



Akademik Eğitim ve Sosyal Bilimler Dergisi (AJESS Journal)

Mental health among university students

Dr. Zohra Ben abderrahmane, Laboratory of Southern Algeria for Research in Islamic History and Civilization,
University of Ghardaia, Algeria

benabderrahmane.zohra@univ-ghardaia.edu.dz

Pr. Amel Ben abderrahmane, Laboratory of Southern Algeria for Research in Islamic History and Civilization,
University of Ghardaia, Algeria

Benabdrhahmane.amel@univ-ghardaia.edu.dz

Pr. Yasmina Tashabet, Provincial Tourism Laboratory and Institutions University of Ghardaia, Algeria
tichabet.yasmina@univ-ghardaia.edu.dz

Article History

Received: 31/07/2026; Accepted: 25/09/2026; Published: 05/10/2026

Abstract:

The current study aims to know the level of mental health among university students in some university institutions in Algeria, and to detect differences in mental health according to the variable of age, gender and specialization, and to detect differences in mental health disorders, we used the descriptive approach on a non-random sample available, where it reached 42 students, and to answer the questions of the study and test its hypotheses, we relied on the modified mental health questionnaire on the Algerian environment "-R SCL - 90", and after processing the data by statistical methods Statistics The study found the following:

1. The level of mental health of undergraduate students is low.
2. There are no differences in mental health attributed to the age variable of the university student.
3. There are no differences in mental health attributed to the gender variable in the university student.
4. There are no differences in mental health due to the level variable (bachelor, master, doctorate) when the university student.
5. There are statistically significant differences between mental health disorders.

Keywords: mental health, mental health disorders, SCL-90, Psychological assessment, university student.

Introduction:

The university student is one of the most important segments of society, who will become after completing his studies an important framework in his field of specialization, because he has a pivotal role in the productivity, progress and prosperity of society, and the university stage is one of the most important stages of his life, during which the student faces a set of new and different challenges than in previous stages, including those related to study and educational achievement, including those related to the formation of social relations, and adaptation in the new university environment.

The university is considered one of the stations that the university student goes through, as it includes the elite of society, including educated and outstanding people, whose goal is to preserve the originality and culture of society, and seeks to advance, progress and development, seeking to provide the student cognitively, scientifically and prepare him morally, socially, Spiritually, healthily and psychologically with the various possibilities and structures available (Shahri and Hashemi, 2018, p. 178).

With the technological development taking place in recent years and the large number of emergency changes that have occurred in all health, economic and educational fields in particular, the most important of which are the speed of communication and access to information via the Internet, the multiplicity of digital means and the development of technologies and entertainment and educational means. etc., the student at the university seeks to achieve compatibility with

these changes to reach his goals and ambitions in light of the demands of university life, which require achieving independence, responsibility, and self-realization as an independent entity away from the family and interacting with the university community positively to reach happiness and self-satisfaction (Badawi and Dabar, 2023).

This is what the subject of mental health studies, which is one of the main topics that make the individual an individual able to find a balance between the pressures of life and the capabilities necessary to face those pressures, and these aspects that make the subject of mental health a very important topic, supporting and promoting mental health makes the individual a productive social being, where mental health is defined as a psychological state of the individual's sense of tranquility and comfort in the sense of the absence of negative symptoms, and includes the conditions necessary for their availability, even The individual adapts to himself, to others and to the environment in general to achieve happiness for himself and the members of his community (Hamama, 2023, p. 25).

Therefore, we find that the university student is at a very important stage and needs to be in good mental health in order to face the changes and challenges that face him at the university stage, as mental health gives the student the ability to achieve himself, discover his potential, and exploit his abilities to the maximum extent possible, and his behavior is positive towards pressures and access to integrated mental health and something difficult, the essence of which is a psychological compatibility process that creates a balance between the student and the environment in which he is and the future environment he seeks to achieve.

The problem of the study:

Attention should be paid to the subject of mental health of the university student in order to provide opportunities for him to innovate and achieve his goals, as our study came to highlight the psychological state of the university student in order to know the most prevalent mental health disorders in the university environment and in order to reach the reality of mental health among university students because they are an important and effective element in building a sophisticated society This prompted us to complete this research paper, and based on the above, this study came as a scientific attempt to study the level of mental health in University students based 1. What is the level of mental health in university students low?

