A STUDY ON MENTAL STATE AMONG UG STUDENTS SRM TRICHY

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ABSTRACT

The mental health of students has become a major issue in today's education systems. Increasing academic pressures in UG students from SRM TRICHY social expectations, and lifestyle changes all lead to psychological distress. This study aims to explore the mental state of students at the different academic levels. It focuse on main factors like anxiety stress, emotional well-being, and coping strategies. The research uses the mixed-methods approach that combines standardized surveys and qualitative interviews. The Sleep deprivation and excessive screen time are major contributors. Based on these results, the paper recommends specific actions. These include mental health awareness programs, counseling services, and stress management workshops to create a healthier academic environment. This research adds to the ongoing discussion about student well-being and highlights the urgent need for comprehensive support systems in educational institutions.

KEYWORDS: Psychological Well-being, Anxiety and Depression, Emotional Resilience, Coping Mechanisms, Institutional Support, Sleep Patterns, Peer Support, Stress Management, Mental Health Resources.

INTRODUCTION

In recent years, student mental health has become a major concern in schools worldwide. With growing academic pressure, social expectations, and the fast pace of technology, students are dealing with significant psychological challenges. The shift from adolescence to

adulthood, along with the demands of school, often results in stress, anxiety, depression, and other emotional issues that can affect their well-being and academic performance.

Throughout this study researcher can examine the below mentioned contents of the study; The philosophical view of mental state includes Dualism, Physical-ism, Reductive Physical-ism and Non- reductive Physical-ism. Key categories of mental states include consciousness, awareness, perceptions, cognition, emotion and moods, volition. Along with this a huge debate on this study is whether mental state is subjective or objective.

This study aims to look into student's mental state by examining the different factors that impact their psychological health. These factors include academic workload, peer relationships, family dynamics, and access to mental health resources. By understanding the emotional and cognitive experiences of students, educators and policymakers can create better support systems and interventions to build mental strength and encourage a healthier learning environment. From this study we can able to understand what is the necessity to know about the mental state of a student and as well the methods and various approaches to know about the mental well-being of the student.

Ultimately, this research hopes to highlight the hidden struggles many students face and to push for a more compassionate and responsive approach to student mental health in both school and social settings, and what are suggestions and alternative methods can be made for the better mental well-being of the students in the upcoming stages.

Objectives of the Study
- To examine the impact of academic pressure on student's mental health
- To analyze the role of socioeconomic background in shaping student's emotional well-being
- To identify common psychological challenges faced by students across different educational levels
- To evaluate the effectiveness of existing mental health support systems in educational institutions
- To explore the relationship between social inequality and student's coping mechanisms
- To recommend inclusive and equity-driven interventions for improving student mental health

Statement of the Problem

In today's fast-paced and competitive academic environment, students face psychological stressors that harm their mental health. The pressure to perform the well academically, maintain social relationships, and plan for the future careers often causes a emotional exhaustion, anxiety, and depression. The greater awareness, mental health remains as stigmatized and neglected issue in many schools, leaving students without enough support systems.

This study aims to explore the mental state of students from the different academic levels and backgrounds. It will identify the main factors to contribute for psychological distress. The study seeks to highlight the gap between students' mental health needs and resources available at their institutions. It will also looking at lifestyle habits, peer support, and academic expectations affect emotional resilience. By understanding the factors, the study hopes to suggest the strategies that promote mental well-being and create more supportive educational environment.

REVIEW OF THE STUDY

In educational research, the student mental health has become a very crucial issue, particularly in light the social and academic demands. The 4M-Model Mindfulness, Movement, Meaning, and Moderator is presented by a systematic review by Nair and Otaki (2021) as the framework for the individual-level interventions meant to enhancement of the mental health of college students. According to their research, holistic methods which take into the account social, emotional, and physical aspects are more successful than discrete tactics. The relationship between the mental health and academic performance was also examined by Ramos-Monsivais et al. (2024), who emphasized the benefits of mindfulness in improving emotional resilience, creativit y, and attention regulation. According to their findings, students are learning experiences and psychological stability can be greatly enhanced by the immersive practices like the virtual reality-based mindfulness and contemplative education. In more comprehensive analysis, Gross et al. (2023) evaluated how the COVID-19 pandemic affected the students' emotional health and found that underprivileged students a encountered disproportionate difficulties as the result of interrupted education and restricted access to mental health services. The report urges the systemic changes in educational recovery initiatives that give equity and trauma-informed to care top priority. Together, these studies highlight the close connections between the students'

mental health and educational settings, structural injustices, and the availability of supportive interventions. In addition to the psychological support, inclusive educational policies that are acknowledge the variety of learner needs are necessary to address the problems.

