



MENTAL HEALTH OF COLLEGE STUDENT.

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INTRODUCTION...

Mental health describes a level of psychological well-being, or an absence of a mental disorder. From the perspective of positive psychology' or holism', mental health may include an individual's ability to enjoy life and create a balance between life activities and efforts to achieve psychological resilience. Mental health can also be defined as an expression of emotions, and as signifying a successful adaption to range of demands.

The World Health Organization defines mental health as a “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses his or her own abilities, can work productively and fruitfully, and is able to make a contribution to his or hear community”. It was previously stated that there was no one “official” definition of mental health. Cultural difference, subjective assessment, and competing professional theories all affect how “mental health problem, some of which are common, such as depression and anxiety disorders, and some not so common, such as schizophrenia and Bipolar disorder, and some not so common, such as schizophrenia and Bipolar disorder. Most recently, the field of Global Mental Health has emerged, which has been defined as ‘the file of Global Mental health has emerged, which has been defined as ‘the area of study, research and practice that places a priority on improving mental health and achieving equity in mental health for all people worldwide’.

In the mid-19th century, William Sweeter was the first to clearly define the term “mental hygiene”, which can be seen as the precursor to contemporary approaches to work on promoting positive mental health. Isaac Ray, one of thirteen founders of the American



Psychiatric Association, further defined mental hygiene as an art to preserve the mind against incidents and influences which would inhibit or destroy its energy, quality or development.

An important figure to “mental hygiene”, would be Dorothea Dix (1888-1880), a school teacher, who had campaigned her whole life in order to help those suffering of a mental illness, and to bring to light the deplorable conditions which they were they were put it in. this was known as the “mental hygiene movement. Before this movement, it was not uncommon that people affected by mental illness in the 19th century would be considerably neglected, often left alone in deplorable conditions, barely even having sufficient clothing. Dix’s efforts were so great that was a rise in the number of patients receiving less attention and care, as these institutions were largely understaffed.

At the beginning of the 20th century, Clifford Beers (2006-2007) founded the National Committee for Mental Hygiene and opened the first outpatient mental health clinic in the United States of America.

The mental hygiene movement, also known as the social hygiene movement, had at time been associated with advocating eugenic and sterilization of those considered too mentally deficient to be assisted into productive work and contented family life.

Hypothesis:-

It was Hypothesized High and low groups on adjustment (Home health social emotional and over all adjustment) would on an anxiety and ego strength scores. low scorers on adjustment would show greater ego strength and lesser anxiety as compared to their high scores. I Respect of their home Heath social and emotional life as well on over all adjustment



METHODOLOGY

SAMPLE:

The sample selected for the instigation consisted of 250 under-graduate student by applying incidental sampling. The matched on age, sex SES and intelligence. The matching procedure compelled to restrict the number of subjects. Subjects were drawn from under-graduate colleges located at Muzaffarpur, Hajipur, Motihari and Sitamarhi in the state of Bihar. The incidental-cum-purposive sampling technique was adopted for selecting the subjects. between anxiety, ego-strength and adjustment in conducted with a purpose to examine the effects of ego-strength on an individual's on an individual's adjustment which contributes to mental health.

Table-1

Number of student tested at Different Under-graduate college situated at Muzaffarpur, Hajipur, Motihari and Sitamarhi, in the of Bihar,

Name of College	No. of Subjects
L.S. College, Muzaffarpur	50
R.N. College, Hajipur	75
M.S. College, Motihari	50
Goenka College, Sitamarhi	75
Total	250

In order to find out the effect of ego-strength and anxiety on an individual's adjustment which contributes to mental health, different scales were used in the present study. For measuring adjustment, Hindi adaptation of Bell's Adjustment Inventory. (Student from Mohsin. S.M. and Hussain, S. was used and for the measure of ego-strength Barron's ego-strength barron's ego-strength scale adapted in Hindi by Hasan O (1976) was used.

