

SPIRITUALITY, RELIGION, AND COPING

STUDIES ON PSYCHOLOGICAL WELL-BEING
FROM EDUCATIONAL PERSPECTIVE

Edited by

SIRAJE A. SSEKAMANANYA
SITI RAFIAH ABD HAMID

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Chapter 3

Mental Health amongst Undergraduate Students at IIUM

Afarez Abd Razak and Nik Ahmad Hisham Ismail

3.1 Introduction

Mental well-being or mental health is described as the best emotional and psychological experience with positive functioning in daily lives (WHO, 2001). The issue and concern on mental health is a worldwide phenomenon. According to Chicago Voice on Mental Health approximately 25 per cent of the world is suffering from mental illness, both in developed and developing nations (WHO, 2013). Mental health is also an issue in Malaysia. A study reported that almost 10.7 per cent of Malaysians are suffering some form of mental illness (Jamaiyah, 2000). The rate of mental illness cuts across all human development stages from childhood to old age. For example, it was reported that almost 10 per cent of the population, from children to adolescents suffer from some form of mental illnesses (Power, Eraldi, Clarke, & Mazzaca, 2005). Reports have also shown that children and adolescents between the ages of four and 17 were suffering from serious emotional problems and adolescents from the age of 12 to 17 were also reported to suffer some depressive symptoms (FIFC & S, 2013). A study shows that almost 1.4 million children in Malaysia are suffering from some form of mental illnesses (MPA, 2006).

Today, mental health issues among students at higher institutions of education are equally alarming. It was reported in the USA that one out of three undergraduates were reported to be suffering from depression (Hunt & Eisenberg, 2010). A report by the National and Health Morbidity Survey (NHMS), Ministry of Health Malaysia has shown that 11.2 per cent of

adolescents aged 16 years and above were affected by mental disorders in 2007. Another report on Mental Health Status, Ministry of Health Malaysia also showed that adolescents and young adults between the age of 16 and 24 were reported to have had suicidal attempts or ideas in 2008. This phenomenon can be attributed to several life changes, life challenges, social and psychological imbalances which include personality, social adjustment, career and academic issues among others (Noradilah & Monsur, 2010).

Relationship between students' mental health and well-being and productivity is apparently important in many institutions of higher learning today. The study on mental health and well-being includes a study on mental health challenges among college students (Kisch, Leino & Silverman, 2005); a study on mental health problems, especially low psychological well-being and maladaptive coping skills (Nikmat, Mariam, Anisah, *et al.*, 2010); a study on effect of mental health on academic productivity and learning strength (Niemi, & Vainiomaki, 1999); a study on anxiety, stress and depression as detrimental effect on mental health (Edelman, 2000; Essau, 2002 & Tuck, 2005) and many other studies have indicated the effect and impact of mental health and well-being among students at institutions of higher education. The current study is to further enhance the understanding on mental health, and well-being issues and concerns among college and university students especially in one of the higher education institutions in Malaysia. The study also will try to explore some of the indicators of mental health among students at this institution.

3.2 Abraham Maslow's Holistic-Dynamic Theory of Mental Health

The philosophical foundation of the theory: Maslow emphasises on the positive aspects of human beings. He proposes that people are basically good or neutral rather than evil. But everyone has the inclination for growth and fulfillment of potential. But sometimes social structures could restrict individuals from reaching their potential and be the cause of frustrations. Equally, he proposes that human beings are motivated by two basic needs which are biological needs such as food, sleep and psychological needs such as self-esteem, affection and belonging. One cannot survive without biological needs nor fully function without psychological needs. Therefore, he arranged human needs in a hierarchical order from basic biological needs to the important psychological needs.

More so, he asserts that human beings have the tendency to be healthy, self-fulfilled and self-actualised. He studied the lives personalities who have

attained the stage of self-actualisation in life such as Abraham Lincoln, Albert Einstein, Mother Theresa and Nelson Mandela etc., and come up with the following characteristics of a self-actualised personality:

1. They accept themselves and others for what they are (self-acceptance),
2. They can be concerned with themselves but also recognise the needs of others,
3. He believed that a person may not be fulfilled after self-actualisation, until they grow further into transcendence and learn to give back to the society which helped to build them and satisfy all their previous needs. In transcendence, a person moves away from self and puts their strength and effort into others (Social Interest),
4. They are capable of responding to the uniqueness of people and institutions,
5. They can form intimate relationships (Relationship),
6. They can be spontaneous and creative,
7. They resist conformity but respond to the demands of reality.

Maslow asserts that all human beings have the potential to attain and develop those qualities. In summary he asserts Alfred Adler's (individual psychology) term of *gemeinschaftsgefühl* as the best explanation and expression for a person who achieves self-actualisation, which Adler himself sees as the major determinant of mental well-being. Weinberg (2011). It is apparent here that Maslow's Holistic Dynamic theory is acutely related to Adler's theory of Individual Psychology, due to the fact that both address the human positive function which is synonymous to mental well-being. Therefore, Adler's theory whose concepts are not present in the major theory of Maslow, that are a sense of goal in life as well as adjustment and resilience which are also very important in human mental well-being can be added.

Based on the above theory the researchers came up with the following indicators for mental well-being: 1) Social Interest, 2) Personal Development, 3) Resilience, 4) Self-acceptance, 5) Sense of goal in life, 6) Hope (*Ar-Rajaa*), and 7) Piety (*Ar-Taqwa*).

3.3 The Present Study

The purpose of the study was to: 1) develop indicators of mental health among students at higher educational institutions; and 2) explore factors that

contribute to mental health issues and concerns based on a specified theory. It sought to answer the following research questions: 1) What are the indicators of mental health and well-being among students? 2) What are the factors that contribute to mental health issues and concerns based on a specified theory.

3.3.1 Research Method

The study was exploratory and empirical in nature. It employed a quantitative method for data collection and analyses. The investigation involves a survey that was administered to a sample of students at IIUM Gombak campus.

3.3.2 Population of the Study

The population in study refers to the total number of people, things and events intended to be investigated (Sekaran & Bougie 2010). Therefore, the population of the current research is the entire undergraduate students at International Islamic University Malaysia (IIUM). The population includes students from ten faculties at the IIUM main campus in Gombak, Selangor.