Area of the Study

The present Research area was chosen for this study was in Tamil Nadu. From there the researcher chose students from SRM TRICHY college as sample in ordered to achieve the study.

SELECTION OF SAMPLE

In this study the researcher, selected the major samples as college students from various colleges in Tamil Nadu. The sampling method chosen for the study was random sampling method, because the present study majorly focused on various college students. The total number of respondents were 60 for this study.

RESEARCH METHODOLOGY

The research was explored the mental health of undergraduate students across various colleges in Tamil Nadu, using quantitative research method. To gather the insights, the researchers distributed structured questionnaires using Google Forms to the students age gap between 18 to 23 from institution of the SRM Trichy college. These surveys featured the multiple-choice questions and aimed at understanding student's stress levels, emotional well-being, coping strategies, and lifestyle habits. For the enrichment of the analysis, the team also reviewed the academic books, journal articles, and prior studies as secondary sources. A random sampling technique that was used to ensure the study. The study specifically focused on a full-time student, intentionally excluding distance learners, evening college students, and working graduates to maintain clarity in their scope. Once the data is collected, it was carefully analysed and uncover the patterns and connections between the academic pressure, social influences, and mental health challenges. This is a good approach that allowed the researchers to offer a meaningful insight and give suggest to the practical ways to interventions for better support a student well-being.

SOURCE OF DATA

Primary data: The data is collected from the field of google forms

Secondary data: The Collected from books, articles and research papers.

TOOLS AND TECHNIQUES USED FOR THE STUDY

The research collected data through Google Form. The data was gathered through a structured questionnaire, composed through multiple choice questions, distributed to all the respondents age between 18 to 23 years from overall colleges of Tamil Nadu.

Definition of the Concept

Mental State

A mental state is not just an internal psychological condition; it reflects an individual's place in a wider social context. It shaped by life the events, social roles, cultural norms, the economic conditions, and a personal relationship. Sociologists see mental health and illness influenced by society. This means that social structures and inequalities are crucial determining mental well-being. The key elements in mental state includes Social Conditions, the Social Roles, Social Constructions, Social Support, the Cultural Systems of Meaning.

Example for mental state: This is a view highlights that mental states are not only merely personal feelings but are strongly influenced by social surroundings. For an instance, Emile Durkheim's classic studys, Suicide, showed how social integration and regulation levels could predict mental health outcomes. This work revealed that even a very personal actions have social foundations.

Depression

Depression is not only a personal or medical issue. It is a social phenomenon influenced by the structures, norms, and inequalities in society. Sociologists look at how social conditions, cultural expectations, and institutional forces affect the development, experience, and treatment of depression. The key sociological insights that get included in depression are Social Construction, Cultural Influence, Gender and Identity, Stigma and Access.

Example for depression: Emile Durkheim's study Suicide, published in 1897, was among the first to demonstrate that mental health outcomes are affected by the degrees of social integration and regulation, rather than solely by individual psychology.

Anxiety

Anxiety is not just an individual psychological condition; it is also shaped by social influences. Cultural norms, social structures, and collective expectations all play a role in this experience. It shows that how people are reacting to uncertainty, pressure, and perceived

threats in their social environments. key sociology insights include

***Example for anxiety*:** I am Dowbiggin's worked on the social construction about anxiety disorders shows how the societal trends, such as the fast pace of modern life and the impact of pharmaceuticals companies, have influenced diagnosis and treatment of the anxiety.

Stress

Stress is seen more than just personal response to challenges; it is also a social experience that is shaped by one's position in society, access to resources, and exposure to structural pressures. Stress occurs when there is big gap between social demands and a person's ability to cope up. This gap is often affected by inequality, cultural expectations, and institutional systems. The sociological insights include the Sociological Hierarchies, Cultural Norms, Structural Inequality, Role Strain, Institutional Pressures etc...,

Example for stress: *Leonard Pearlin's Stress Process Model highlights how the social status, life events, and coping resources shape stress and it shows that mental well- being is closely linked to the arrangement of people's lives.*

SCOPE AND LIMITATIONS

This study understands and analyzes various mental challenges faced by college students. It is an empirical study, which solely focuses on different course students across various colleges in Tamil Nadu. This study does not cover distance education student, evening college students, working-class people, and passed graduates.

