not have a significant relationship with work pressure among teachers.

Examinations have been shown to be a major source of academic stress in research conducted in Australia, Korea, Japan, and China (Bossy, 2000; Kaplan, Liu, & Kaplan, 2005; Kouzma & Kennedy, 2004; Lee & Larson, 1996, 2000). In certain countries, including Japan, Korea, and China, where students are required to take exceedingly competitive examinations, there is a well-documented connection between taking tests and exams and experiencing increased levels of academic stress (Bossy, 2000; Kaplan, et al., 2005; Lee & Larson, 1996, 2000; Liu & Lu, 2011b). Students may need to spend the majority of their spare time studying, as well as increase the amount of time they spend practicing exercises, taking regular tests and exams, attending private cram sessions (private tutoring), and doing regular tests and exams (Bossy, 2000; Lee & Larson, 2000; Tan & Yates, 2011). According to research conducted by Lee and Larson (1996, 2000), it was discovered that Korean students appeared to spend a significant portion of their time after school finishing schoolwork and attending

private tutoring classes rather than sleeping or participating in activities that were recreational.

According to Kohn and Frazer (1986), in addition to the heavy workload, the cause of a university student experiencing mental health disorders in living life as a student is the problem of adapting to a busy environment, conflict, and competition in academic achievement. A study conducted by Abouserie (1994) found that academic activities such as exams, too many assignments, self-will to achieve the best results, and implementing class projects are the main causes of mental health disorders among students. University students, especially first-year students, tend to experience mental disorders due to the transition from school to a new life on campus that is full of challenges and stress. This is because while on campus, they will face a new atmosphere, learn to be independent and adapt to a new social environment, manage themselves in learning, daily life, communication, financial affairs, and manage time wisely. and unresolved family conflicts. (Ball, Sharifah Muzlia and Mosselle (1999).

Academic stress was first defined by Verma and Gupta (1990) as mental distress related to frustration associated with academic failure, anticipation of the future, or an awareness of the possibility of failure. Putwain (2007) conceptualized academic stress as a disturbance induced by a student's perception of possible future outcomes or consequences related to academic performance. In various studies, the term "academic stress" has been used interchangeably with "academic pressure", "educational stress" and "educational pressure" and is viewed as a negative psychological mood related to academic activities such as tests, exams, schoolwork, homework, grades, and future education (Bossy, 2000; Jones & Hattie, 1991; Putwain, 2007; Verma & Gupta, 1990). Academic stressors refer to any academic demands (e.g., environmental, social, or internal demands) that cause a student to adjust his or her behavior (Thoits, 1995). Research into academic stress in adolescence has revealed a range of stressors that students are most likely to experience, such as time management, tests and exams, fear of failure, and parental expectations (Ang & Huan, 2006a; Coney & West, 1979; Kouzma & Kennedy, 2004).

Academic stress is found to be associated with mental health problems among adolescents. For example, a study by Liu and Lu (2011a) in China has revealed that academic stress was positively correlated with depressive symptoms among high school students. Academic stress and depression were considered to be predictors of suicidal

ideation and higher frequency of suicide, bullying, drinking, or substance abuse among adolescents (Ang & Huan, 2006b; Bossy, 2000). Dixon and Robinson Kurpius (2008) reported that academic stress had a strong association with depressive behaviors and that this relationship had an effect on suicidal ideation. Academic stress was also determined to be associated with the level of anxiety inside school settings. For example, a study of 1,171 secondary school students in Hong Kong found that academic stress scores were positively related to student anxiety and negatively associated with paternal and maternal support variables (Leung, Yeung, & Wong, 2010).

PEERS

The Stress Model of Boyle et al. (1995) is often used by researchers such as Chang (2007), Mazlan (2002), and Yahaya & Ismail (2005) as a reference for their studies. This model outlines five stress factors, including interpersonal relationship factors that students cannot satisfy with lecturers or friends that will contribute to stress for students. Parallel to the study conducted by Mastura et al. (2007), interpersonal factors involving peers and lecturers show factors that contribute more to the stress experienced by students. This is because their daily lives are more focused on lecturers and peers. This study is supported by Khairuddin (2014), stating that a bad relationship between students and lecturers is a mental health factor for students. Noor Haslinda & Zulkurnain (2014) conducted a study on Hulu Langat Community College (KKHL) students by examining personal factors (interpersonal relationships), academic or learning factors, and learning environment factors. The findings of this study show that the main factor in mental health among students is due to personal factors (interpersonal relationships) related to peers. This study is supported by Ross et al. (1999), who stated that personal factors (interpersonal relationships) are the main cause of students experiencing mental health.

