CHAPTER FIVE
DISCUSSION
5-1- Discussion of the results

From perspectives of the discipline of positive psychology, mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience. Mental health is a crucial dimension of overall health and an essential resource for living. It influences how we feel, perceive, think, communicate and understand. Without good mental health, people can be unable to fulfill their full potential or play an active part in everyday life. Mental health issues can address many areas, from enhancing our emotional wellbeing, treating and preventing severe mental illness to the prevention of suicide.

This research provide substantial evidence that life satisfaction, personality characteristics and achievement expectancy are strong predictors of mental health, and play important role as mediator of mental health, therefore adding to the existing empirical knowledge in research literature of mental health and in particular mental health among students.

The purpose of the present research was to examine mental health among students as related to personality characteristics, life satisfaction and achievement expectancy. The study assesses the relationship between mental health and personality characteristics, life satisfaction and achievement expectancy. Also, this research has examined the difference of students in terms of mental health, personality characteristics, life satisfaction and achievement expectancy and finding out the difference of mental health, personality characteristics, life satisfaction and achievement expectancy and demographic variables.

The results of the study will be discussed in the light of the research questions as listed below:
Stepwise regression of mental health of professional male students

Three independent variables satisfied the criteria of entrance in regression. Personality characteristics were the most important predictor of mental health. In second step achievement expectancy was entered as the second most important predictor and in third step life satisfaction was entered as last important predictor.

The results of this study showed that personality characteristics was first important predictor ($\beta=.719$, $p=0.000<0.01$), achievement expectancy was second important predictor ($\beta=.186$, $p=0.0001<0.01$) and life satisfaction was last important predictor ($\beta=.299$, $p=0.002<0.01$) in prediction of mental health in professional male students. Hence, achievement expectancy, personality characteristics and life satisfaction was significant predictor of mental health in professional male students.

Stepwise regression of mental health of professional female students

Three independent variables satisfied the criteria of entrance in regression. Personality characteristics were the most important predictor of mental health. In second step life satisfaction was entered as the second most important predictor and in third step achievement expectancy was entered as last important predictor.

The results of this study showed that personality characteristics was first important predictor ($\beta=.523$, $p=0.000<0.01$), life satisfaction was second important predictor ($\beta=.372$, $p=0.000<0.01$) and achievement expectancy was last important predictor ($\beta=.275$, $p=0.002<0.01$) in prediction of mental health in professional female students. Hence, achievement expectancy, life satisfaction and personality characteristics were significant predictor of mental health in professional female students.

Stepwise regression of mental health of overall non-professional students

Two independent variables satisfied the criteria of entrance in regression. Life
satisfaction was the most important predictor of non-professional students’ mental health. In second step personality characteristics was the most important predictor of mental health. Achievement expectancy could not enter in regression equation because it could not satisfy the criterion of entrance.

The results of this study showed that life satisfaction was first important predictor ($\beta = .475$, $p=0.000<0.01$), and personality characteristics was second important predictor ($\beta = .189$, $p=0.012<0.05$) in prediction of mental health of non-professional students. Hence, life satisfaction and personality characteristics were significant predictor of mental health in non-professional students.

**Stepwise regression of mental health of non-professional male students**

Three independent variables satisfied the criteria of entrance in regression. Achievement expectancy was the most important predictor of mental health. In second step personality characteristics was entered as the second most important predictor and in third step life satisfaction was entered as last important predictor.

The results of this study showed that Achievement expectancy was first important predictor ($\beta = .340$, $p=0.001<0.01$), personality characteristics was second important predictor ($\beta = .271$, $p=0.0004<0.01$) and life satisfaction was last important predictor ($\beta = .311$, $p=0.006<0.01$) in prediction of mental health in non-professional male students. Thus, achievement expectancy, personality characteristics and life satisfaction was significant predictor of mental health in professional female students.

**Stepwise regression of mental health of non-professional female students**

Two independent variables satisfied the criteria of entrance in regression. Life satisfaction was the most important predictor of non-professional female students’ mental health. In second step achievement expectancy was the most important predictor of mental health. Personality characteristics could not enter in regression equation
because it could not satisfy the criterion of entrance.

The results of this study showed that life satisfaction was first important predictor ($\beta = .756$, $p=0.000<0.01$), and achievement expectancy was second important predictor ($\beta = .169$, $p=0.035<0.05$) in prediction of mental health of non-professional students. Thus, life satisfaction and achievement expectancy was significant predictor of mental health in non-professional female students.