2. Are there differences in mental health due to the age variable of the university student?.
3. Are there differences in mental health due to the gender variable in the university student?.
4. Are there differences in mental health due to the level variable (bachelor's, master, doctorate) when the university student?.
5. Are there statistically significant differences between mental health disorders?

1. The importance of the study:

The importance of our study lies in the fact that it sheds light on a segment of important segments of society:

1. Studying students' mental health helps them understand the impact of academic stressors and academic challenges on a student's mental health.
2. The study of mental health contributes to the development of training programs for mental health professionals to provide better services to university students.
3. Improving the quality of life of the student and contributing to enhancing his mental health.
4. Assisting specialists in developing programs to prevent mental health disorders that appear in university students.
5. The study is an addition to the Arabic library in general and the Algerian library in particular.

2. Objectives of the study:

- 1- Identify the level of mental health among university students.
- 2- Find out if there are differences in the mental health of the university student due to the variables of age, gender, level (bachelor, master, doctorate).
- 3- Find out if there are differences in mental health disorders in university students.

3. Procedural definitions of the study:

3. 1. Procedural definition of mental health: It is the adaptation and psychological adjustment that the individual feels accepting himself and others around him, and this leads to his interest in life with peace and tranquility (Mbarki, 2023).

It is a state that expresses the compatibility of the individual personally, psychologically, socially, emotionally and emotionally with himself and his environment, relatively and continuously, where he has the ability to exploit his potential and abilities in order to face the pressures of life, and to achieve himself and to form a normal and integrated personality (Zahran, 2005).

These are the responses of the respondents on the modified mental health scale "R SCL - 90".

3. 2. Procedural definition of a university student: a student who has obtained a baccalaureate degree, and has enrolled in one of the disciplines at the university with an LMD composition.

4. Study Methodology:

The descriptive approach was chosen for its suitability to the characteristics of our research, which is defined as a way to study scientific phenomena or problems by doing the description in a scientific way, and then reaching a logical that

has evidence and proofs that give the researcher the ability to develop specific frameworks for the problem, this was used to determine the results of the research (Mahmoud, 2021, page 02).

5. Limitations of the study:

5. 1. Human Limits:

Then he used a non-random sample available, where the field study included 24 students from different universities in Algeria, so that 8 forms were canceled for not answering the full items of the questionnaire, so the final sample became 34 students, as this sample was obtained after distributing the electronic questionnaire in university student groups via social media Facebook and WhatsApp.

Time limits: This study was conducted from July 5, 2024 to October 13, 2024.

6. Study Tools:

6. 1. Mental Health Questionnaire:

In order to achieve the objectives of the study and reach objective and purposeful results, the researcher relied on the modified mental health scale in the Algerian environment by the researcher Abdallah Abdullah, developed by Leonard. R, Dirogets. S., Lehmann, Leonard, R. Derogatis, Ronald, S.Lipman and Linocovi, under the title: R-SCL- 90 Symptoms Check List, then Abu Hein Arabized the scale and codified it on the Palestinian environment, by calculating the validity of the scale (Abu Hein, 1992).

It was used by the researcher Abdullah Abdullah in the Algerian environment in the year (2007-2008), and the statements of the scale were formulated negatively, and it is corrected in the direction of the degree of mental health, ie high scores indicate unsafety and lack of mental health, low scores indicate the existence of mental health and the safety of the individual psychologically, and the scale is answered within five alternatives and is represented in (0,1,2,3,4), by placing a circle around the answer code that applies to the individual and the five alternatives indicate the presence of Five levels of mental health according to this scale, designed so that the examinee can apply it individually or collectively, where the answer time takes 15 minutes on average university students (Abdullah, 2008, p. 153)

The scale consists of (90) phrases that fall within nine dimensions: "physical symptoms, obsessive-compulsive disorder, reactive sensitivity, depression, anxiety, hostility, phobia, paranoia, psychosis", and the following is a table showing the dimensions and paragraphs of the modified scale in the Algerian environment by the researcher Abdullah Abdullah, which was adopted in a study conducted on the subject of psychological alienation and its relationship to mental health among university students.