Table-2



Areas of Adjustment	No. of items
Health	31
Tatal	31

Comprehensive Test of Anxiety adapted by Sinha and Krisna (1971) was used to measure different areas of dimensions as well as forms of manifest anxiety.

A detailed, description of the various tool of measurement used in the present research are as follows:

Hindi adaptation of Bell’s Adjustment Inventory (Student from) Mohsin, S.M. and Hussain, S.

Bell Adjustment Inventory (Student from) is one of the most widely used personality inventories. The inventory was developed by H.M. Bell in the year 1934. In the process of adaption, the inventory was once again subjected to all the technical procedure for use test standardization which renders it especially suitable for use in the Hindi speaking areas. Since the standardization samples comprised undergraduate students of different rural and urban colleges, this inventory can be used in the final classes of the high school and also in colleges, in individual as well as group situation.

Items concerning home, health, social and emotional adjustment have been designated by letters, Ka, Kha, Ga, and Gha respectively. There response categories have been provided for each items.

Although, no time limit is inventory takes 35 to 40 minutes. After giving the instructions a test booklet of Bell’s Adjustment Inventory should be supplied to the testee and the should be asked to fill in his name, date and class, and make all other necessary entries. He should then read the instructions silently. He should be instructed not to read the question unless asked for. Before the test proper begins, it is to be ensured that the instruction have been understood by the individual or a group at a time.



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RUSULTS

In the present research an attempt was made to find out adjustment patterns of student in context of some personal factors like ego-strength and anxiety in relation to mental health under the assumption that adjustment which significantly contributes to mental health even amidst highly threatening situation, is itself affected by ego-strength and anxiety and also provides feed back to these components. It was also to be investigated whether difference on adjustment would be affected by anxiety and over ego-strength.

In short, in the present research the investigator taken three important factors related to mental health of a man with special emphasis on adjustment as the key concept.

Table – 3

The mean, SD and 't' value obtained on ego strength and anxiety scores by subjects categorized as high and low scores on health adjustment.



Variables	Groups	N	Mean	SD	df	t	level of Significance
Ego-Strength	High	125	19.30	5.74	248	7.4	P < .01
	Low	125	24.30	5.57			
Anxiety	High	125	84.2	6.95	248	18.7	P < .01
	Low	125	64.3	9.762			

The finding (Table 3) on high and low groups on adjustment of different areas as well as on total adjustment indicate that low scorers (better adjusted) have been found to have greater ego-strength and lesser anxiety as compared to their high scorers (Lesser adjusted).

The differences between the mean have been found to be highly significant at .01 level of significance in all the cases. Hence, one can safely conclude that persons having greater ego-strength and lesser anxiety are better adjusted in respect of their home, health, social and emotional life as well as on over all adjustment.

Some empirical studies are being quoted below in support of the present finding in respect of adjustment and its relation to anxiety and ego-strength, Verma O.P. and S.M. Upadhyaya (1983) in their study on class IX students showed that adjustment, anxiety and conflict were negatively correlated. Greater number of low adjusted subjects showed higher anxiety as well as conflict and vice versa Kha, S.A. and Sinha. J.P. (1971) report that most of the studies concluded that anxiety was a symptom of inadequate adjustment and possibly cause.



Chadda and Sen. (1981) conducted a study on 116 students of college level out of these 61 were girl students and the remaining were the boys result showed a significant difference between adjustment ego-strength and anxiety.

Madanawat, A.V. (1988) made a study on mental health in relation to anxiety and ego- strength and found that without interaction among themselves anxiety and ego-strength affect mental health individually and not in interaction with other. Pathak (1962) obtained significant correlation between adjustment and ego-strength.

On the basis of the findings, the view that a person who adjusts to the personal and environmental demands by making a realistic compromise, enjoy a good mental health. Hence, adjustment is the key to mental health. A well adjusted person had mental peace and self satisfaction which lead to sound mental health. However, adjustment



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