According to the literature on life satisfaction and mental health, there are several factors that could possibly be the predictors of students’ mental health. Many previous studies showed that life satisfaction has effect on mental health. The result of these studies shows that individuals satisfied from their life have better mental health. Life satisfaction is considered by many researchers to be the strongest predictor of mental health (Larson, 1978). Life satisfaction is negatively correlated with general health (Shek, 1992). This study whose result is also supported by other studies clearly shows that life satisfaction act as a moderator to mental health. Our finding also favours proposition of (Edward & Klemmack, 1973, Larson, 1975, Palmore & Luikart, 1972) that people with lower life satisfaction have consistently shown poor mental health.

According to the literature on personality characteristics, Furham and Cheng (1999) stated that personality characteristics were associated with mental health. Mellor, Stokes, Firth, Hayashi and Cummins (2008) further indicated that loneliness was associated with mental health. Therefore, there are actually several factors that could influence mental health. Goodwin and Friedman (2006) found that personality traits were associated with mental health.

Achievement expectancy elicits many feelings which reflect both distress and challenge. The balance among such feelings differs between optimists and pessimists. Because optimists expect good outcomes, they are likely to experience a more positive
mix of feelings. Because pessimists expect bad outcomes, they may experience more negative feelings—anxiety, sadness, and despair. Thus, there are actually several factors that could influence mental health. Thus, our finding is in same direction and supports previous findings by other researchers.

Research Question 2

Is there significant correlation between mental health and personality characteristics and its sub scales?

For answering the above question, Pearson correlation has been applied. The amount of coefficient between mental health as a dependent variable and independent variable i.e. personality characteristics and its sub scales agreeableness (r=.249, r=158) respectively was significant with 99% confidence but neuroticism, extroversion, openness and conscientiousness (r=.074, r=.057, r=.041, r=.048) respectively was not significant.

The relationship revealed that an increase in personality characteristic i.e. agreeableness will lead to healthy mental health of respondents as peoples high on agreeableness are ease to get along (Hough, 1992), communicate, work with others and are emotionally stable. Individuals possessing such a trait are trustworthy, compliant, (Clarke & Roberston, 2005) straightforward, altruistic, modest and tender-minded (Costa & McCrac, 1992). It is also easier for them to establish friendship with others (Digman & Inouye, 1986) because they believe that human beings are innately kind, and they like helping others. Due to the reason their mental was high.

This finding is parallel with findings from past research (Haslam et al., 2009). This study also reports that personality characteristics and its sub scales have a relation with mental health. Personality characteristics therefore are likely to play a significant role in the experience of better mental health and the null hypothesis (H01) is partially
rejected except on its sub scales i.e. neuroticism, extroversion, openness and conscientiousness.

**Research Question 3**

Is there significant correlation between mental health and life satisfaction?

For answering the above question, Pearson correlation has been applied. The amount of coefficient between mental health as a dependent variable and life satisfaction as an independent variable was (r = 0.484). That is the correlation between mentioned variables is significant with 99% confidence.

The answer of the third question is in conformity with research of Swami, Chamorro-Premuzic, Sinniah, Maniam, Kannan, Stanistreet and Furnham, (2007) found that life satisfaction was positively correlated with mental health; an increase in life satisfaction will lead to better mental health. Life satisfaction is related to better physical (Veenhoven, 1991) and mental health (Beutell, 2006), longevity, and other outcomes that are considered positive in nature. Viren et al. (2007) examined the associations between life satisfaction, loneliness, general health and depression. Life satisfaction was negatively and significantly correlated with suicidal attitudes, loneliness and depression; and positively with health, which was negatively and significantly correlated with depression and loneliness. The result of present research revealed that there is a strong relationship between mental health and life satisfaction (r = 0.484). Therefore life satisfaction may play a significant role in the experience of mental health. Hence the null hypothesis (H₀2) is rejected.

**Research Question 4**

Is there significant correlation between mental health and achievement expectancies?

For answering the above question Pearson correlation have been applied. The
amount of coefficient between mental health as a dependent variable and achievement expectancy as an independent variable was \( r = 0.156 \) that is the correlation between mentioned variables is significant with 99% confidence. The findings of present research showed that there is correlation between mental health and achievement expectancies but its relationship is not stronger as life satisfaction. Thus the null hypothesis \( (H_03) \) is rejected.

**Research Question 5**

Is there significant difference between the mean scores of students’ mental health with consideration of residence?

In order to examine the fifth question independent t-test was calculated. The student were compared with regards to scores on mental health with consideration of residence, because of \( p = 0.001 < 0.01 \), there was significant difference between two groups on mental health. The result shows that rural student have higher mean scores \( (M = 143.41) \) of mental health in comparison to urban students mean scores i.e. \( (M = 138.44) \). Hence the null hypothesis \( (H_04) \) is rejected.

The reason behind such a finding may be that rural communities a cooperative environment, people are very supportive and concerned to each other, besides the natural beautiful landscapes, and harmony with nature act as a remedial for mental health disorders. This finding is supported by the findings of (Lavik, 1977, & Blazer, et. al. 1985).