Table 1: Shows us the dimensions and paragraphs of the mental health scale modified by the researcher Abdullah Abdullah

Dimensions	Paragraphs	Total
Physical symptoms	71-58-56-52-49-48-42-40-11-04-01	11
Ocd	65-55-51-46-45-38-28-10-09-03	10
Reactive sensitivity	73-69-61-41-37-36-34-21-06	09
Depression	54-32-31-30-29-27-26-22-20-15-14-05-02	13
anxiety	86-80-79-72-57-39-33-23-17-12	10
Hostility	81-74-67-63-24-13	06
Phobias	82-78-75-5070-47-25	07

Barnoba	83-76-68-43-18-08	06
Psychotic	90-88-87-85-84-77-62-35-16-07	10
Other symptoms	89-66-64-60-59-53-44-19	08
Total	90	

Comment on Table No. 1 The table shows us the dimensions and paragraphs of the mental health scale modified by the researcher Abdullah Abdullah, where physical symptoms are 11 items, reactive sensitivity 9 items, depression 13 items, anxiety in 10 items, infection 6 items, phobias 7 items, paranobas 6 items, psychosis in 10 items, other symptoms in 8 items.

7. Psychometric characteristics of the modified mental health scale in the **Algerian environment**:

The researcher Abdullah Abdullah presented the scale to a group of respondents from the University of Algiers students at the Faculty of Social Sciences numbered 23 male and female students, and the stability and honesty **of the scale was calculated as follows**:

7. 1. Half-segmentation method: where the correlation coefficient between the odd paragraphs and the even paragraphs that make up the scale was calculated, and the value of the stability coefficient was 0.92.

7. 2. **Internal consistency**: through the Cronbach alpha coefficient, where alpha was calculated for all paragraphs of the scale, and its value was (0.89), and this value indicates that the scale has a high degree of stability, and it is clear that the value of the correlation coefficients between each phrase of the scale, and the total sum of the phrases is statistically significant at the level of significance (0.05), and this confirms the stability of the scale as well as its truthfulness, and the validity of the scale has been confirmed by a group of arbitrators and experts to give their opinions They were unanimous 80% on the credibility of the scale (Ghali, 2014, p. 78).

8. Verify the validity and consistency of the questionnaire:

8. 1Honesty:

Table 2: Shows the validity of the terminal comparison of the mental health scale with the test (T) for one sample:

Significance level	Degree of freedom	t Calculated	Standard deviation	Arithmetic mean	Number of people	The Collection
0.00	18	10,71	10,33	290,9000	10	Above score 95%
			5,50	416,3000	10	Lower score95%

We note through Table No. (02) that the sample size of university students on the mental health scale is (34), where the upper and lower group represented 95%, i.e. the number of members of the two groups is (10) and as the data in the table indicate that the arithmetic mean for the upper and lower category respectively was (290.90) and (416.30), and the standard deviation for the upper and lower category respectively was (10.33) and (5.50), and the calculated value reached (10.71) at the significance level (sig) (0.00), which is less than (0.01). This means that the mental health scale has terminal comparison truthfulness.

8. 2. Stability of the internal consistency of the mental health scale:

In order to verify the stability of the internal consistency of the questionnaire scores, we used the Cronbach alpha correlation coefficient, which is considered one of the most important measures of internal consistency of the questionnaire consisting of composite scores, and the Cronbach alpha coefficient links the stability of the test with the stability of its items.

It is one of the most used methods to indicate the stability of the degrees of psychological scales, and the application has shown the results in the table as follows:

Table 3: Cronbachs alpha coefficient for the mental health scale

Cronbachs alpha coefficient	Number of items	Dimensions
-----------------------------	-----------------	------------

0.888	90	Mental Health Scale
-------	----	---------------------

We note from Table 3 that the "Cronbach's alpha" coefficient for the total score of the mental health questionnaire reached (0.888), which is greater than (0.800), which is a high value that means that the scale has a high stability coefficient.