3.3.3 Population and Sampling

The sampling design adopted for the present research is the purposive non-probability sampling. It is the process of obtaining information from a particular target group who is able to provide the required information. It could be the only group that possess the information required or it could be the only group that meets with the criteria set by the researcher (Sekaran & Bougie 2010). The selected sample from the present study meets with some criteria set for the study, that is, they are higher institution students studying in Malaysia. These are the criteria that made the respondents suited for the study.

Meanwhile, on the qualitative aspect, the sampling approach adopted is purposive sampling. This is described by Silverman (2008:306) as a sampling procedure that gives the researcher the opportunity to choose a case because it meets with the certain criteria set by the researcher. The strong benefit of purposive sampling is that it is information rich (Patton, 1990:90). It allows the researcher to learn and acquire a great deal of information that is very important to the central problem of the research.

Because the study covered quite a large and complex population, the researchers decided to use a larger sample size as compared to the normal

sample calculation procedures. One of the prominent methods of determining sample size is the Krejcie and Morgan's sample size determination. If we are to go by the sample size calculation, from roughly 15,000 undergraduate students the normal sample size required would be 375. However, based on the objective of the present study the researcher has decided to use 1,200 students as participants, in order to have a robust data and make a reliable generalisation. The general rule in selecting a sample, according to Creswell (2008), is that the larger the samples the less possible error that such a sample could be differ from the population.

3.3.4 Instrumentation

The instrument used for the present research are already existing scales, some of which are adapted from the original sources. These instruments are already standardised ones which have been validated and used by different authors. In order to measure the dependent variable which is the mental well-being, the Warwick Edinburgh mental well-being scale is adapted for the present study. This scale is mostly used by scientist and psychologists. It was developed by researchers from Warwick Edinburgh University (Lundgren-Nilsson, Jonsdottir, Ahlborg, & Tennant, 2013).

More so, the independent variables are brief resilience scale developed by Smith *et al.*, (2008), personal growth scale developed by Robitschek, social interest inventory exercise originated from Adler (1956), self-acceptance scale by Bernard, Vernon, Terjesen, & Kurasaki (2013), the personal goal is a sub-scale of Ryff's scale of psychological well-being, while the religiosity scale which is the combination of the *Taqwa* (piety) scale and Hope Scale are adapted from the Religious Orientation scale by Gorsuch & McPherson (1989) and Religious Commitment scale by Pfeifer & Waelty (1995). These religious scales were thoroughly adapted and some items are equally added to fit in to the setting and the respondents of the research.

Meanwhile, the quantitative survey for the present study contains the eight adapted constructs mentioned above, as well as the demographic information of the respondents. Based on this, the quantitative instrument used for the research is divided into two main sections.

The first section provides the demographics information of the respondents such as: gender, age, sponsorship, year of study and faculty.

Section two contains the eight constructs adapted from different instruments mentioned above. The researcher used the five point Likert scale

to assess the degree of negative and positive responses from the subjects and to calculate the summated scores for each of the sample by adding all the items (Sekaran & Bougie, 2008). This scale covers the items such as: strongly disagree (1), disagree (2), Neutral (3), agree (4) and strongly agree (5). The highest score for the present study will be 5 while the lowest score will be 1. Equally, all the negatively worded items from the previous instrument adapted are changed to positive for easy analysis.

3.3.5 Procedure for Data Collection

The major participants on the quantitative aspect of this research are students from higher institutions who are undergraduate students. The questionnaire is distributed to the faculties, to both male and female students. It is expected that the majority of the respondents would fill the questionnaire on the spot and return it to the researcher immediately. This is due to the fact that the language used in the questionnaire is very straightforward and easy to understand. In all 1,250 questions will be distributed and 1,100 are expected to be returned. The researcher shall personally distribute the questionnaire.

3.3.6 Demographic Characteristics of the Sample

Gender

The total number of questionnaires distributed were 1,250 while 1,045 was returned or collected by researchers. In terms of the gender of the participants, as shown in Table 3.1, the number of males is 528 and the number of females is 517, which accounted for 50.5 per cent and 49.5 per cent respectively. This shows that the number of male and female participation in the survey is almost equally distributed.

Table 3.1 Gender.

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Male	528	50.5	50.5
	Female	517	49.5	100.0
	Total	1045	100.0	

Age

The age of the participants, as shown in Table 3.2, are categorised into four groups ranging from 15-19, with a frequency of 49 which accounts for 4.7 per cent of the total population, 20-24 is the second age group with a frequency of 908. This accounts for 86.9 per cent of the total population. The third age group is 25-30 with the total frequency being 65. This accounts for 6.2 per cent of the total population, while the last age group is 30 and above with a frequency of 23 in number, which accounts for 2.2 per cent of the total population. This segment shows that the highest age group in IUM that participated in the survey is between the age of 20 and 24 while the least participative age group is 30 and above.

Table 3.2 Age.

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	15-19	49	4.7	4.7
	20-24	908	86.9	91.6
	25-30	65	6.2	97.8
	30 and above	23	2.2	100.0
Total	1045	100.0	100.0	

Sponsorship

Table 3.3 illustrates the frequency and percentage of participants who are being sponsored or are self-sponsored in the pursuit of higher education. The number of sponsored students that participated in the survey is 385 which is 36.6 per cent of the total participants. The frequency of non-sponsored students participants is 660 which is 63.2 per cent of the total participants. This means that, the number of non-sponsored students that participated in the survey is more than that of sponsored students.

Table 3.3 Student's Sponsorship.

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
Valid	Sponsored	385	36.8	36.8
	Non-sponsored	660	63.2	100.0
	Total	1045	100.0	

Faculty

The present research takes place at IIUM main campus in Gombak, whereby the number of Faculty in IIUM main campus in Gombak are seven, and the researchers draw samples from all the seven faculties. Table 3.4 demonstrates the number of respondents based on the faculties. There are 116 (11.1%) respondents from the Islamic Revealed Knowledge and Human Science Faculty, 182 (17.2%) from the Information and Communication Technology (ICT) Faculty, 201 (20.0%) from the Education (EDU) Faculty, 185 (17.7%) from Kuliyah of Economics and Management Sciences (KENMS) Faculty, 148 (14.2%) from Engineering (ENGIN) Faculty, 69 (6.6%) from the Architecture (ARCH) Faculty, and 136 (13.0%) from Ahmad Ibrahim Kuliyah of Law (AIKOL) Faculty. The highest number of respondents are from the faculty of education.