**Research Question 6**

Is there significant difference between the mean scores of students’ mental health with consideration of gender?

The independent sample t-test revealed that there is not any significant difference in mental health between male and female students with t and p values at
1.706 and 0.89 respectively. Thus, the \( H_0 \) is not rejected. Even though there was no significant difference in mental health between males and females but females scores higher on mental health \( (M = 141.95 \text{ and } S.D = 12.115) \) as compare to their male counterparts \( (M = 139.41 \text{ and } S.D = 13.633) \).

This finding contradicts with the findings of Humprey, McCarthy, Popham, Charles, Garland, Gooch, Hornsby, Houghton and Muldoon (1998). Their study indicated that there was a significant difference in stress or GHQ-36 scores in terms of gender.

Gender is one of the most important determinants of mental health Ratner et al (1994). Research consistently shows that male students engage in fewer health promoting behaviours and have less healthy life style than those of women (Kandakr, et al 1991; Lonnquist, et al 1992; Rossi, 1992 & Walker, et al 1988). Collage male students specifically, engage in far fewer health-promoting behaviour then collage women do (Oleckno & Blacconiere 1990) and the failure among males in general, to adopt health promoting behaviour increases their risk for poor mental health.

**Research Question 7**

Is there significant difference between the mean scores of students’ mental health with consideration of course?

To ascertain the answer of this question independent t-test was calculated. The students were compared with regards to scores on mental health with consideration of course, because of \( p=.000<0.01 \), there is significant difference between two groups on mental health. Result shows that non-professional students have higher mean scores \( (M=143.59) \) of mental health in comparison to professional students’ mean scores i.e. \( (M=137.76) \).
As the professional students are supposed to pass through lot of competitions, hard work etc and even after qualifying are continuously under pressure for the fear of lack of grades, company placements and as per study by Dahlin et al’s., (2005) which indicated that there were significant differences in degree of pressure for fields of study with medical students having higher degrees of pressure than the general population. Hence the null hypothesis (H₀6) is rejected. This is further supported by following findings.

The prevalence of mental illness among professional students, including substance abuse, may differ from the general population in a few notable respects (Nadelson et al 1983). For example, professional students use alcohol, benzodiazepines, and prescription opiates at a higher rate than similar age-matched cohorts (Baldwin et al 1991). Entrance requirements for professional courses may select students with obsessive and narcissistic traits or an irrational fear of failure (Wold & Karlin, 1994). Subsequent crisis and increased stress may elicit maladaptive behaviors, possibly leading to depression.

Research Question 8

Is there significant difference between the mean scores of students’ personality characteristic with consideration of residence?

For responding to this question independent t-test was calculated. The students were compared with regards to scores on personality characteristic with consideration of residence, because of (p=.002<0.01), there is significant difference between two groups on personality characteristic. Result shows that urban students have higher mean scores (M=130.88) of personality characteristic in comparison to rural students’ mean scores i.e. (M=127.00). Thus null hypothesis (H₀7) is rejected.

This research finding shows that urban students have high scores on personality
action towards others and have better perception. They also need to adjust themselves accordingly to the changes that they are experiencing such as body shape, sexual maturity and their social status.

**Research Question 10**

Is there significant difference between the mean scores of students’ personality characteristic with consideration of course?

To ascertain the answer of this question independent t-test was calculated. The students were compared with regards to scores on personality characteristic with consideration of course, because of \( p=.685>0.05 \), there is no significant difference between two groups on personality characteristic. But result shows that professional students have higher mean scores \( (M=129.39) \) of personality characteristic in comparison to non-professional students’ mean scores i.e. \( (M=128.89) \).

This study contradicts the study of Meit, Borges, and Early, (2007). In their study they found significant difference in personality traits of medical students and the general population. Thus null hypothesis \( (H_0) \) is failed to reject.

Professional courses students require observation of specific aspects of ordinary human behavior and events. It is the process of gathering information, building conceptual models, and using these models to evaluate and analyze different situations and alternatives (Zeigert, 2000). They employ a special perspective when analyzing ordinary day-to-day behavior and activity. These people behave purposefully; they differ in their personal values; and also receive and process information differently; their personality traits are different and hence, so also are their understanding.

**Research Question 11**

Is there significant difference between the mean scores of students’ life satisfaction with consideration of residence?
For responding to this question independent t-test was calculated. The students were compared with regards to scores on life satisfaction with consideration of residence, because of \( p = 0.000 < .01 \), there is significance difference between two groups on life satisfaction. Result shows that urban students have higher mean scores \( M=53.63 \) of life satisfaction in comparison to rural students’ mean scores i.e. \( M=47.13 \).