According to Jack Gladys Uzezi, Gamnjoh Dennis and DeyaPeer (2017), the group is the pivot of social change. During interaction with peers, the child's life is transformed from a helpless child into a mature adult. The peer group can be a source of affection, sympathy, and understanding and provide a setting in which to experiment. Peers have the potential to contribute a great deal of positivity to the lives of adolescents. It is essential, however, to keep in mind that the influence of one's peers might have deadly implications in addition to various other unfavorable effects. The feeling of being rejected by one's peers can lead to an increase in anxiety, such as

concern over being mocked or excluded, which disrupts a student's ability to concentrate in the classroom and slows down his or her ability to acquire and remember new material.

Peer relationships also have been shown to contribute to academic stress. Research has suggested that a low level of popularity and poor peer relationships were associated with adolescent depression (Hall-Lande, Eisenberg, Christenson, & Neumark-Sztainer, 2007). Positive peer relationships could be protective for students because they improve academic performance through better motivation and involvement in school activities (Gonzales, Cauce, Friedman, & Mason, 1996; Shin, Daly, & Vera, 2007). Hall-Lande and colleagues (2007) measured social isolation in a large sample of 4,746 middle and high school students in the United States and found that isolation was associated with increased risks of adolescent depression, suicide attempts, and low self-esteem. Conflict with peers was also reported to be responsible for students' stress (Sun, Dunne, Hou, et al., 2012).

Bankole and Ogunsakin (2017) investigated the influence of peer groups on the academic performance of secondary school students in Ekiti State, where a total of 225 secondary school students were randomly selected from five mixed secondary schools. The instrument used in the study is the Peer Group and Adolescent's Academic Performance (PGAAP) questionnaire. The reliability of the instrument was determined through the test-re-test method. The findings showed that peer relationships influence the academic performance of secondary school students.

STUDENT'S LIFESTYLE

A good lifestyle as a university student can assist them in achieving success while pursuing their studies, especially in time management. Failure of students to complete their studies on time is related to time management (Kearns & Gardiner, 2007; Newbold, Mehta & Forbus, 2010; Giancola, Grawitch & Borchert, 2009). A study conducted by Kearns and Gardiner (2007) found that student's failure to manage time well has been identified as one of the factors that lead to mental health problems. A good time management can reduce stress or pressure (Mackenzie, 1997 & Douglass, 1998). This is because most mental health problems among university students are related to time. Stress, which is one of the mental health problems, often exists when students are unable to do their tasks according to the set deadline. Allock (1996) states

that every day, every individual must set or agree to a deadline. There are some students who are able to complete assignments given at the last minute, such as the day before sending, but students should be aware that such habits are not good for their mental health. If university students practice that habit, it will be stressful if there are several assignments that need to be submitted on the same day. The problem with deadlines is that individuals are either completely unrealistic or agree to deadlines without thinking about the implications. This can cause tension if the student is unable to complete the work according to the deadline that has been set. Therefore, time management is crucial for students to achieve goals and success. This is also related to students' sleeping time. Students will feel sleepy and find it difficult to pay attention to what the students are saying, then cause the students to fall behind.

In addition, students often experience mental health problems such as stress due to work demands from the workplace, poor time management, family factors, personal life, and role conflict (Giancola, Grawitch & Borchert 2009). This is because a number of university students do not continue their studies as full-time students. Hence, there are among them who are married and working. High demands from the workplace and great responsibilities towards the family have caused some students to postpone the semester and be unable to finish their university studies. The results of a study conducted by Newbold, Mehta & Forbus (2010) found that students who often postpone their studies at university are married and have many dependents. Therefore, time management is crucial for students to achieve goals and success. Past studies (Nonis et al., 1998; Misra & McKean, 2000; Kearns & Gardiner, 2007) show that time management has a relationship with the level of stress among students. For example, a study conducted by Nonis et al. (1998) regarding a person's perception of controlling the use of time and its relationship with stress among university students (n=164) showed that students who have good control and time management are less likely to face mental health problems in learning and have high academic achievement compared to students who have poor control and time management. Students who have mental health issues in learning and low levels of academic achievement are usually students who fail to manage their time well.

