

THE ASSOCIATION OF SOCIOECONOMIC STATUS WITH POSITIVE MENTAL WELL-BEING AND MENTAL HELP-SEEKING BEHAVIOUR AMONG UNDERGRADUATE STUDENTS: A CROSS SECTIONAL STUDY

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INTRODUCTION

DEFINITIONS

Socioeconomic status (SES): The rank of an individual or cohort on the socioeconomic scale determined by both social and economic factors.

Mental health: The state of being mentally and emotionally sensible, as reflected by the absence of mental disorders and appropriate adjustment, particularly as reflected in feeling content about oneself, having pleasant perceptions of others, and being capable of meeting the needs of daily life.

Mental help-seeking behaviour: Searching for or requesting help regarding mental health issues from others via formal or informal mechanisms.

ISSUE

It is important to find out the prevalence of positive mental well-being of IIUMK students so that early detection, prevention and treatment can be offered to students with mental health problems.

OBJECTIVES

1. To determine the prevalence of positive mental well-being among IIUMK students.
2. To determine the prevalence of positive mental help-seeking behaviour among IIUMK students.
3. To evaluate the impact of SES on the mental well-being of IIUMK students.
4. To evaluate the impact of SES on mental help-seeking behaviour among IIUMK students.

METHODOLOGY

A self-completed survey prepared via Google Form was distributed to IIUMK students (N= 364). The survey consist of three parts:

- 1 Sociodemographic and Socioeconomic Status (SES)**
- 2 Warwick-Edinburgh Mental Well-Being Scale (WEMWBS)**
 - Used to measure the positive mental well-being and psychological functioning of adults for the previous two weeks
 - Contains 14 items that need to be answered on a 5-point Likert scale
 - Participants with a cumulative score between 60 to 70 will be considered as having more positive mental well-being.
- 3 Mental Help-Seeking Attitude Scale (MHSAS)**
 - Used to analyse the students' mental health help-seeking behaviour.
 - Contains 9 statements that need to be answered based on a 7-point Likert scale
 - Higher average cumulative score indicates that the student is having a more positive mental help-seeking attitude.

A pilot study was conducted towards 30 students to ensure the reliability (Cronbach's alpha > 0.8) of the questionnaire to the target population intended.

STATISTICAL ANALYSIS

Statistical Package for the Social Sciences (SPSS) version 29.

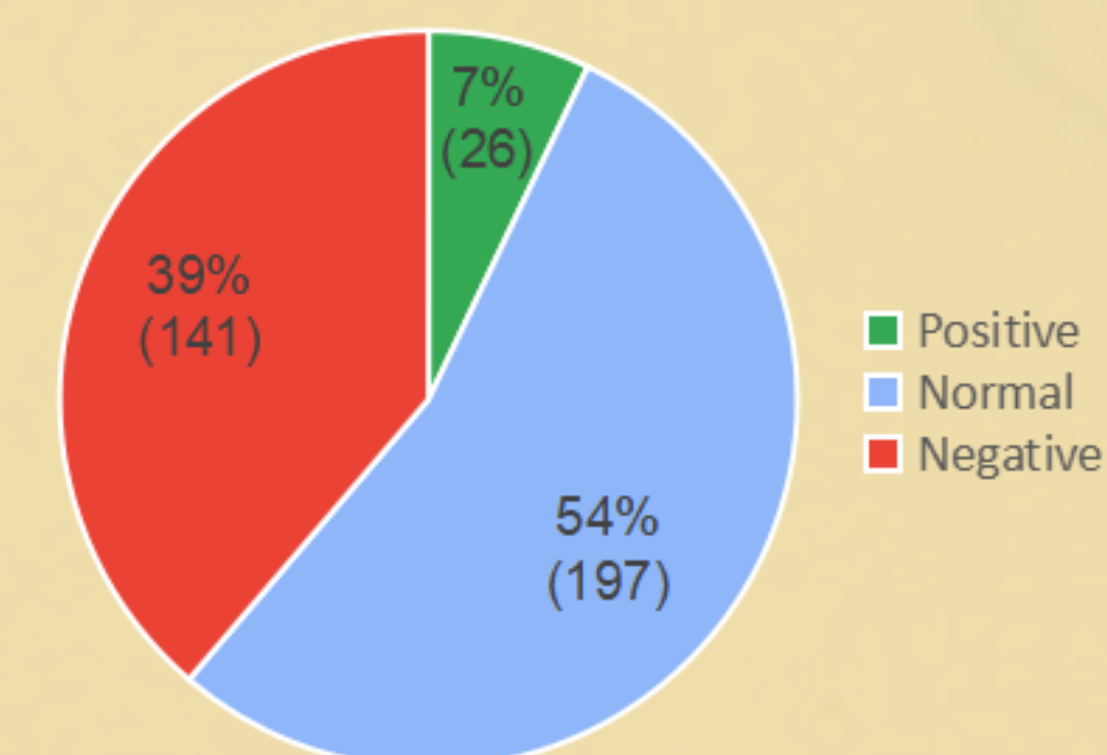
1. Descriptive analysis
2. ^aIndependent sample T-test
3. ^bOne-way ANOVA with Post HOC test
4. Pearson Correlation
5. Linear regression