Rural adolescents value security more than the urban ones. Hales and Fenner, (1972), who showed that rural adolescents valued steady and dependable jobs more than urban ones. Youths from rural areas gave priority to work that was steady, dependable and well paid. Rural area students selecting their occupations were more security conscious than those of urban students, while what others think about you because of your occupation was found to be highly important to urban students. It has also been shown that students from rural parts showed lack of preference for work having leadership responsibility. It is clear that rural students are more conscious than their urban counterparts and it leads to less satisfaction. Thus the null hypothesis \( H_0 \) is rejected.

**Research Question 12**

Is there significant difference between the mean scores of students’ life satisfaction with consideration of gender?

In order to examine the twelfth question independent t-test was calculated. The students were compared with regards to scores on life satisfaction with consideration of gender, because of \( p = 0.002 < .01 \), there is significance difference between two groups on life satisfaction. Result shows that male students have higher mean scores \( M=52.47 \) of life satisfaction in comparison to female students mean scores i.e. \( M=48.95 \).
With feminism on boom in this era though females are on fore front with their male counter parts, but here in India the load of domestic work is still binded with females be it cooking food or taking care of house hold etc. therefore female students may experience negative consequences from assuming more roles and increasing life demands. Barnett and Baruch (1985) have suggested that female students may experience negative consequences from assuming more roles and increasing life demands. They proposed a scarcity hypothesis that postulates adverse effect from increasing demands particularly for females who desire a more achievement oriented life style. Invariably, the adoption of more achievement oriented life style in females’ leads to an expansion of the number and types of role demands and energy resulting in a more stressful life. Kessler and Mcrae (1981), however, found that reports of low life satisfaction were typical of females who had assured more traditional roles rather than more life active roles. Our finding is also supported is by the finding of Kant (1996), He observed significant difference between males and females regarding life satisfaction and Bromley, (2000) found that Males have higher life satisfaction scores than females. Thus the null hypothesis (H011) is rejected.

**Research Question 13**

Is there significant difference between the mean scores of students’ life satisfaction with consideration of course?

To ascertain the answer of this question independent t-test was calculated. The students were compared with regards to scores on life satisfaction with consideration of course, because of (p=.000<0.01), there is significance difference between two groups on life satisfaction. Result shows that professional students have higher mean scores (M=54.58) of life satisfaction in comparison to non-professional students mean scores i.e. (M=46.83).
This finding supports the findings Cohen and Patten (2005). Their study indicated significant difference on life satisfaction among medical students than the general population. The result of present study showed that professional students have higher mean scores in comparison to non professional students. It shows that professional students have more abilities, beliefs, self-confidence and conviction. Hence the null hypothesis (H_012) is rejected.

**Research Question 14**

Is there significant difference between the mean scores of students’ achievement expectancy with consideration of residence?

For responding to this question independent t-test was calculated. The students were compared with regards to their scores on achievement expectancy with consideration of residence, because of (p=.134>0.01), there is no significance difference between two groups on achievement expectancy. But result shows that rural students have higher mean scores (M=96.36) of achievement expectancy in comparison to urban students’ mean scores i.e. (M=95.22).

This finding contradicts the finding of Downey (1980) that the difference in achievement does exist between the students of rural and urban areas, but Monk and Heller (1986) found that rural students achieved as much as the urban ones. This study revels that rural students mean scores are higher than those of their urban counterparts. The reason may be that the rural youths comes from an environment which requires active and continuous social involvement, and they can, therefore, fit in quite well in the university community. Thus the null hypothesis (H_013) is not rejected.

**Research Question 15**

Is there significant difference between the mean scores of students’ achievement expectancy with consideration of gender?
In order to examine the fifteenth question independent t-test was calculated. The students were compared with regards to scores on achievement expectancy with consideration of gender, because of (p=.000<0.01), there is significance difference between two groups on achievement expectancy. Result shows that male students have higher mean scores (M=97.21) of achievement expectancy in comparison to female students’ mean scores i.e. (M=94.26).

This finding supports the findings of Nicholls, (1975), Deaux and Farris, (1977), Kimball and Gray, (1982) that females have lower achievement expectancy than college males. Overall, the evidence indicates that females tend to display lower self-confidence in achievement settings such as college classes (Hesse-Biber, 1985; Lenney, 1977; Lenney, Gold, and Browning, 1983), which in turn could lead to lower success expectancy. Hence the null hypothesis (H₀₁₄) is rejected

Research Question 16

Is there significant difference between the mean scores of students’ achievement expectancy with consideration of course?

To ascertain the answer of this question independent t-test was calculated. The students were compared with regards to scores on achievement expectancy with consideration of course, because of (p=.248>0.01), there is no significant difference between two groups on achievement expectancy. But result shows that professional students have higher mean scores (M=96.17) of achievement expectancy in comparison to non-professional students’ mean scores i.e. (M=95.30). Thus the null hypothesis (H₀₁₅) is not rejected.