FAMILY INSTITUTION

The next factor is the family institution, which also affects mental health among university students. A disharmonious family will cause students to be unable to focus on

their studies, which is a family problem carried over to class. Many university students do not live with their interns in a rented house or college because their parents' house is close to the campus. Students' mental health is affected when there are a number of families who emphasize strict rules and control their children's every move, causing students to live unfree lives, such as studying late at night or struggling to complete assignments that day, causing them to return home late. It will hinder students from cooperating with other friends if parents do not understand the lifestyle of a student. Bhat U et al. (2018) also stated that students who live with families experience high personal stress compared to students who do not live with families. Irshad et al. (2015) stated that most university students face pressure from aspects of workload, family, friends, and lecturers to maintain quality work results and perform assignments on time. Thus, stress also occurs due to the problem of insufficient sleep. Yadav and Prakash (2020) also explained that students experience psychological disorders such as sleep problems. Therefore, when students do not have perfect sleep, it will result in stress and experience problems not focusing on online learning. Financial problems are one of the main factors students face at higher education institutions. Hence, the question arises as to whether students are able to deal with financial conflicts.

Therefore, these financial problems also put a burden and pressure on students. This is also agreed with the study of Siti Nur Haziratul (2012), who said that financial problems are one of the causes of stress among students where students tend to feel worried and worry continuously, which causes stress within them. However, when these students experience financial problems, they are easily exposed to pressure in managing their daily expenses. If students manage their finances wisely, they can stay away from getting stuck in financial problems and stress. Most students with financial problems come from low-income families (Norain et al., 2019). Financial problems that afflict a person can cause the individual to be in a state of anxiety and depression, leading to unhealthy social symptoms such as extortion, robbery, theft, and tending to commit suicide (Nurul Aini Muhammad, 2016).

The previous study from Xiaoyun Tao (2022) is about The Influence of Family Factors on The Mental Health of Medical Students and Suggestions. This study is focused on the mental health of medical students, which is of great importance. Nevertheless, medical students are faced with interpersonal confusion, lack of self-confidence, reverse psychology, anxiety and depression, Internet addiction, and other prominent problems. It stated that the mental health problems of medical students are

closely related to their family's economic conditions, family structure, parent's education level, especially the parent-child relationship, including the parenting style of the family. Parents should realize the importance of family mental health education, create a good family environment, provide a high level of family support, and work together with the school and society to maintain the healthy growth of medical students.

Findings by Tang Xiaorong (2019) show that the degree of mental health among college students who come from low-income homes is lower than that of college students who do not come from low-income families. The following constitutes the specific performance: Students who come from poor families are more likely to suffer from depression and psychological distress than students who do not come from poor families; college students whose families have financial difficulties suffer more "family misfortune" than students who do not have financial difficulties in their families. There is a complex and multifaceted relationship between the socioeconomic standing of a student's family and their mental health as a medical student. To begin, because they share living quarters, medical students are more or less guaranteed to experience the psychology of comparison. Some students from low-income families report a lower level of satisfaction with both their material security and their ability to meet their inner needs. As a result, these students are more likely to struggle with feelings of inferiority, anxiety, and even depression than their counterparts from higher-income families. Children who come from low-income families have a higher risk of displaying more aggressive behaviour. The variance in the financial situations of the families is directly tied to whether they are able to get along with one another. Second, the stable financial situation of the student's family can either be a factor that helps or a factor that hinders the mental health of the medical student. There is a possibility that this is connected in some way to the socioeconomic standing of the acquaintances of medical students.

It has been demonstrated that a parenting style that is positive, which may include actions such as parental emotional warmth, is beneficial to the child's development of self-esteem, which ultimately results in high levels of both self-esteem and mental health in the adult (Robertson and Simons, 1989; Qian and Xiao, 1998; Rohner et al., 2005; Bowen and Kerr, 2009; Perez-Gramaje et al., 2020; Szkody et al., 2020). The connection between closeness with one's parents and overall mental health is mediated by one's sense of self-worth (Yamawaki et al., 2011). As a result, the level of adolescent's self-esteem may serve as a variable that acts as a mediator between the parenting style and the mental health of adolescents.