Table 3.4 Faculty.

	Frequency	Per cent	Valid Per cent	Cumulative Per cent
IRKHS	116	11.1	11.1	11.1
ICT	182	17.4	17.4	28.5
EDU	209	20.0	20.0	48.5
KENMS	185	17.7	17.7	66.2
ENGIN	148	14.2	14.2	80.4
ARCH	69	6.6	6.6	87.0
AIKOL	136	13.0	13.0	100.0
Total	1045	100.0	100.0	

3.4 Results

In the following sections, results of the study are presented, starting with descriptive statistics, followed by the inferential analyses of correlation and exploratory factor analysis.

Mental Well-Being

Table 3.5 Undergraduates Mental Well-Being.

s/n	Items	SD	D	N (n %)	A	SA
1	I've been feeling interested in other people	12 (1.1)	44 (4.2)	286 (27.4)	516 (49.4)	187 (17.9)
2	I've been dealing with problems well	17 (1.6)	77 (7.5)	398 (38.1)	436 (41.7)	117 (11.2)
3	I've been feeling close to other people	20 (1.9)	55 (5.5)	290 (27.8)	511 (48.9)	169 (16.2)
4	I've been feeling loved	18 (1.7)	54 (5.2)	244 (23.3)	481 (46.0)	248 (23.7)
5	I've been interested in new things	11 (1.1)	39 (3.7)	159 (15.2)	520 (49.8)	316 (30.2)
6	I've been feeling cheerful	13 (1.2)	44 (4.2)	238 (22.8)	496 (47.5)	253 (24.2)
7	I've been thinking clearly	10 (1.0)	58 (5.6)	374 (35.8)	484 (46.3)	119 (11.4)
8	I've been feeling good about myself	9 (.9)	74 (7.1)	298 (28.5)	491 (47.0)	173 (16.6)
9	I've been feeling confident	10 (1.0)	57 (5.5)	339 (32.4)	445 (42.6)	192 (18.4)
10	I've been able to make up my own mind about things	6 (.6)	62 (5.9)	301 (28.8)	493 (47.2)	183 (17.5)
11	I've been optimistic about the future	14 (1.3)	30 (2.9)	236 (22.6)	463 (44.3)	301 (28.8)
12	I've been feeling useful	17 (1.6)	44 (4.2)	276 (26.4)	536 (51.3)	172 (16.5)
13	I've been feeling relaxed	34 (3.3)	121 (11.6)	332 (31.0)	421 (40.3)	145 (13.9)

The items in Table 3.5 are to gauge the students' level of mental health or mental well-being. The highest positive response is on item 5: *I've been interested in new things* which accounts for 80.0 per cent (836) of responses. This is followed by item 11: *I've been optimistic about the future* 73.1 per cent (764); item 6: *I've been feeling cheerful* 71.7 per cent (749); item 4: *I've been feeling loved* 69.7 per cent (729); item 12: *I've been feeling useful* 67.8 per cent (708); item 1: *I've been feeling interested in other people* 67.3 per cent (703); item 3: *I've been feeling close to other people* 65.1 per cent (680); item 10: *I've been able to make up my own mind about things* 64.7 per cent (676); item 8: *I've been feeling good about myself* 63.7 per cent (664); item 9: *I've been feeling confident* 61 per cent (637); item 13: *I've been feeling relaxed* 54.2 per cent (566); and the least is item 2: *I've been dealing with problems well* 52.9 per cent (553). This is also well indicated in the disagreement option where the highest disagreement is on item 13: *I've been feeling relaxed* which count for 14.9 per cent or 155 responses.

Social Interest

Table 3.6 Undergraduates Social Interest.

s/n	Items	SD	D	N (n %)	A	SA
1.	I think I am respectful to others	4 (.4)	24 (2.3)	210 (20.1)	545 (52.2)	261 (25.0)
2.	I think I am cooperative with others	7 (.7)	22 (2.1)	230 (22.0)	579 (55.4)	207 (19.8)
3.	I think I am trustworthy	1 (.1)	24 (2.3)	253 (24.2)	507 (48.5)	259 (24.8)
4.	I think I am sympathetic towards others	5 (.5)	30 (2.9)	255 (24.4)	518 (49.6)	237 (22.7)
5.	I think I am tolerant in dealing with others	3 (.3)	26 (2.5)	270 (25.8)	551 (52.7)	194 (18.6)
6.	I think I am generous towards others	5 (.5)	29 (2.8)	282 (27.0)	546 (52.2)	183 (17.5)
7.	I think I am helpful to others	8 (.8)	31 (3.0)	280 (26.8)	534 (51.1)	192 (18.4)
8.	I think I am considerate in dealing with others	4 (.4)	25 (2.4)	246 (23.5)	563 (53.9)	207 (19.8)
9.	I think I am forgiving towards others	6 (.6)	37 (3.5)	268 (25.6)	516 (49.4)	218 (20.9)

The items in Table 3.6 are to gauge students' social interest. The highest response of agreement is on item 1: *I think I am respectful to others* which accounts for 77.2 per cent (806) of the total responses. This is followed by item 2: *I think I am cooperative with others* 75.2 per cent (786); item 8: *I think I am considerate in dealing with others* 73.7 per cent (770); item 3: *I think I am trustworthy* 73.3 per cent (766); item 4: *I think I am sympathetic towards others* 72.3 per cent (755); item 5: *I think I am tolerant in dealing with others* 71.3 per cent (745); item 9: *I think I am forgiving towards others* 70.3 per cent (734); item 6: *I think I am generous towards others* 69.7 per cent (729); and the least is item 7: *I think I am helpful to others* 69.5 per cent (726). This is also well indicated in the disagreement option where the highest disagreement is on item 9: *I think I am forgiving towards others* which count for 4.1 per cent or 43 responses.