Research Question 17

Is there significant difference between the mean scores of professional students’ mental health with consideration of residence?
For responding to this question independent t-test was calculated. The professional students were compared with regards to scores on mental health with consideration of residence, because of (p=.439>0.01), there is no significant difference between two groups on mental health. But result shows that urban students have higher mean scores (M=138.26) of mental health in comparison to rural students’ mean scores i.e. (M=136.95).

This finding is supported by the findings of Reddy and Nagarathannamma (1993). Their study revealed no difference between urban and rural students with regard to their mental health status. Mental Health status was measured by using Thorpe and Clark's Mental Health analysis questionnaire. Hence the null hypothesis (H\(_0\)) is not rejected.

**Research Question 18**

Is there significant difference between the mean scores of professional students’ mental health with consideration of gender?

In order to examine the eighteenth question independent t-test was calculated. The professional students were compared with regards to scores on mental health with consideration of gender, because of (p=.771>0.01), there is no significant difference between two groups on mental health. But result shows that female students have higher mean scores (M=138.00) of mental health in comparison to male students’ mean scores i.e. (M=137.52).

This finding is similar to the findings of Reddy and Nagarathannamma (1993). Their study revealed no difference between urban and rural students with regard to their mental health status. Females and males in the sample slightly differed from each other with regard to their mental health status. Mental Health status was measured by using Thorpe and Clark's Mental Health analysis questionnaire.
Gender is one of the most important determinants of mental health Ratner et al (1994). Research consistently shows that male students engage in fewer health promoting behaviours and have less healthy lifestyle than those of women (Kandrak, et al 1991; Lonnquist, et al 1992; Rossi, 1992 & Walker, et al 1988). College male students specifically, engage in far less health-promoting behaviour than college women do (Oleckno & Blacconiere 1990), the failure among males in general, to adopt health promoting behaviour increases their risk for poor mental health. Thus the null hypothesis ($H_{017}$) is not rejected.

**Research Question 19**

Is there significant difference between the mean scores of professional students’ personality characteristics with consideration of residence?

To ascertain the answer of this question independent t-test was calculated. The professional students were compared with regards to scores on personality characteristics with consideration of residence, because of ($p=.294>0.01$), there is no significant difference between two groups on personality characteristics. But result shows that urban students have higher mean scores ($M=130.08$) of personality characteristics in comparison to rural students’ mean scores i.e. ($M=128.26$).

This research finding shows that urban students have high scores on personality characteristics in comparison to rural students. Looking at the factors such as surroundings, lifestyle and family, they also contribute to the level of personality of students in these different locations. The differences are clear in accordance with home stability, family surrounding, the pattern in parents’ behaviour, parents’ socio-economy status, family education background, parents-children relationship, quality and siblings relationship. The quality gives different impact towards the personality possessed by the students. Thus the null hypothesis ($H_{018}$) is not rejected.
Research Question 20

Is there significant difference between the mean scores of professional students’ personality characteristics with consideration of gender?

For responding to this question independent t-test was calculated. The professional students were compared with regards to scores on personality characteristics with consideration of gender, because of \( (p=.191>0.01) \), there is no significant difference between two groups on personality characteristics. But result shows that female students obtained higher mean scores \( (M=130.48) \) of personality characteristics in comparison to male students’ mean scores i.e. \( (M=128.29) \).

This study contradicts the study of Meit, Meit, and Yasek (1999). In their study they found significant difference between two groups on personality characteristics and female students have higher scores in comparison to their male counterparts.

This study says that Female students have high scores of personality characteristics as compared to the male students. This may be because of female students tend to be more emotional and sensitive towards what is happening in their surroundings. Some of the female students mature earlier than friends of their own age. In the process of reaching puberty, they will experience a visible change in self image, action towards others and have better perception. They also need to adjust themselves accordingly to the changes that they are experiencing such as body shape, sexual maturity and their social status. Thus the null hypothesis \( (H_0) \) is not rejected.

Research Question 21

Is there significant difference between the mean scores of professional students’ life satisfaction with consideration of residence?

To ascertain the answer of this question independent t-test was calculated. The professional students were compared with regards to scores on life satisfaction with
than females. Thus the null hypothesis ($H_021$) is accepted.

**Research Question 23**

Is there significant difference between the mean scores of professional students’ achievement expectancy with consideration of residence?

For responding to this question independent t-test was calculated. The professional students were compared with regards to scores on achievement expectancy with consideration of residence, because of ($p=.506 > 0.01$), there is no significant difference between two groups on achievement expectancy. But result shows that rural students have higher mean scores ($M=96.40$) of achievement expectancy in comparison to urban students’ mean scores i.e. ($M=96.03$).