METHODOLOGY

The literature is being used to establish a conceptual framework for this study, as shown in Figure 1.

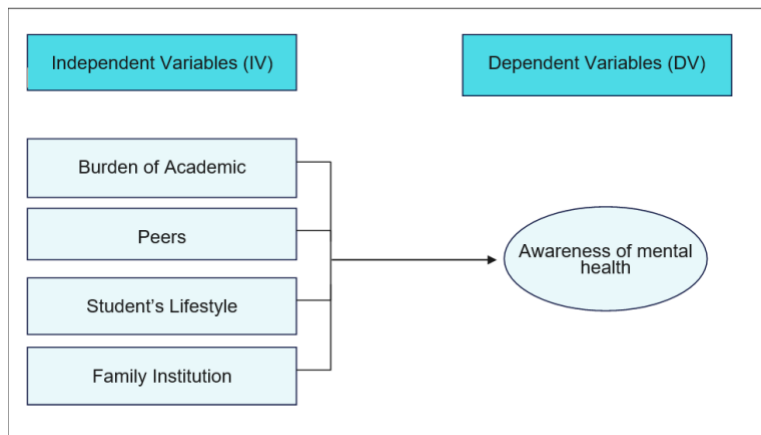


Figure 1: Conceptual framework

RESEARCH DESIGN

Research design specifies the data collection, processing, and analysis related to making decisions and presents a logical basis for these decisions (Akhtar, 2016). Besides data collection, the topic, research problem, objectives, and concepts should be properly outlined and framed. In other words, research design is a strategy to obtain answers to research questions. A study Asenahabi (2019), reveals that analysis of the statement of problem, research question, conceptual or theoretical framework, and analysis of the relevant literature research design. According to Sawsan Abutabenjeh (2018), the analysis revealed convergent and divergent research design techniques, and researchers should be educated about these approaches before choosing one for their research.

The unit of analysis is a student from six faculties: Faculty of Accounting, Faculty of Business and Management, Faculty of Administrative Science and Policy

Studies, Faculty of Art & Design, Faculty of Computer and Mathematical Science, and Faculty of Information Management at UiTM Merbok, Kedah.

A sample is defined as a subset representing the characteristics of a larger population (Kenton, 2022). This is because it is impossible for researchers to take every individual from the population as samples. Instead, to get the necessary data, researchers choose and approach a representative group of people or components from the population. Furthermore, the sample of this study to collect data was obtained among students from six faculties of UiTM Merbok, Kedah. There are 367 respondents needed for this study, according to the calculation by Sekaran.

In this study, the total population is 7814. Hence, the researchers have decided to choose only 367 respondents from all six faculties. The calculation is based on the sample size by Uma Sekaran (2003). Probability sampling techniques, which are stratified sampling techniques, were applied.

Table 1: *Sample Size of Study*

Students of UiTM Merbok, Kedah		Total of students	Sample Size
1)	Faculty of Accounting	1091	51
2)	Faculty of Business	3943	185
3)	Faculty of Administrative Science & Policy Studies	1161	55
4)	Faculty of Art & Design	243	11
5)	Faculty of Computer and Science	419	20
6)	Faculty of Information Management	957	45
Total		7814	367

FINDINGS AND DISCUSSION

In this case study, the actual data was collected to obtain responses from the 367 respondents currently studying at the UiTM Merbok, Kedah. From 500 questionnaires, only 367 questionnaires were found to be clean, with no errors, missing values, or outliers.

Table 2 shows the analyzed data of the respondents' demographics. Based on the table, 367 respondents participating in the survey questionnaires were aged 18-20, 21-22, 23-24, and 25 years and above. Most of respondents were 23-24 years old, with 190

respondents (51.8%). Meanwhile, for 18-20 years old are equal to 106 respondents (28.9%), and for 21-22 years old are equal to 53 respondents (14.4%). Lastly, the lowest number of respondents is from 25 years old and above, with only 18 respondents (4.9%). For the aspect of gender, there were 119 male respondents (32.4%) and 248 female respondents (67.6%). It shows the number of female respondents is higher than male respondents. As for the highest education level, most respondents are degree students, which is equal to 214 respondents (58.3%). Meanwhile, the respondents are diploma students, which is equal to 153 respondents (41.7%).