DATA ANALYSIS AND INTERPRETATION

1. **Distribution of Age Group by the respondent.**

Category	No of Respondents	Percent
17-20	49	48.5
Unanswered	12	11.5
Total	**50**	**100**

Sources: Primary Data

·   A significant majority (48.5 per cent) of the respondent falls into the age of 17-20

·   Un-answered people come under (11.5 per cent) Total number is (100 per cent)

2.   What makes you feel down?

Category	No. of. Respondents	Percent
Family Problems	10	17.5
Academics	15	26.3
Friends Problems	7	12.3
Feeling Sick	9	15.8
Losing Loved Ones	11	19.3
Fight With Family	2	3.5
Fight With Friends	6	5.4
Total	**60**	**100**

Sources: Primary Data

- In this the majority of the respondents falls under and the academics and Fight with friends (5.4 per cent)

- Losing Loved Ones comes under (19.3 per cent)

- Family problems coming under (17.5 per cent)

- Feeling Sick comes under (15.8 per cent)

- Friends Problems comes under (12.3 per cent)

- Fight With Family comes under (3.5 per cent)

- The total of (100 per cent) from 57 students

3.   What will you do while feeling down?

Category	No of Respondents	Percent
Drive	8	13.8
Talking To Friends	9	15.5
Talking To Parents	5	8.6
Playing Games	1	1
Listen Music	20	19.5
Cry	8	13.8
Sleep	7	12.1
Eat	2	3.4
Total	**60**	**100**

Sources: Primary Data

- In this the majority of the respondents falls listen music (19.5 per cent)

- Talking to friends comes under (15.8 per cent)

- Cry comes under (13.8 per cent)

- Drive comes under (13,8per cent)

- Sleep Sick comes under (12.1 per cent)

- Talking to parents comes under (8.6 per cent)

·   Eat comes under (3.4 per cent)

·   Playing games comes under (1 per cent)

·   The total of (100 per cent) from 60 students

4.   Do you think a person can come out stress permanently?

Category	No of Respondents	Percent
Yes	24	42.1
No	36	57.9
Total	**60**	**100**

Sources: Primary Data

·   Majority of the persons says they can't come out of stress (57.9 per cent)

·   And rest says they can (42.1per cent)

·   The total of (100 per cent) from 60 students

5.   How frequently do u feel stressed?

Category	No of Respondents	Percent
Frequently	15	25.9
Rarely	18	31
Randomly	17	29.3
Once Or Twice A Week	8	13.8
Total	**58**	**97**

Sources: Primary Data

•   In this the majority of the respondents falls listen rarely (57 per cent)

•   Randomly comes under (29.3per cent)

•   frequently comes under (25.9 per cent)

•   once or twice a week comes under (13.8 per cent) The total of (100 per cent) from 57 students

6.   Can you concentrate in your studies while you are stressed?

Category	No of Respondents	Percent
Yes	12	20.7
No	48	79.3
Total	**60**	**100**

Sources: Primary Data

·   Majority of the persons says they can't concentrate in studies in stress 79.3%

·   And rest says they can (20.7 per cent)

· The total of (100 per cent) from 60 students

7. Do you have any specific way to come out of stress?

Category	No of Respondents	Percent
Anime	8	13.8
Going To Gym	21	33
Hearing Music	15	25.9
Sleeping	16	29.3
Total	**60**	**100**

Sources: Primary Data

· Majority falls under going to gym (33 per cent)

· Sleeping comes under (29 per cent)

· Hearing music comes under (25.9 per cent)

· Watch anime comes under (13.8 per cent)

· The total of 100% from (57 per cent) students

8. Do you think a person can live without stress?

Category	No of Respondents	Percent
Yes	13	19
No	24	41.4
Maybe	23	39.7
Total	**60**	**100**

Sources: Primary Data

· Majority of the persons says they can't live without stress (41.4 per cent)

· (19 per cent) people says they can't live without stress

· Rest says maybe (39.7 per cent)

· The total of (100 per cent) from 60 students

Findings

1. Most of the students who participated were between 17 and 20 years old. These early college years are full of transitions, and it's clear that mental health support during this time is more important than ever.