This finding contradicts the finding of Downey (1980) that the difference in achievement does exist between the students of rural and urban areas, but Monk and Heller (1986) found that rural students achieved as much as the urban ones. This study revels that rural students mean scores are higher than those of their urban counterparts. The reason is that the rural youths comes from an environment which requires active and continuous social involvement, and they can, therefore, fit in quite well in the university community. Thus the null hypothesis ($H_022$) is not rejected.

**Research Question 24**

Is there significant difference between the mean scores of professional students’ achievement expectancy with consideration of gender?

To ascertain the answer of this question independent t-test was calculated. The professional students were compared with regards to scores on achievement expectancy with consideration of gender, because of ($p=.000 < 0.01$), there is significant difference between two groups on achievement expectancy. Result shows that male students have higher mean scores ($M=98.33$) of achievement expectancy in comparison to female
students’ mean scores i.e. (M=94.01).

This finding supports the findings of Vollmer, (1975, 1976, 1984), Furst, Tenenbaum, and Weingarten, (1985) that females have lower achievement expectancy than college males. Overall, the evidence indicates that females tend to display lower self-confidence in achievement settings such as college classes (Hesse-Biber, 1985; Lenney, 1977; Lenney, Gold, and Browning, 1983), which in turn could lead to lower success expectancy. Hence the null hypothesis (Hₐ23) is rejected.

**Research Question 25**

Is there significant difference between the mean scores of non-professional students’ mental health with consideration of residence?

For responding to this question independent t-test was calculated. The non-professional students were compared with regards to scores on mental health with consideration of residence, because of (p=.000<0.01), there is significant difference between two groups on mental health. Result shows that rural students have higher mean scores (M=148.13) of mental health in comparison to urban students’ mean scores i.e. (M=138.68).

This finding is supported by the findings of Connell, Irvine, & Rodney, (1982). Their study found that there were significant differences between rural and urban adolescents. This study found significant differences between rural and urban students on mental health and it may be due to the fact that the features of rural communities, that tend to evoke images of tranquility such as beautiful landscapes, privacy from neighbors, and harmony with nature, actually minimize mental health disorders among rural students. Thus the null hypothesis (H₀24) is rejected.

**Research Question 26**

Is there significant difference between the mean scores of non-professional
students' mental health with consideration of gender?

To ascertain the answer of this question independent t-test was calculated. The non-professional students were compared with regards to scores on mental health with consideration of gender, because of \((p=0.056>0.01)\), there is no significant difference between two groups on mental health. But result shows that female students have higher mean scores \((M=145.89)\) of mental health in comparison to male students' mean scores \(i.e. (M=141.29)\).

**This finding contradicts with the findings of Humphrey, McCarthy, Popham, Charles, Garland, Gooch, Hornsby, Houghton and Muldoon (1998).** Their study indicated that there was a significant difference in stress or GHQ-36 scores in terms of gender. Gender is one of the most important determinants of mental health (Ratner, et al 1994). Research consistently shows that male students engage in fewer health promoting behaviours and have less healthy life style than those of women (Kandrak, et al 1991; Lonnquist, et al 1992; Rossi, 1992 & Walker, et al 1988). Collage male students specifically, engage in far fewer health-promoting behaviour then collage women do (Oleckno & Blacconiere 1990), and the failure among males in general, to adopt health promoting behaviour increases their risk for poor mental health. Hence, the null hypothesis \((H_025)\) is accepted.

**Research Question 27**

Is there significant difference between the mean scores of non-professional students' personality characteristics with consideration of residence?

For responding to this question independent t-test was calculated. The non-professional students were compared with regards to scores on personality characteristics with consideration of residence, because of \((p=0.001<0.01)\), there is significant difference between two groups on personality characteristics. Result shows
that urban students have higher mean scores (M=131.93) of personality characteristics in comparison to rural students’ mean scores i.e. (M=126.08).

This research finding shows that urban students have high scores on personality characteristics in comparison to rural students. Looking at the factors such as surroundings, lifestyle and family, they also contributed to the level of personality of students in these different locations. The differences are clear in accordance with home stability, family surrounding, the pattern in parents’ behaviour, parents’ socio-economy status, family education background, parents-children relationship, quality and siblings relationship. The quality gives different impact towards the personality possessed by the students. Thus the null hypothesis (H₀26) is rejected.

**Research Question 28**

Is there significant difference between the mean scores of non-professional students’ personality characteristics with consideration of gender?

For responding to this question independent t-test was calculated. The non-professional students were compared with regards to scores on personality characteristics with consideration of gender, because of (p=.731>0.01), there is no significant difference between two groups on personality characteristics. But result shows that male students have higher mean scores (M=129.20) of personality characteristics in comparison to female students’ mean scores i.e. (M=128.57). Thus the null hypothesis (H₀27) is not rejected.