Six faculties are involved in this study. Based on the result, most of the respondents are from the faculty of Business, with 185 respondents (50.4%). There are 51 respondents (14.7%) are from the Faculty of Accounting, 55 respondents (15%) are from the Faculty of Administrative Science and Policy Studies, 45 respondents (12.3%) are from the Faculty of Information Management and 20 respondents (5.4%) are from the Faculty of Computer and Mathematical Sciences. The lowest number of respondents are from the Faculty of Art and Design, which is only 11 respondents (3%).

Table 2: Summary of Demographic Profile of Respondents (n=367)

NO	Profile	Frequency	Percentage (%)
1.	Gender	N = 367	
	Male	119	32.4
	Female	248	67.6
2.	Age	N = 367	
	18-20	106	28.9
	21-22	53	14.4
	23-24	190	51.8
	25 above	18	4.9
3.	Current academic undertaking in University Technology MARA (UiTM)	N = 367	
	Diploma	153	41.7
	Degree	214	58.3
4.	Faculty	N = 367	
	Faculty of Accountancy	51	13.9
	Faculty of Business and Management	185	50.4
	Faculty of Administrative Science and Policy Studies	55	15
	Faculty of Art and Design	11	3
	Faculty of Computer and Mathematical Sciences	29	5.4
	Faculty of Information Management	45	12.3

Reliability Testing

The reliability of the items for factors that contribute to the student's mental health in the Cronbach's Alpha value that measures the variables is shown in Table 4.3. The resulting alpha values ranged from 0.632 to 0.916, above the acceptable threshold of 0.70 suggested by Babbie (1992). According to Babbie (1992), Cronbach's Alpha values are graded based on the reliability index, with 0.90-1.00 being very high, 0.70-0.89 being high, 0.30-0.69 being moderate, and 0.00 to 0.30 being low. The research revealed that Cronbach's Alpha values of more than 0.70 became into the high and very high categories. As a result, we conclude that this instrument is highly reliable because the Cronbach's Alpha value for all variables is greater than 0.5, as shown in Table 3.

For this study, the researcher selected 30 respondents among university students of UiTM Merbok, Kedah, from six faculties as a pilot study to test the reliability of the questionnaire. Based on the result, the dependent variable, awareness of mental health, has an alpha value of 0.781 with a few six items. Meanwhile, the alpha value for the independent variable of the burden of academics is 0.916, and the number of items is ten. The alpha value of the independent variable peers is 0.706, and the number of items is eight. The alpha value of the independent variable lifestyle is 0.659, and the number of items is five. The other independent variable is family institution, with an alpha value of 0.786 and a total of six items.

Table 3: *Summary of Reliability Test*

Variables	Cronbach's Alpha value	No. of Item Tested	Decision
Awareness of Mental Health (DV)	0.781	6	Acceptable
Burden of Academic (IV)	0.916	10	Excellent
Peers (IV)	0.706	8	Acceptable
Lifestyle (IV)	0.659	5	Acceptable
Family Institution (IV)	0.786	6	Acceptable

The number of questions in each part is not the same since questions were reduced to achieve a reliability value greater than 0.70. Parts B, C, D, E, and F initially have ten questions each. On the other hand, Part B removed two questions to achieve a dependability value greater than 0.70. To obtain a high reliability value, part D (lifestyle) must be reduced by five questions, and part F (family institutions) must be cut by four questions.

Findings 1

The first research objective is to measure mental health awareness among university students in UiTM Merbok, Kedah. In general, the total average mean of all items is 3.8252, indicating the high level of mental health awareness among university students at UiTM Merbok, Kedah. This is due to the fact that the majority of respondents have been exposed to mental health awareness, with a mean of 3.86, which is at a very high awareness level. Furthermore, respondents were aware of mental health awareness, and they were aware that a mental health issue could impact their lives, with a mean of 3.77 and 3.89, respectively, placing them in a very high awareness level. The respondents read an article regarding mental health awareness and problems, with a mean of 3.87, placing them at a very high level of awareness. Other than that, with a mean of 3.83, the respondents strongly understand the factors that contribute to mental health, which is situated in the mean range of very high awareness levels. The lowest mean recorded is 3.74 for respondents who agree they take good care of their mental health, although it is still in the mean range of very high awareness level.