Resilience

Table 3.7 Undergraduates Resilience.

s/n	Items	SD	D	N (n %)	A	SA
1	It does not take me long to recover from a stressful event	14 (1.3)	97 (9.3)	318 (30.4)	454 (43.4)	160 (15.3)
2	I take life as it is	12 (1.1)	44 (4.2)	301 (28.8)	463 (44.3)	225 (21.5)
3	I know what to do in most situations	8 (.8)	69 (6.6)	363 (34.7)	471 (45.1)	134 (12.8)
4	I know how to tackle most challenges I face	8 (.8)	69 (6.6)	399 (38.2)	433 (41.5)	135 (12.9)
5	I usually come through difficult times with little trouble	15 (1.4)	108 (10.3)	382 (36.6)	410 (39.2)	130 (12.4)
6	I tend to bounce back quickly after hard times	13 (1.1)	80 (7.7)	346 (33.1)	458 (43.8)	207 (14.2)

The items in Table 3.7 are to measure on students' resilience. The highest response of agreement is on item 2: *I take life as it is* which accounts for 65.8 per cent (688) of the total responses. This is followed by item 1: *It does not take me long to recover from a stressful event* 58.7 per cent (614); item 6: *I tend*

to bounce back quickly after bad times 58.0 per cent (665); item 3: *I know what to do in most situations* 57.9 per cent (605); item 4: *I know how to tackle most challenges* 54.3 per cent (568); and the least is item 5: *I usually come through difficult times with little trouble* 51.6 per cent (540). This is also well indicated in the disagreement option where the highest disagreement is on item 5: *I usually come through difficult times with little trouble* which count for 11.7 per cent or 123 responses.

Self-Acceptance

Table 3.8 Undergraduates Self-Acceptance.

s/n	Items	SD	D	N (n %)	A	SA
1	I acknowledge and accept multiple aspect of myself	6 (.6)	28 (2.7)	233 (22.3)	568 (54.4)	210 (20.1)
2	I feel positive about my past life	32 (3.0)	92 (8.8)	284 (27.2)	447 (42.8)	191 (18.3)
3	I possess positive attitudes towards myself	10 (1.0)	39 (3.7)	246 (23.5)	534 (51.1)	216 (20.7)
4	I accept the good and bad quality I possess	5 (.5)	36 (3.4)	231 (22.1)	547 (52.3)	255 (21.5)
5	I accept myself as I am	11 (1.1)	30 (2.9)	192 (18.4)	489 (46.8)	323 (30.9)

The items in Table 3.8 are to measure students' self-acceptance. The highest response of agreement is on item 5: *I accept myself as I am* which count for 77.7 per cent (812). This is followed by item 4: *I accept the good and bad quality I possess* 76.7 per cent (802); item 1: *I acknowledge and accept multiple aspect of myself* 74.5 per cent (778); item 3: *I possess positive attitudes toward myself* 71.8 per cent (750); and the least is item 2: *I feel positive about my past life* 61.1 per cent (638). This is also well indicated in the disagreement option where the highest disagreement is on item 2: *I feel positive about my past life* which count for 11.8 per cent or 124 responses.

Self-Development

Table 3.9 Undergraduate Self-Development.

s/n	Items	SD	D	N (n %)	A	SA
1	I think I am open to new experiences	6 (.6)	27 (2.6)	161 (15.4)	502 (48.0)	394 (33.4)
2	I see myself as changing in ways that reflect more self-knowledge and effectiveness	11 (1.1)	38 (3.6)	219 (21.0)	523 (50.0)	254 (24.3)
3	I see myself growing and developing	4 (.4)	41 (3.9)	195 (18.7)	530 (50.7)	275 (26.3)
4	I think I have a sense of realising my potential	10 (1.0)	43 (4.1)	240 (23.0)	507 (48.5)	244 (23.4)
5	I have a good feeling of continue development	13 (1.2)	23 (2.2)	226 (21.6)	510 (48.8)	272 (26.0)
6	I see improvement in myself and my behaviour	10 (1.0)	35 (3.3)	211 (21.0)	532 (50.0)	257 (24.3)

The items in Table 3.9 are to measure students' self-development. The highest response of agreement is on item 1: *I think I am open to new experiences* which accounts for 81.4 per cent (896) of responses. This is followed by item 3: *I see myself growing and developing* 77.0 per cent (805); item 6: *I see improvement in myself and my behaviour* 75.5 per cent (789); item 5: *I have a good feeling of continue development* 74.8 per cent (782); item 2: *I see myself as changing in ways that reflect more self-knowledge and effectiveness* 74.3 per cent (777); and the least is item 4: *I think I have sense of realising my potential* 71.9 per cent (751). This is also well indicated in the disagreement option where the highest disagreement is on item 2: *I see myself as changing in ways that reflect more self-knowledge and effectiveness* which count for 4.7 per cent or 49 responses which counts for 11.8 per cent or 124 responses.

Personal Goals

Table 3.10 Undergraduates Personal Goals.

s/n	Items	SD	D	N (n %)	A	SA
1	I have concern for personal accomplishment	5 (.5)	26 (2.5)	186 (17.8)	488 (46.7)	340 (32.5)
2	I have concern for working towards higher capability	6 (.6)	29 (2.8)	196 (18.8)	503 (48.1)	311 (29.8)
3	I have concern for personal success in life	10 (1.0)	17 (1.6)	171 (16.4)	499 (47.8)	348 (33.3)
4	I have concern for realising my potential in my career	4 (.4)	42 (4.0)	207 (19.8)	507 (48.5)	285 (27.3)
5	I have concern for competing with standard of excellence	2 (.2)	30 (2.9)	224 (21.4)	295 (47.4)	294 (28.1)
6	I have concern for developing self-worth.	9 (.9)	32 (3.1)	187 (17.9)	474 (45.4)	343 (32.8)

The items in Table 3.10 are to gauge students' personal goals. The highest response of agreement is on item 3: *I have concern for personal success in life* which accounts for 81.1 per cent (847) of responses. This is followed by item 1: *I have concern for personal accomplishment* 79.2 per cent (828); item 6: *I have concern for developing self-worth* 78.2 per cent (817); item 2: *I have concern for working towards higher capability* 77.9 per cent (814); item 4: *I have concern for realising my potential in my career* 75.8 per cent (792); and the least is item 5: *I have concern for competing with standard of excellence* 75.5 per cent (589). This is also well indicated in the disagreement option where the highest disagreement is on item 4: *I have concern for realising my potential in my career* which accounts for 4.4 per cent or 46 responses.