REFERENCES

American Psychological Association. (n.d.). Socioeconomic status. In *APA Dictionary of Psychology*. Retrieved from <https://dictionary.apa.org/socioeconomic-status>
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 Hammer, J. H., & Parent, M. C., & Spiker, D. A. (2018). Mental Help Seeking Attitudes Scale (MHSAS): Development, reliability, validity, and comparison with the ATSSPH-SF and IASMSH-PO. *Journal of Counseling Psychology*, 65, 74-85. doi: 10.1037/cou0000248

RESULT AND DISCUSSION

Frequencies and percentages of the WEMWBS score among the study participants (N = 364)



The mean of WEMWBS score is (45.86 ± 9.673)

- Only 9.7% of male students and 6.6% of female students had positive mental well-being.
- KOS have the highest percentage of students with positive mental well-being (10.3%) compared to KOM (4.3%)

Table 1: Frequencies and percentages of the MHSAS score among the study participants (N = 364)

Characteristic	Category	Frequency	%
MHSAS score	Positive (Score 6-9)	163	44.8%
	Negative (Score 1-5)	201	55.2%

The mean of MHSAS score is (5.29 ± 1.179)

- Year 2 students have the highest percentage of students with positive mental help-seeking attitude (36.9%) followed by year 4 (34.6%), year 3 (33.8%), year 1 (27.4%), and year 5 students (21.4%).

Table 2: The differences in WEMWBS and MHSAS score among different sociodemographic and socioeconomic characteristics of the study sample (N = 364)

Characteristic	WEMWBS (P value)	MHSAS (P value)
Gender ^a	0.633	0.428
Kulliyyah ^b	0.952	0.679
Year of study ^b	0.790	0.029*
Hometown ^b	0.991	0.131
Household income ^b	0.361	0.113
Financial situation ^b	0.293	0.178
Father's highest education level ^b	0.245	0.172
Mother's highest education level ^b	0.267	0.675

* First year (5.12 ± 1.102), Second year (5.25 ± 1.199), Third year (5.20 ± 1.314), Fourth year (5.53 ± 1.119), Fifth year (4.71 ± 0.994)

* POST HOC Test: MHSAS score of year 4 students is statistically different than year 1 and year 5 students.

PEARSON CORRELATION

- There is a positive correlation (r=0.241) between the WEMWBS score and MHSAS score (P<0.01) indicating that more positive mental well-being is associated with more positive mental help-seeking behaviour and vice versa.

LINEAR REGRESSION

- All sociodemographic and socioeconomic characteristics does not gives significant impact (P>0.05) on mental well-being and mental help-seeking behaviour.
- WEMWBS and MHSAS scores were significantly correlated (P < 0.01), which means that increasing either one results in increasing the other.

CONCLUSION AND FUTURE WORK

- Results from the study showed low prevalence of positive mental well-being and positive mental help-seeking behaviour among IIUMK students.
- Future study need to be conducted to find out the possible solutions on how to improve student's mental health condition.
- Even though the finding may seem insignificant, it still contribute to the collection of data on mental health and may be utilised by other researcher.

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 Pallant, J. (2011) SPSS survival manual: A step by step guide to data analysis using the SPSS program. 4th Edition, Allen & Unwin, Berkshire.
 Warwick Medical School, University of Warwick (2015). Warwick-Edinburgh Mental Well-being Scale (WEMWBS) User Guide. NHS Health Scotland. Retrieved from https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs/using/register/resources/wemwbs_user_guide_jp_02.02.16.pdf



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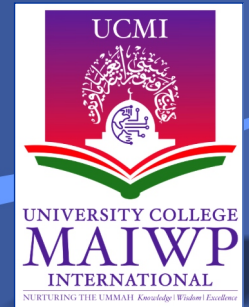
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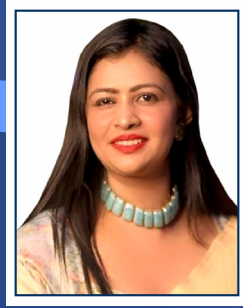
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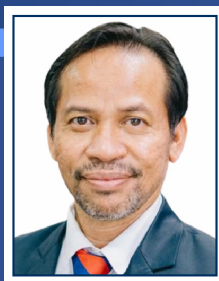


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- Session 18 : Pharmacovigilance.**
- Session 19 : GMP & Regulatory Affairs.**
- Session 20 : Cancer Cells Targeting.**



TENTATIVE SCHEDULE

DAY-1 (19th AUGUST 2023)

MORNING SESSION	(08:30 AM-01:00 PM)
Registration	(08:30 AM-09:00AM)
Inauguration & Welcome address	(9:00 AM-09:30 AM)
Keynote Address	(09:30 AM-10:00 AM)
Coffee Break	(10:00 AM-10:30 AM)
Scientific Session-I	(10:30 AM-12:00 PM)
Scientific Session-II	(12:00 PM-01:00PM)
AFTERNOON SESSION	(01:00 PM-04:00 PM)
International Buffet Lunch Break	(01:00 PM-02:00 PM)
Scientific Session-III	(02:00 PM-03:00 PM)
Poster Presentations-E	(03:00 PM-04:00 PM)
EVENING SESSION	(04:00 PM -5:30 PM)
Coffee Break	(04:00 PM-04:30 PM)
Award Ceremony	(04:30 PM-5:00 PM)

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