Table 4: Mean Range Interpretation for Likert-Scale

Mean Range	Descriptive Interpretation
4.51-5.00	Very high awareness level
3.51-4.50	High awareness level
2.51-3.50	Moderate awareness level
1.51-2.50	Low awareness level
1.00-1.50	Very low awareness level

Table 5: *Mean Value for Mental Health Awareness*

Descriptive Statistics		
	N	Mean
I have been exposed to mental health awareness	367	3.86
I'm aware of mental health awareness	367	3.77
I am aware that a mental health issue could impact my life	367	3.89
I have read articles about mental health awareness and the problem	367	3.87
I have a clear understanding of factors contributing to mental health	367	3.83
I take good care of my mental health	367	3.74
Valid N (listwise)	367	

Findings 2

This case study's second objective is to examine the relationship between the burden of academic and mental health. The hypotheses are as follows:

H₀. There is no significant relationship between the burden of academic and mental health.

H_a. There is a significant relationship between the burden of academic and mental health.

Table 6 shows that the result indicated that the correlation value between academic burden and mental health awareness is $r=-0.172$ while the significant value is 0.001. Therefore, there is no significant relationship between the burden of academic and mental health. It shows that there is no correlation between the independent variable and the dependent variable.

Table 6: *Correlation statistics between awareness of mental health and the burden of academic*

<i>Variable</i>	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>
Correlation between Burden of Academic and Awareness of Mental Health	-0.172	P=0.001, p<.05	H ₀ is accepted

Findings 3

The third objective of this case study is to examine the most influential factor that contributes to mental health. Multiple regression is used to examine the main factor contributing to mental health among UiTM Merbok, Kedah university students.

Preliminary assumption testing was carried out to ensure no violation of the assumption of independent variable case ratio, multicollinearity outliers, normality, linearity, homoscedasticity, and residual dependency. Table 7 shows the results of multiple regression analysis. There are four independent variables, which are the burden of academics, peers, student's lifestyles, and family institutions. Based on the result, all the independent variables explained 76.7% of the total variance in the factors contributing to mental health among UiTM Merbok Kedah university students. Meanwhile, the other 23.3% is explained by another factor. Based on Table 8, of all factors, it is perceived that family institutions have the highest beta standardized coefficient, which is a beta value of 0.839. In addition, the lifestyle factors also have a positive beta standardize coefficient, which is a beta value of 0.147. Therefore, it is shown that lifestyle and family institution variable is significant toward the awareness of mental health, which is p-value = 0.000 or p-value < 0.05. Based on the analysis, lifestyle and family institutions are the most significant predictors of factors contributing to mental health among university students in UiTM Merbok, Kedah.

Table 7: *Model Summary of Multiple Regression*
Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.876 ^a	.767	.764	.46587	.767	297.460	4	362	.000

a. Predictors: (Constant), TOTAL_IV4, TOTAL_IV1, TOTAL_IV3, TOTAL_IV2

b. Dependent Variable: TOTAL_DV

Table 8: *Multiple Regression contributing to mental health among university students of UiTM Merbok, Kedah*

Variable	Std Data BETA Value	T-Value	P-value (P-value <0.05)	Decision
Burden of Academic	-0.117	-3.705	0.000	Not Significant
Peers	-0.100	-2.647	0.008	Not Significant
Student's lifestyle	0.147	4.035	0.000	Significant
Family Institution	0.839	26.736	0.000	Significant

CONCLUSION

In summary, this study has successfully identified the dominant factors contributing to mental health among students in UiTM Merbok, Kedah, which are the students' lifestyles and family institutions. Therefore, through this study, it is hoped to give awareness to all parties, especially parents and the university, so that they are more sensitive to the mental health faced by students. Although this study does not represent all UiTM Merbok students, it can give the impression that there are several students at UiTM Merbok who are struggling with this mental health problem. The mental health

of university students should be given serious attention by all parties so that they can lead a good life on campus and continue the learning environment perfectly. In addition, this study is also referred to as important for injecting the university to implement holistic stress management and prevention programs or interventions so that mental health problems among students can be reduced. At the moment, suffering from mental health problems, a person needs the help of others to overcome the problems he faces. (Yaacob et al., nd. The university also needs to strengthen guidance and counseling services to deal with stress problems among students and further promote mental health and well-being for them. It is hoped that this study will be a reference and guide for academics to develop studies on mental health among university students from a wider perspective.

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