Taqwa

Table 3.11 Undergraduates Taqwa.

s/n	Items	SD	D	N (n %)	A	SA
1	I try as much as possible to rely on Allah over my affairs	6 (.6)	19 (1.8)	122 (11.7)	418 (40.0)	480 (45.9)
2	I try as much as possible to perform my worships correctly and at appropriate time	7 (.7)	18 (1.7)	158 (15.1)	465 (44.5)	397 (38.0)
3	I try as much as possible to move away from sin	8 (.8)	20 (1.9)	172 (16.5)	451 (43.2)	394 (37.7)
4	I try as much as possible to prepare for hereafter	11 (1.1)	19 (1.8)	153 (14.6)	474 (45.4)	388 (37.1)
5	I try as much as possible to always feel the presence of Allah	7 (.7)	17 (1.6)	135 (12.9)	419 (40.1)	467 (44.7)
6	I try as much as possible to be contented with the little I am given	8 (.8)	18 (1.7)	142 (13.6)	513 (49.1)	364 (34.8)
7	I try as much as possible to follow the commandments of Allah	9 (.9)	17 (1.6)	120 (11.5)	435 (41.6)	464 (44.4)

The items in Table 3.11 are to measure students' level of taqwa. The highest response of agreement is on item 7: *I try as much as possible to follow the commandments of Allah* which accounts for 86.0 per cent (899) of responses. This is followed by item 1: *I try as much as possible to rely on Allah over my affairs* 85.9 per cent (859); item 5: *I try as much as possible to always feel the presence of Allah* 84.8 per cent (886); item 6: *I try as much as possible to be contented with the little I am given* 83.9 per cent (877); item 2: *I try as much as possible to perform my worships correctly and at appropriate time* 82.5 per cent (862); and the least is item 3: *I try as much as possible to move away from sin* 80.9 per cent (845). This is also well indicated in the disagreement option where the highest disagreement is on item 3: *I try as much as possible to move away from sin* which accounts for 2.7 per cent or 29 responses.

Hope

Table 3.12 Undergraduates Hope.

s/n	Items	SD	D	N (n %)	A	SA
1	As a Muslim I hope my future will be better	8 (.8)	4 (.4)	63 (6.0)	297 (28.4)	673 (64.4)
2	Faith in Allah helps me not to lose hope in difficult period	6 (.6)	12 (1.1)	71 (6.8)	280 (26.8)	676 (64.7)
3	As a Muslim, Islam is the hope and solution to all my problems	7 (.7)	3 (.3)	84 (8.0)	279 (26.7)	672 (64.3)
4	I hope that my sufferings will be rewarded	5 (.5)	15 (1.4)	95 (9.1)	307 (29.4)	623 (59.6)
5	Faith alone gives me feeling of security in life	6 (.6)	25 (2.4)	122 (11.7)	285 (36.9)	506 (48.5)
6	I hope for peace and happiness in my prayer	8 (.8)	9 (.9)	89 (8.5)	337 (32.2)	602 (57.6)
7	I hope for things which exist but cannot be seen	9 (.9)	16 (1.5)	153 (14.6)	401 (38.4)	465 (44.5)

The items in Table 3.12 are to measure students' hope. The highest response of agreement is on item 1: *As a Muslim I hope my future will be better* which accounts for 92.8 per cent (970) of responses. This is followed by item 2: *Faith in Allah helps me not to lose hope in difficult period* 91.5 per cent (956); item 3: *As a Muslim, Islam is the hope and solution to all my problems* 91.0 per cent (951); item 7: *I hope for peace and happiness in my prayer* 89.8 per cent (939); item 4: *I hope that my sufferings will be rewarded* 89.0 per cent (930); item 6: *I hope for things which exist but cannot be seen* 82.9 per cent (866); and the least is item 5: *Faith alone gives me feeling of security in life* 75.4 per cent (791). This is also well indicated in the disagreement option where the highest disagreement is on item 5: *Faith alone gives me feeling of security in life* which accounts for 3.0 per cent or 31 responses.

Gender and Mental Well-Being

An independent sample t-test was conducted to compare mental well-being scores for male and female students. Table 3.13 illustrates that there was statistical significant difference between the scores of males ($M = 51.84$, $SD = 8.093$) and females ($M = 53.184$, $SD = 7.193$; $t(1039) = 2.838$, $p = .005$ (two-tailed) the eta square statistics (.176) indicated a large effect size (Cohen, 1988). This result shows that both males and females are different in terms of mental well-being.

Table 3.13 Gender and Mental Well-Being.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Mental Well-being	5.858	.016	-	1040	.005	-1.34770	.47480	-2.27938 -.41603
Equal variances assumed			2.83					
Equal variances not assumed			8	1031	.005	-1.34770	.47405	-2.27792 -.41749
			2.84	524				
			3					

Gender and Social Interest

An independent sample t-test was conducted to compare the social interest scores for male and female students. Table 3.14 shows that there is a statistical significant difference between the scores of males ($M = 34.5209$, $SD = 5.28489$) and females ($M = 35.6589$, $SD = 4.82388$; $t(1039) = -3.628$, $p = .000$ (two-tailed) the eta square statistics (.2250) indicated a large effect size (Cohen, 1988). This result shows that both males and females are different in terms of social interest.

Table 3.14 Gender and Social Interest.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Equal variances assumed	6.930	.009	-3.628	1040	.000	-1.13800	.31364	-1.75343 -52257
Social Interest			-3.632	1034	.000	-1.13800	.31336	-1.75290 -.52311
Equal variances not assumed				654				

Gender and Resilience

An independent sample t-test was conducted to compare the resilience scores for male and female students. There was no statistical significant difference between the scores of males ($M=21.45$, $SD\ 3.986$) and females $M=22.007$, $SD\ 3.793$; $t(1039) = -1.912$, $p = .056$ (two-tailed). This result shows that, both males and females are not different in terms of their resilience.