8.3. Stability of the half-segmentation of the mental health scale:

We used the half-segmentation method to ensure the stability of the questionnaire scores using the "SPSS" program, which allows the use of the "Gethman" coefficient for half segmentation and calculates the "Spearman-Brown" coefficient in case the length of the two parts is not equal, and Table 4 shows the results of the application of the half segmentation.

Table 4: Stability coefficients by half-segmentation of the mental health scale

Table 1: Stability coefficients by plant segmentation of the mental health scale		
Parameter value	Method used	
0.767	1 45Part	Cronbach's alpha
0.869	2 45 Part	
0.824	Spearman-Prowan coefficient in case of unequal parts length	
0.875	Geethman's Half Fractionation Plants	

It is clear from Table 4 that the value of all correlation coefficients for the mental health scale is greater than (0.750), which is therefore high coefficients that suggest high stability of the questionnaire scores.

Based on the above in the examination of honesty and consistency and given the high value of the Cronbach alpha coefficient, the mental health scale was distinguished by high honesty and stability.

9. Analysis and interpretation of the results of the study:

9.1. Presentation and discussion of the first question:

We expect a low level of mental health among university students, and to answer this question, we rely on calculating the range as follows: highest score - lowest score = $244 - 06 = 238 / 3 = 79.33$ approximately 79 meaning:

$244 - 79 = 165$: Scores between (165 and above) have a high level.

$165 - 79 = 86$: Scores between (165 to 86) have an average level.

$86 - 79 = 07$: scores between (86 to 7) have a low level.

As shown in the following table:

Table 5: Shows the percentages of the study sample on the adjusted mental health scale.

Ratio	Frequency	Level of mental health
9%	03	High level
35%	12	Intermediate level
56%	19	Low level
100%	34	Total

Comment Table N5: The table shows the percentages of the study sample on the modified mental health scale, where we note that the number of students with high mental health reached 3 by 9%, students who had moderate mental health reached 12 by 35%, and students who had low mental health reached 19 students by 56%, and therefore the level of mental health of university students is low by 56%, so the hypothesis is realized.

As shown in the table above, the study concluded that the level of mental health of university students is low, and this may be due to family problems and family disintegration, which are among the first reasons that affect the student from the psychological side and make him think in a dark way about himself and his future, and thus this is reflected on his psyche. It may be due to the inability to adapt and psychologically and socially adapt to social, academic and personal responsibilities, as well as the impact of psychological pressures from the family, academic, economic, or personal side negatively affect the mental health of a university student, and this is confirmed by the study (Khleifi, Nadia 2018), which aims to discover the relationship between mental health and psychological stress among students of the University of Algiers, and agreed with the study (Badawi Zeinab, 2023), which aims to identify the level of mental health among a sample of second-year students Self at the University of the Valley.

9.2. Presentation and discussion of the second question:

There are statistically significant differences in the mental health of the university student due to the gender variable.

After verifying the conditions and since the distribution is normal, we choose parametric statistics, and in order to verify the second hypothesis and know the gender differences in mental health scores in the university student, the "T" test must be used for one sample, and the table below shows the results of the "T" test to find out the differences in the gender variable in the scores of the mental health scale:

Table 6: Shows the results of the "T" test to study the differences in the scores of the mental health scale in the gender variable.

Significance level	Degree of freedom	Value of t	Standard deviation	Arithmetic mean	N	Sample
0,350	32	-0,949	59,6131	72,583	12	male
			63,1155	93,682	22	Female

Comment Table 6: The results of the study The data also indicate that there were no statistically significant differences between males and females in the mental health scale of university students, where the calculated value of the "T" test was (0.949) at the level of significance (0.350), which is greater than (0.05), and this indicates that there are no statistically significant differences according to the gender variable "males, females" in the mental health scale of the university student. It is clear to us through the results that there are no statistically significant differences in the mental health scale of university students, and this is due to the fact that what affects the female sex affects males and there is no difference between them because they are in the same society. This is in line with the study (Daghbar Lamia, Happy Streets, 2020), which aims to find out the level of mental health among university students.