**Research Question 29**

Is there significant difference between the mean scores of non-professional students’ life satisfaction with consideration of residence?

To ascertain the answer of this question independent t-test was calculated. The urban rural non-professional students were compared with regards to scores on life
satisfaction with consideration of residence, because of \( p=.000 < .01 \), there is significant difference between two groups on life satisfaction. Result shows that urban students have higher mean scores \( (M=52.18) \) of life satisfaction in comparison to rural students’ mean scores i.e. \( (M=41.90) \).

It is revealed by this study that the urban students’ life satisfaction is higher than that of rural students. Urban students have stronger abilities than rural students in social communication as well as adaptive capability to environment because of, in researcher opinion, the differences in economy and culture between urban and rural areas. In spite of the rapid development in its economy and culture in the recent years, India’s rural areas still lag behind urban areas. Therefore, compared with urban students who have stayed in a cultural environment quite similar to that of universities, rural students are faced with a totally contrastive environment when they come to university, hence suffering from greater pressure in self-coordination and adaptation. Thus null hypothesis \( (H_0) \) is accepted

**Research Question 30**

Is there significant difference between the mean scores of non-professional students’ life satisfaction with consideration of gender?

For responding to this question independent t-test was calculated. The non-professional students were compared with regards to scores on life satisfaction with consideration of gender, because of \( p=.000 < .01 \), there is significant difference between two groups on life satisfaction. Result shows that male students have higher mean scores \( (M=49.96) \) of life satisfaction in comparison to female students’ mean scores i.e. \( (M=43.71) \).

This finding is supported by the findings of Kant (1996), he observed significant difference between males and females regarding life satisfaction and
Bromley, (2000) found that Males have higher life satisfaction scores than females. Thus the null hypothesis (H₀29) is rejected.

Research Question 31

Is there significant difference between the mean scores of non-professional students’ achievement expectancy with consideration of residence?

To ascertain the answer of this question independent t-test was calculated. The non-professional students were compared with regards to scores on achievement expectancy with consideration of residence, because of (p=.079>.01), there is no significant difference between two groups on achievement expectancy. But result shows that rural students have higher mean scores (M=96.33) of achievement expectancy in comparison to urban students’ mean scores i.e. (M=94.18). Thus the null hypothesis (H₀30) is not rejected.

Research Question 32

Is there significant difference between the mean scores of non-professional students’ achievement expectancy with consideration of gender?

For responding to this question independent t-test was calculated. The non-professional students were compared with regards to scores on achievement expectancy with consideration of gender, because of (p=.196>.01), there is not any significant difference between two groups on achievement expectancy. But results show that male students have higher mean scores (M=96.09) of achievement expectancy in comparison to female students’ mean scores i.e. (M=94.51).

This finding contradicts the findings of Crandall, (1969), Feather, (1969), Nicholls, (1975), that females have lower achievement expectancy than males. Overall, the evidence indicates that females tend to display lower self-confidence in achievement settings such as college classes (Hesse-Biber, 1985; Lenney, 1977;
Lenney, Gold, and Browning, 1983), which in turn could lead to lower success expectancy. The null hypothesis (Hₐ31) is accepted.

5-2-CONCLUSION

The result of regression analysis showed that life satisfaction and personality characteristics have very strong relationship with mental health in overall students. Life satisfaction and personality characteristics are significant predictor of mental health in overall students.

The result of regression analysis showed that life satisfaction and personality characteristics have very strong relationship with mental health in overall male students. Life satisfaction and personality characteristics are significant predictor of mental health in males.

The result of regression analysis showed that life satisfaction, achievement expectancy and personality characteristics have very strong relationship with mental health in overall female students. Life satisfaction, achievement expectancy and personality characteristics are significant predictor of mental health in females.

The result of regression analysis showed that personality characteristics and achievement expectancy have very strong relationship with mental health in overall professional students. Personality characteristics and achievement expectancy are significant predictor of mental health in professional students.

The result of regression analysis showed that personality characteristics, achievement expectancy and life satisfaction have very strong relationship with mental health in overall professional male students. Achievement expectancy, personality characteristics and life satisfaction are significant predictor of mental health in professional male students.

The result of regression analysis showed that personality characteristics, life
satisfaction and achievement expectancy have very strong relationship with mental health in overall professional female students. Life satisfaction, achievement expectancy and personality characteristic are significant predictor of mental health in professional female students’.

The result of regression analysis showed that life satisfaction and personality characteristics have very strong relationship with mental health in overall non-professional students. Life satisfaction and personality characteristics are significant predictor of mental health in non-professional students’.

The result of regression analysis showed that achievement expectancy, personality characteristics and life satisfaction have very strong relationship with mental health in overall non-professional male students. Personality characteristics, achievement expectancy and life satisfaction are significant predictor of mental health in non-professional male students.