Table 3.15 Gender and Resilience.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Equal variances assumed	2.106	.147	-	1040	.056	-.46107	.24115	-.93427 .01213
Resilience			1.912					
Equal variances not assumed			-	1038	.056	-.46107	.24106	-.93409 .01195
			1.913	782				

An independent sample t-test Gender and Self-Acceptance was conducted to compare the self-acceptance scores for male and female students. There was statistical significant difference between the scores of males ($M=19.15$, $SD\ 3.504$) and females $M=19.5833$, $SD=3.0654$; $t(1041) = -2.089$, $p=.037$ (two-tailed) the eta square statistics (.129) indicated a large effect size (Cohen, 1988). This result shows that both males and females are different in terms of their self-acceptance.

Table 3.16 Gender and Self-Acceptance.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Equal variances assumed	9.714	.002	-	1042	.037	-.42614	.20395	-.82634 -.02593
Self-Acceptance			9					
Equal variances not assumed			-	1029	.037	-.42614	.20364	-.82574 -.02654
			2.09	494				
			3					

Gender and Self-Development

An independent sample t-test was conducted to compare the self-development scores for male and female students. There was statistical significant difference between the scores of males ($M=23.55$, $SD\ 4.229$) and females $M=23.869$, $SD=3.7622$; $t(1042) = -3.273$, $p = .022$ (two-tailed) the eta square statistics (.142) indicated a large effect size (Cohen, 1988). This result shows that both males and females are different in terms of their self-development.

Table 3.17 Gender and Self-Development.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Self-Development	Equal variances assumed	12.878	.000	-	.022	-.56482	.24577	-1.0470 .08255
	Equal variances not assumed		2.29	8				9 - .08312
	Equal variances assumed			1029	.022	.56482	.24548	-1.0465 1.0465
	Equal variances not assumed		2.30	494				
				1				3

Gender and Personal Goal

An independent sample t-test was conducted to compare the personal goal scores for male and female students. There was statistical significant difference between the scores of males ($M=23.86$, $SD\ 4.357$) and females ($M=24.694$, $SD=3.7622$; $t(1042) = .01363$, $p = .001$ (two-tailed) the eta square statistics (.202) indicated a large effect size (Cohen, 1988). This result shows that both males and females are different in terms of personal goal in life.

Table 3.18 Gender and Personal Goals.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Personal Goal	Equal variances assumed	9.998	.002	-	.001	-.82507	.25206	-1.31967 .66954
	Equal variances not assumed		3	1026	.001	-.82507	.25167	-1.31892 .66959
				8				

Sponsorship and Mental Well-Being

An independent sample t-test was conducted to compare the mental well-being scores for sponsored and non-sponsored students. There was statistical significant difference between the scores of sponsored ($M=53.41$, $SD\ 7.382$) and non-sponsored ($M=51.97$, $SD=7.81$; $t(1039) = 2.838$, $p = .004$ (two-tailed) the eta square statistics (.188) indicated a large effect size (Cohen, 1988). This result shows that both sponsored and non-sponsored students are different in terms of mental well-being.

Table 3.19 Sponsorship and Mental Well-Being.

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
Mental Well-being	Equal variances assumed	2.845	.092	2.900	.1039	1.42773	.49234	.46163 2.39383
	Equal variances not assumed		3.27	836.2	.003	1.42773	.48495	.47587 2.37959
				65				

Sponsorship and Social Interest

An independent sample t-test was conducted to compare the social interest scores for sponsored and non-sponsored students. There was statistical significant difference between the scores of sponsored ($M=35.58$, $SD\ 5.113$) and non-sponsored ($M=34.79$, $SD=5.059$; $t(1039) = 2.447$, $p = .015$ (two-tailed) the eta square statistics (.157) indicated a large effect size (Cohen, 1988). This result shows that both sponsored and non-sponsored students are different in terms their social interest.

Table 3.20 Sponsorship and Social Interest.

	Levene's Test for Equality of Variances	t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Social Interest	Equal variances assumed	.023	.880	2.446	1039	.015	.79859	.32642
	Equal variances not assumed			2.440	795.2	.015	.79859	.32726
						95% Confidence Interval of the Difference		
						Lower	Upper	
						.15807	1.43911	
						.15618	1.44099	

Sponsorship and Resilience

An independent sample t-test was conducted to compare the resilience scores for sponsored and non-sponsored students. There was statistical significant difference between the scores of sponsored ($M=22.16$, $SD\ 3.959$) and non-sponsored ($M=21.54$, $SD=3.844$; $t(1039) = 2.495$, $p=.013$ (two-tailed) the eta square statistics (.160) indicated a large effect size (Cohen, 1988). This result shows that both sponsored and non-sponsored students are different in terms their capacity for resilience.

Table 3.21 Sponsorship and Resilience.

	Levene's Test for Equality of Variances	t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Resilient	Equal variances assumed	1.112	.292	2.474	1039	.014	.61804	.24986
	Equal variances not assumed			2.455	779.93	.014	.61804	.25179
						95% Confidence Interval of the Difference		
						Lower	Upper	
						.12377	1.10832	
						.12377	1.11231	

Sponsorship and Self-Acceptance

An independent sample t-test was conducted to compare the self-acceptance scores for sponsored and non-sponsored students. There was statistical significant difference between the scores of sponsored ($M=19.73$, $SD\ 3.332$) and non-sponsored ($M=19.15$, $SD=3.264$; $t(1041) = 2.785$, $p = .005$ (two-tailed) the eta square statistics (.178) indicated a large effect size (Cohen, 1988). This result shows that both sponsored and non-sponsored students are different in terms of self-acceptance.

Table 3.22 Sponsorship and Resilience.

Self-Acceptance	t-test for Equality of Means										
	Levene's Test for Equality of Variances		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	Equal variances assumed	Equal variances not assumed								Lower	Upper
Equal variances assumed	.055	.814	2.782	1041	.005	.58784	.21128	.17325	1.00243		
			2.768	788.0	.006	.58784	.21240	.17089	1.00478		
						65					

Sponsorship and Personal Goal

An independent sample t-test was conducted to compare the personal goal scores for sponsored and non-sponsored students. There was statistical significant difference between the scores of sponsored ($M=24.60$, $SD\ 3.940$) and non-sponsored ($M=24.086$, $SD=4.169$; $t(1042) = 1.980$, $p = .048$ (two-tailed) the eta square statistics (.127) indicated a large effect size (Cohen, 1988). This result shows that both sponsored and non-sponsored students are different in terms of their personal goal in life.