9. 3. Presentation and discussion of the third question:

There are statistically significant differences in the mental health of the university student due to the age variable.

Table 7: Shows the results of a single variance analysis to find out the difference in the scores of the mental health scale according to the age variable.

Significance level	valueF	Average squares	Degree of freedom	Sum of squares	
0,136	2,129	7621,402	2	15242,804	Inside groups
		3579,333	31	110959,313	Between groups
			33	126202,118	Total

Table 7 comment: The results of the study on the difference between the sample members according to the age variable, appeared in the grades of the mental health scale for the university student to confirm the following: There is no statistically significant difference between the sample members according to the age variable in the mental health scores, where the degree of freedom was (02) with the sum of the squares of mental health (126202,118), and the value of the average squares was (15242.80) within the groups and (3579,333) between the groups, while the value of P calculated for the age variable in the mental health scale was It reached (2,129) at the value of the significance level, which was estimated at (0.136), which is greater than (0.05) and therefore is not statistically significant.

This confirms that there are no statistically significant differences between the sample members according to the age variable in the scores of the mental health scale for university students, and therefore we accept the null hypothesis, which states: There are no statistically significant differences in the scores of the mental health scale among university students due to the age variable. It is clear to us through the results that there are no statistically significant differences in the scores of the mental health scale of the university student attributed to the age variable, and this explains that age is not a criterion for judging mental health, through which both age groups are subject to the same circumstances, especially educational conditions.

9. 4. Presentation and discussion of the fourth question:

There were no statistically significant differences in the mental health of the university student due to the level variable (Bachelor, Master, PhD)

Table 8: Shows the results of the analysis of single variance to find out the difference in the scores of the mental health scale according to the level variable.

Significance level	troupe	Average squares	Degree of freedom	Sum of squares	
--------------------	--------	-----------------	-------------------	----------------	--

0,609	,504	1988,350	2	3976,701	Inside groups
		3942,755	31	122225,417	Between groups
			33	126202,118	Total

Comment Table N8: The results of the study The data also indicate that there were no statistically significant differences between students in the level variable in the mental health scale, where the degree of freedom was (02) in the sum of the squares of mental health (126202,118), and the value of the average squares was (1988,350) within the groups and (3942,755) between the groups, while the value of P calculated for the age variable in the mental health scale was (, 5040) at the value of the significance level, which was estimated at (0.609), which is greater than (0.05), and therefore it is not statistically significant, this confirms that there are no statistically significant differences between the sample members according to the age variable in the scores of the mental health scale for university students.

According to the results of Table No. 06, we found that there were no statistically significant differences between the sample members with the difference in the level variable in the scores of the mental health scale for university students, and this means that the level of mental health is similar among students of the following levels Bachelor, Master, PhD, as this study agreed with the study (Saleh Al-Din Ibrahim, Ahmed bin Al-Saeed, 2020)

9. 5. Presentation and discussion of the fifth question:

There are statistically significant differences in the mental health of university students.

Table 9: Shows the results of the Reance test.

Mental health disorders	Rance Value
Physical symptoms	5.71
Ocd	4.65
Reactive sensitivity	8.03
Depression	7.75
anxiety	4.12
Hostility	2.54
Phobias	4.04
Barnoba	5.44
Psychotic	2.72
Other symptoms	5.71

Table 9 comment: Table (07) represents the results of the Reims test for mental health disorders, where they were ranked from the highest degree to the lowest score as follows: the value of 8.03 was the highest value such as obsessive-compulsive disorder, followed by depression disorder with a value of 7.75, the value of physical symptoms was 5.71, the value of 5.44 represented psychotic symptoms, then reactive sensitivity with a value of 4.65, then Bernoya with a value of 4.04, and the value of 4.12 represented anxiety disorder, and finally phobias with a value of 2.72 and hostility with a value of 2.54.

Table 10: Represents the results of the Chi Square test.

34	value N
143.837	The value of the Che Square test
8	Degree of freedom
.000	value

Table 10 comment: We note from the results of the study that the data indicate that the value of Sig is statistically significant at 0.001 and this indicates that there are statistically significant differences between mental health disorders.