2. Academic pressure and fights with friends stood out as the biggest emotional challenges. But that's not all many students also struggled with the pain of losing loved ones, family issues, and even physical illness. These stressors aren't just occasional they're part of everyday life for many.

3. When students feel low, music is their go-to comfort. Whether it's a favorite playlist or just something soothing, (31 per cent) said it helps them feel better. Others lean on friends, cry it out, go for a drive, or catch up on sleep to cope with their emotions.

4. More than half of the students (57.9 per cent) felt that stress is something you can't fully escape. Only a smaller group believed it could be overcome, showing just how deeply stress is woven into their lives.

5. Stress isn't rare some students feel it randomly, some frequently, and others once or twice a week. Only a few said they rarely experience it.

6. A huge majority nearly (80 per cent) admitted they struggle to concentrate on academics when they're stressed. That's a powerful reminder of how emotional health directly affects learning.

7. Going to the gym and sleeping were the most popular ways to unwind. Music and anime also helped many students find a little peace in the chaos.

8. Opinions were mixed. While (41.4 per cent) said it's not possible, (39.7 per cent) weren't sure, and only (19 per cent) believed a stress-free life could be real.

Suggestions

For the enhancement of the mental well-being of undergraduate students, colleges should create a dedicated counseling centers and mental health within the campuses to provide the professional and confidential support. Regular workshops, awareness programs, and stress management sessions must be conducted to help the students to cope with academic and personal pressures. Faculty members should maintain a student-friendly approach by balancing the workloads, offering flexible schedules, and encouraging open discussions about emotional challenges. Peer support networks and recreational activities such as yoga, meditation, and group interactions can help reduce anxiety and promote a positive campus atmosphere. Additionally, institutions should integrate mental health education into the curriculum and use digital platforms or mobile apps to offer online counseling. Continuous monitoring, surveys, and feedback from students should be carried out to assess their mental state and to design better policies for promoting emotional resilience and overall well-being.

CONCLUSION

This research examining the mental state of undergraduate students at SRM Trichy College uncovers a deeply entrenched crisis in student psychological health, shaped by a confluence of academic pressure, family dynamics, peer interactions, and systemic social inequalities.

Anchored in sociological theories such as Durkheim's concept of social integration and Pearlin's stress process model, the study emphasizes that mental health is not merely an individual concern but a socially mediated condition influenced by cultural expectations, institutional demands, and economic background. The data reveals widespread experiences of stress, anxiety, and emotional fatigue, with academic challenges and interpersonal tensions emerging as dominant triggers. While students employ coping strategies like listening to music, sleeping, and exercising, these methods offer only transient relief. Notably, a significant majority perceive stress as an unavoidable part of life, and nearly (80 per cent) report impaired academic focus during periods of emotional strain, highlighting the profound impact of mental distress on educational outcomes. In response, the study advocates for comprehensive institutional reforms, including the integration of mental health education, the establishment of peer support systems, and the implementation of inclusive policies that address the root causes of psychological distress, ultimately aiming to cultivate emotional resilience and a more empathetic academic culture.

REFERENCES

1. Émile Durkheim's seminal work *Suicide: A Study in Sociology* (1897), which explores how varying levels of social integration and regulation influence mental health outcomes.

2. Leonard I. Pearlin's *Stress Process Model*, offering a sociological framework that links stress to social status, life events, and coping resources.

3. Ian Dowbiggin's research on the social construction of anxiety disorders, examining how cultural trends and pharmaceutical influences shape diagnosis and treatment.

4. Nair and Otaki's (2021) systematic review introducing the *4M Model*— Mindfulness, Movement, Meaning, and Moderator—as a holistic approach to enhancing college students' mental health.

5. Ramos-Monsivais et al. (2024), who investigated the impact of mindfulness and immersive practices like virtual reality on emotional resilience and academic performance.

6. Gross et al. (2023), whose analysis of the COVID-19 pandemic highlighted its disproportionate effects on underprivileged students and advocated for traumainformed, equitable educational reforms.