Table 3.23 Sponsorship and Personal Goal.

Personal Goal	t-test for Equality of Means										
	Levene's Test for Equality of Variances		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	Equal variances assumed	Equal variances not assumed								Lower	Upper
		.009	.924		2.014	1042	.044	.52780	.26203	.01363	1.04198
					2.044	840.1	.041	.52780	.25823	.02095	1.03466
						81					

Correlation between Mental Well-being and Mental Well-being Constructs

The relationship between mental well-being and groups of mental well-being indicators was investigated using Pearson Product-moment correlation coefficient. The preliminary analysis was performed to ensure no violation of the assumption of normality, linearity, and homoscedasticity. There was a very strong positive significant correlation (Cohen, 1988) between mental well-being and social interest, $r = .620$, $n=1043$, $p = .000$, resilience, $r = .558$, $n=1043$, $p = .000$, self-acceptance, $r = .572$, $n=1043$, $p = .000$, self-development, $r = .581$, $n=1043$, $p = .000$, personal goal, $r = .481$, $n=1043$, $p = .000$, Taqwa, $r = .426$, $n=1043$, $p = .000$, Hope, $r = .400$, $n=1043$, $p = .000$.

Social Interest

The relationship between social interest and groups of mental well-being indicators was investigated using Pearson Product-moment correlation coefficient. The preliminary analysis was performed to ensure no violation of the assumption of normality, linearity, and homoscedasticity. There was a very strong positive significant correlation (Cohen, 1988) between mental well-being and resilience, $r = .514$, $n=1043$, $p = .000$, self-acceptance, $r = .545$,

$n=1043$, $p=.000$, self-development, $r=.521$, $n=1043$, $p=.000$, personal goal, $r=.455$, $n=1043$, $p=.000$, Taqwa, $r=.463$, $n=1043$, $p=.000$, Hope, $r=.426$, $n=1043$, $p=.000$.

Resilience

The relationship between resilience and groups of mental well-being indicators was investigated using Pearson Product-moment correlation coefficient. The preliminary analysis was performed to ensure no violation of the assumption of normality, linearity, and homoscedasticity. There was a very strong positive significant correlation (Cohen, 1988) between resilience and self-acceptance, $r=.635$, $n=1043$, $p=.000$, self-development, $r=.559$, $n=1043$, $p=.000$, personal goal, $r=.386$, $n=1043$, $p=.000$, Taqwa, $r=.342$, $n=1043$, $p=.000$, Hope, $r=.299$, $n=1043$, $p=.000$.

Self-Acceptance

The relationship between self-acceptance and groups of mental well-being indicators was investigated using Pearson Product-moment correlation coefficient. The preliminary analysis was performed to ensure no violation of the assumption of normality, linearity, and homoscedasticity. There was a very strong positive significant correlation (Cohen, 1988) between self-acceptance and self-development, $r=.669$, $n=1043$, $p=.000$, personal goal, $r=.468$, $n=1043$, $p=.000$, Taqwa, $r=.475$, $n=1043$, $p=.000$, Hope, $r=.407$, $n=1043$, $p=.000$.

Self-Development

The relationship between self-development and groups of mental well-being indicators was investigated using Pearson Product-moment correlation coefficient. The preliminary analysis was performed to ensure no violation of the assumption of normality, linearity, and homoscedasticity. There was a very strong positive significant correlation (Cohen, 1988) between self-development and personal goal, $r=.607$, $n=1043$, $p=.000$, Taqwa, $r=.484$, $n=1043$, $p=.000$, Hope, $r=.445$, $n=1043$, $p=.000$.

Personal Goals

The relationship between personal goals and groups of mental well-being indicators was investigated using Pearson Product-moment correlation coefficient. The preliminary analysis was performed to ensure no violation of the assumption of normality, linearity, and homoscedasticity. There was a moderate positive significant correlation (Cohen, 1988) between personal goal and Taqwa, $r=.487$, $n=1043$, $p=.000$, Hope, $r=.455$, $n=1043$, $p=.000$.

Finally, the relationship between Taqwa and Hope was investigated using Pearson Product-moment correlation coefficient. The preliminary analysis was performed to ensure no violation of the assumption of normality, linearity, and homoscedasticity. There was a very strong positive significant correlation (Cohen, 1988) between Taqwa and Hope, $r=.684$, $n=1043$, $p=.000$.

Principal Component Analysis (PCA)

The principal component analysis was conducted as part of the study to examine the construct validity of the instrument. The whole data was entered in SPSS version 21 and the major analysis carried out were inter-items correlation, internal reliability tests as well as individual factor loadings. These tests could help the researcher to modify, refine and reduce the items into a smaller number (Pallant, 2007).

Out-Put from Factor Analysis

The PCA was run with all the 60 items altogether using SPSS version 21, before the major analysis was performed and the suitability of data for factor analysis was assessed. Inspection of the correlation shows that most of the items are well correlated showing coefficients above .3. The Kaiser-Meyer-Olkin analysis for measuring the sampling adequacy was .962 which exceeds the recommended value of .6 (Pallant, 2007). Then Bartlett's test of sphericity reached statistical significance, supporting the factorability of the correlation matrix.

Table 3.24 KMO and Bartlett's Test.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.962
Bartlett's Test of Sphericity	Approx. Chi-Square	39165.201
	df	1770
	Sig.	.000

Equally, the principal components analysis revealed the presence of 10 constructs with eigenvalues exceeding 1, which explained 63.7 per cent of the total variance. However, some items are cross-loaded, they are "I take life as it is" which is Item 29, and "I try as much as possible to prepare for the hereafter", item 48. These two items were deleted and the PCA was re-run therefore, the result then dropped to eight components.