Interpretation of the hypothesis:

We note through the results that obsessive-compulsive disorder and depression disorder appeared at the highest value, and this is explained by the exposure of the university student to psychological pressure, especially when trying to reconcile the study with personal and family problems, and thus fatigue in the multiplicity of responsibilities and thinking about the future creates a group of disorders that affect the mental health of the university student and thus become more vulnerable to mental health disorders. This confirms A group of specialists at the Center for Psychological Assistance at the University of Algiers 2 stated in an article that the center annually receives dozens of students, most of the cases suffer from severe psychological disorders such as obsessive-compulsive disorder, phobias, suicidal ideation, depression, isolation, anxiety, thoughts of persecution and psychological imbalance, all of which are disorders in the mental health of the individual (Wahiba Slimani, 2023)

According to the results of the study of Jose Antonio Ruiz Hernandez et al. (2022), which aims to find out the prevalence and difference of psychopathological and lifestyle symptoms in a sample of students found that the prevalence of psychopathological symptoms is high, especially depression and anxiety diseases. Where it makes them feel anxious and stressful and may go through periods of depression and thus worsen their psychological state and the student feels that he is unable to reach sufficient academic achievement and this is reflected in his mental health and appears in mental health disorders, including anxiety and depression.

General conclusion:

In the current study, we have sought to reveal the level of mental health among university students because it is one of the very important groups in society, so we have touched on the theoretical side to the most important points related to the variables of the study, which is mental health and the university student, and then we touched on the applied aspect, which is the important element in the study, after applying the modified mental health questionnaire to a final sample of (34) university students at all levels Bachelor's, Master, PhD, by following the descriptive approach and using a set of statistical methods, and after analyzing the data and discussing the results of the hypotheses, it was concluded that the level of mental health in the university student is low, there are no differences in mental health due to the age variable among university students, there are no differences in mental health due to the gender variable among university students, there are no differences in mental health due to the variable of professional experience among university students. There are differences in mental health disorders.

Recommendations and suggestions:

1. Develop awareness programs to improve the mental health of university students.
2. Study other variables to find out the reason for the decline in mental health among university students.
3. Training university students on skills that raise the level of mental health.
4. Explain preventive programs in order to prevent students from falling into psychological disorders.
5. Activating the role of psychological assistance centers in universities in order to raise awareness and awareness of the importance of mental health and its positive impact on academic achievement and on personal, social and other aspects.

Bibliography:

1. Amal Mohamed Mubarak. (2023). Mental health of mothers of primary students during distance education: a mixed study. Faculty of Education, Ain Shams University, No. 47.
2. Badawi Zainab and Dabar, Hanan. (2023, 06 01). The level of mental health among university students: A field study on a sample of Wadi University students. Al-Shamil Journal of Educational and Social Sciences, Volume 06, No. 01 June.
3. Tawfiq Shehri, Ahmed Hashemi. January . (2018) Mental health of university students. Journal of Mediterranean Thought, Issue Thirteen.
4. Hamed, Abdul Salam Zahran. (2005). Mental Health and Psychotherapy. Cairo, World of Books, 4th Edition

5. Khleifi, Nadia, (2018) Mental health and its relationship to psychological stress among university students, No. 8. Journal of the Whole in Psychological Studies and Educational Sciences.
6. Abdullah Abdullah. (2008). Psychological alienation and its relationship to mental health among university students, a supplementary note for obtaini
7. Ammar, Hamama. (2023). Mental health of the worker: lessons provided to students of work psychology and organization, Hamma University of the valley.
8. Ghali, Mary. (2014). Mental Health among University Students Note
- 9.Prepared by Phyllis Gabriel, & Marjo-Riitta Liimatainen. (2000). Mental health in the workplace. London: International Labour Organization.
- 10.José Antonio Ruiz-Hernández, Ángela Guillén, David Pina, & Esteban Puente-López, 2022, Mental Health and Healthy Habits in University Students: A Comparative Associative Study, European Journal of Investigation in Health, Psychology and Education.