The result of regression analysis showed that life satisfaction and achievement expectancy have very strong relationship with mental health in overall non-professional female students. Life satisfaction and achievement expectancy are significant predictor of mental health in non-professional female students.

99% significant correlation was focused between personality characteristics, its sub scale (i.e. agreeableness) and mental health in students. But there was no significant correlation between the score of neuroticism, extroversion, openness, conscientiousness and mental health.

The correlation between mental health and life satisfaction was significant with 99% confidence in students.

The correlation between mental health and achievement expectancy was significant with 99% confidence in students.
The mean score of rural students were higher on mental health then urban students.

Female students have higher mean scores of mental health in comparison to their male counterparts.

Non-professional students have higher mean scores of mental health in comparison to their professional counterparts.

Urban students have higher mean scores of personality characteristics in comparison to rural students.

Female students have higher mean scores of personality characteristics than their male counterparts.

Professional students have higher mean scores of personality characteristics in comparison to their non-professional counterparts.

Urban students have higher mean scores of life satisfaction in comparison to rural students.

Male students have higher mean scores of life satisfaction in comparison to female students.

Professional students have higher mean scores of life satisfaction in comparison to their non-professional counterparts.

The rural students have higher mean scores of achievement expectancy than urban students.

Male students have higher mean scores of achievement expectancy in comparison to female students.

Professional students have higher mean scores of achievement expectancy in comparison to non-professional students.

Urban professional students have higher mean scores of mental health in
Female professional students have higher mean scores of mental health in comparison to their male counterparts.

Urban professional student have higher mean scores of personality characteristics in comparison to their rural counterparts.

Female professional students have higher mean scores of personality characteristics in comparison to their male counterparts.

Urban professional students have higher mean scores of life satisfaction in comparison to their rural counterparts.

Male professional students have higher mean scores of life satisfaction in comparison to their female counterparts.

Rural professional students have higher mean scores of achievement expectancy in comparison to their urban students'.

Male professional students have higher mean scores of achievement expectancy in comparison to their female counterparts.

Rural non-professional students have higher mean scores of mental health in comparison to urban students.

Female non-professional students have higher mean scores of mental health in comparison to their male counterparts.

Urban non-professional students have higher mean scores of personality characteristics in comparison to rural students.

Male non-professional students have higher mean scores of personality characteristics in comparison to their female counterparts.

Urban non-professional students have higher mean scores of life satisfaction in comparison to their rural counterparts.
base further research and cannot be applied to the general populations of either students or faculty.

The readers must remember that the makeup of the population of university students changes every year due to graduation, attrition and admission. In order for the recommendations based on the study to remain valid, the perceptions of this population must be re-evaluated after every few years to ensure that any changes within the population are reflected in appropriate changes in the interventions that are offered. If patterns within certain populations can be discovered through this continued evaluation, however, then it may be appropriate to establish general perceptions to provide a preliminary structure on which to frame future interventions.

The most significant limitation of this study was that the data for all variable included in this study were collected via participants self report. Although self report of participant is a common way of collecting data in social sciences (Kline, Sulskey and Rever-moriyaman, 2000), the use of such data of collection for the only assessment of mental health is criticized for two major reason: the inferences made by the research as to correlation and causal relationship between the variable under investigation might be artificially inflated by the problem of common method variance and secondly, studied involving self report data are prone to response biases which need to be acknowledged and understood when interpreting results (Donaldson and Grant- Vallone, 2002).

Contamination through common method may have occurred in this study as a result of the fact that all measures were assessed using the same paper and pencil response format. The problem with common method variance in correlational investigations is that in addition to the relationship calculated by the correlation coefficient, some of this correlation coefficient may be measuring a false relationship, meaning, that the correlation between variables is estimated as higher than is actually
true to the same response bias being applied by the participants to each measure in the questionnaire battery (Kline et al. 2000). Therefore, it is possible that the relationship observed and reported in this study have been slightly inflated due to common methods variance. One way to control for this bias in future research would be to use different versions of the questionnaire batteries, where the items are ordered differently, to detect order effects. Although this does not completely eradicate common method variance, it would provide the researcher with an indication of its effect and possibly allow them to control for this type of biasness in research.

5-4- Further research suggestions

Despite the spurt of research work in the field of positive psychology especially mental health, there are some areas that need to be explored further in order to gain better understanding of the phenomena:

➢ The awareness of risk factor associated with positive psychology.

➢ Research on the role of psychological and behavioral factors in the management of mental health must be expanded. For example, the role of hardiness, quality of life, self concept.

➢ Exploratory styles, hope or optimism etc.

➢ It would be better to use large samples.

➢ An important research area concerns how the teacher’s and student’s kith and kin view their health.