Initial PCA Revealed 10 Constructs

Table 3.25 Total Variance Explained.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Extraction Sums of Squared Loadings Total
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	19.967	33.278	33.278	19.967	33.278	33.278	8.155
2	4.688	7.813	41.091	4.688	7.813	41.091	10.370
3	2.770	4.617	45.708	2.770	4.617	45.708	10.887
4	2.344	3.907	49.615	2.344	3.907	49.615	10.590
5	2.063	3.438	53.053	2.063	3.438	53.053	10.984
6	1.713	2.855	55.908	1.713	2.855	55.908	10.943
7	1.479	2.466	58.374	1.479	2.466	58.374	7.772
8	1.200	2.000	60.374	1.200	2.000	60.374	7.110
9	1.032	1.720	62.093	1.032	1.720	62.093	5.142
10	1.012	1.687	63.780	1.012	1.687	63.780	4.323
11	.920	1.533	65.314				

The eight components solution explained a total of 60.1 per cent of the variance, which is deemed sufficient to run the analysis (Hair, Anderson, Tatham, Black, 1995). The rotated solution revealed the presence of a simple solution with all the constructs having strong loadings on their items and all items substantially loading on all components. An inspection of the screen

plot shows a clear break after the eighth component. More so, the eight components are named according to the common features within the items. These names are used in the general analysis.

Latest PCA Revealed the Presence of 8 Constructs

Table 3.26 Total Variance Explained.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.967	33.278	33.278	19.967	33.278	33.278
2	4.688	7.813	41.091	4.688	7.813	41.091
3	2.770	4.617	45.708	2.770	4.617	45.708
4	2.344	3.907	49.615	2.344	3.907	49.615
5	2.063	3.438	53.053	2.063	3.438	53.053
6	1.713	2.855	55.908	1.713	2.855	55.908
7	1.479	2.466	58.374	1.479	2.466	58.374
8	1.200	2.000	60.374	1.200	2.000	60.374

3.5 Conclusion and Recommendations

In this chapter the major findings will be provided. Recommendations for the improvement of the course and suggestions for future research will also be offered. As this study had two main objectives, the summary of the findings will be presented according to the two research questions or the two main objectives. The first research question sought to find out the indicators of mental health and well-being among students.

According to the analysis of data, the indicators of the mental well-being facet had a positive correlational relationship. Although the discussion of results revealed that most of the students had different lower scores on the indicators implying they had low mental well-being. First, it was found there is a difference in pattern of response between the mental well-being of male and female. An exceptional number of female responses showed a better state of mental well-being than males except in resilience.

The results disclosed showed a high score on indicators such as social interest, self-esteem, self-acceptance, self-development, personal goal, *Taqwa*, and hope. This could be due to the fact that there were more males than females, so the chances of females reporting low mental-well-being could have been missed out.

The investigation also led to the inference that the female mental well-being is well-adjusted to studying in university. To equip students with the skills necessary in order to function effectively in their studies and co-curriculum activities, the students need more assistance in social support, social interest, self-esteem, self-acceptance, self-development, personal goal, *Taqwa*, and hope as this correlates strongly to the positive mental well-being of the students.

The second research question sought to find the factors that contribute to mental health issues and concerns based on a specified theory. Based on the analysis of findings, it was concluded that sponsored students had better mental well-being compared to the non-sponsored students. Findings indicate that sponsored students had high social interest, high self-esteem, high hopes, high self-development, high self-acceptance, high resilience and high personal goals compared to those who are non-sponsored.

As shown in the research, the most notable point is that despite the large portion of the samples being non-sponsored students compared to sponsored students, as expected, students with greater financial stability appeared to be better able to cope with the transition to university. For instance, while it was discovered that studies done by Joo (1998) developed a model that involved objective and subjective factors to predict financial satisfaction, and indicated that subjective factors such as financial knowledge and financial behaviour are important components because these factors have the potential to change personal financial satisfaction. The needs of the students to have the ability to manage complex environments to suit personal needs and values, and continue to grow and develop is also important.

In addition, the findings also revealed personal financial well-being among students is most notably different between the sexes. The most relevant recent findings of the study indicate that Malaysian female students perceive they have a higher level of financial well-being than male students, (Laily 2011). This suggests that female students are well adjusted to financial situation than the males. For this the university could provide the necessary practice and build more confidence among the male students.

In summary, based on an adequate amount of data, the study indicates that factors affecting the mental well-being of students are gender and financial stability. Students social interest, self-esteem, self-acceptance, self-development,

personal goals, *Taqwa*, serve as indicators to mental well-being of the students too. Using the knowledge of students' mental well-being using this instrument can aid institutions in developing meaningful and intentional programming to enhance these dimensions of well-being. The findings therefore point to a need to aid student's difficulties in adjusting to the university environment. In the following section, the researcher will provide a number of recommendations based on the weaknesses identified in the course.

Recommendation

The findings based on the analysis of data revealed many useful suggestions as indicated by the responses of the stakeholders. The suggestions provided will be summarised and presented together with the recommendation of the researcher as well. It is hoped that these suggestions would be a great help in making modifications in the present curriculum to enhance the students' mental well-being.

Further studies should examine the correlation between local students and international students. A study should be conducted on social isolation of subcultures to improve acculturation and reduce incidence of low self-esteem among the local and international students. The findings may be more applicable to females due to the subservient status imposed on them through their native cultural norms.

According to the findings in this study, they are leaving the universities with perceived prejudice and a lack of trust for individuals. Could this lack of trust lead to low academic performances? In order to improve mental health status among International Islamic University Malaysia (IIUM) students, more comprehensive research studies should be conducted to investigate and develop culturally sensitive programmes and appropriate interventions to meet their needs. The results and recommendations from this study may not eliminate the problems but will definitely decrease the effects on the students.

Limitations of this study include the simple fact that these students were from different studies background such as engineering, law, etc., so the results may be different from those found of other backgrounds. Responses to some questions may be biased against the students medical conditions and might not be favourable due to the participants' perception of their respective situation and experience.

Finally, future research may also cover assessment of more than one aspect of the students' past experience. Results of the study can also be made more comprehensive if other instruments are employed in data collection such as classroom observations and pre and post-test procedures. It is therefore hoped that such an evaluation would be helpful to improve the quality of graduate students, so that the expectations and students' needs could be fulfilled.

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