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Poor undergraduates' interpersonal sensitivity analysis and countermeasures

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ABSTRACT

Research shows that those students from poor families are easy to produce such low self-esteem, depression, anxiety and other mental confusion; Targeted positive mental health education can effectively help them get rid of psychological distress and better adapt to college life, and to lay the foundation for future social adaptation. Objective: Explore the relationship between poor mental health and interpersonal sensitivity among college students and provide a theoretical basis for poor mental health education. Method: Extracting a certain number of poor students and non-poor students as an object, using the Symptom Checklist, Social Avoidance and Distress Scale and the feeling of inadequacy Scale for testing. Result: The positive detection rate and positive rate of social problems in poor students tested for their mental health on interpersonal sensitivity, social confidence and other factors are higher than the non-poor students. Conclusions: Mental Health poorer levels of poverty, strong interpersonal sensitivity; social confidence, learn self-confidence and sense of self-worth because they have a significant impact.

KEYWORDS

Interpersonal sensitivity; Poor students; Mental health.



INTRODUCTION

Poor students as an especial group in colleges and universities can not be ignored, and their present and future in higher education has become the focus of attention^[1]. How to accurately grasp mental development characteristics and existing problems of this group, accurately explore theirs causes, and take effective measures to their psychological health guidance to help them shape a healthy personality and improve their mental health has important theoretical and practical significance^[2]. The stage of college is an important turning point in life, worldviews, outlook on life, values and ways of thinking and so on formed in this period will be accompanied by a person's life. Research showed that interpersonal relationship plays an important role for development of college students' psychological health; to explore the psychological characteristics of college students' interpersonal relationship has important significance to strengthen mental health education and coordination relationships and treating mental illness^[3]. Among literatures on mental health of poor students, the empirical study about the relationship between mental health and interpersonal sensitivity is very less, many scholars only think about them from the aspect of the theory^[4]. The relationship between mental health and interpersonal sensitivity is explored in this paper by direct study of interpersonal sensitivity status of poor students.

OBJECTS AND METHODS

The object

Due to the current there is no uniform standard to define for the "poor student", in order to ensure the scientific studies, identification of poor student mainly based on criteria developed by the school: All students need schools and government funded because of family financial difficulties, are required to submit individual application forms and family economic situation survey out to prove by the local government, after verification, and determined by the class, college, school three grade council.

This research mainly taking class as a unit, professional random sampling, and a total of 780 students were investigated by an object. 716 valid questionnaires were collected, 126 of which were randomly selected from the impoverished students, the non poor students in 156 people as control group were studied, subjects generally on the difference was not statistically significant, comparable.

Research Methods and Tools

Symptom Checklist (SCL-90) In this study, Symptom Checklist (SCL-90) is used as evaluation tool for evaluation, and it is composed of 90 questions, divided into 10 factors, namely somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis and other^[5]. This scale has been widely used in mental health with good reliability and validity. The higher score for each factor in this scale represents the worse level of mental health of tester. According to SCL-90 national routine results, scores more than 160 points, subjects can be considered to be positive and need further examination.

Social Avoidance and Distress Scale Social Avoidance and Distress Scale(SAD)^[5], compiled by Watson and Friend in 1969, composed of social anxiety subscale (Ax) and social avoidance subscale (Av), also has high reliability and validity in university student groups^[6].

The feeling of inadequacy scale The feeling of inadequacy scale (FIS; Janis and Field, 1959) is intended to assess self-esteem, a total of 36, divided into 5 subscales, namely self-worth, social confidence, self-confidence of learning ability, appearance and physical confidence. The scale uses a seven-grade score, low score represents the feeling of inadequacy is strong, that is low self-esteem, and has good reliability and validity.

These evaluations with the class as a unit were organized by classroom teachers responsible for tests and questionnaires. All data were analyzed by SPSS software, while the impact factor (interpersonal sensitivity) is used for multiple linear regression analysis on psychological health.

THE RESULTS

Poor and non-poor students' mental health, interpersonal sensitivity status

TABLE 1 shows that poor students in interpersonal sensitivity, paranoia, anxiety, three factors and SCL-90 scores were higher than the non-poor students, the differences were statistically significant. The phenomenon that poor college students on the symptom checklist scores were significantly higher than the non-poor students indicates that poor students in mental health than non-poor students is poor, and this situation is mainly expressed in interpersonal sensitivity, obsession, paranoia, depression and other aspects, and the detection for 32.4% may exists psychological problem compare to national average seized out rate 20% is obviously high.

TABLE 1 : The comparison of factors in SCL-90 between poor and non-poor students ($\bar{x} \pm s$)

Project	poor students	Non-poor students	t
Somatization	1.37±0.41	1.34±0.43	1.66
Obsessive-compulsive symptoms	1.96±0.61	1.82±0.49	1.91
Interpersonal sensitivity	1.91±0.64	1.53±0.51	4.06**
Depression	1.67±0.54	1.55±0.44	1.63
Anxiety	1.59±0.51	1.44±0.43	2.19*
Hostile	1.67±0.58	1.53±0.47	1.85
Terror	1.38±0.45	1.31±0.35	1.63
Paranoid	1.60±0.54	1.51±0.47	2.11*
Psychotic	1.52±0.46	1.47±0.41	1.85
total score of SCL-90	147.86±40.35	136.78±32.34	2.41*

Mental health and a sense of positive rate of defect**TABLE 2 : The feeling of inadequacy scale factors ($\bar{x} \pm s$)**

Factors	poor students	non-poor students	t
A sense of self-worth	23.53±6.28	22.51±6.13	0.87
Social confidence	40.18±16.72	34.47±13.49	2.48*
Ability to learn self-confidence	23.47±6.26	20.68±6.03	2.56*
Looks confident	17.93±4.72	16.29±5.88	2.74**
Physical confident	17.18±7.32	16.84±7.15	0.17
Total score	122.29±41.3	110.79±38.68	2.45*

As can be seen from TABLE 3, the positive rate and interpersonal sensitivity of poor students were significantly higher than the non-poor students, the difference was statistically significant.

TABLE 3 : The comparison of mental health and interpersonal sensitivity positive rate

	Mental health(Positive)		Feeling of inadequacy(Positive)	
	numbers	Rate (%)	numbers	Rate (%)
Poor students (n=130)	43	34.13*	35	27.78*
Non-poor students (n=130)	29	18.59	21	13.46
Total (n=130)	72	25.53	56	19.86

Note: Compared with the non-poor students, * P <0.05

TABLE 4 : The difference in factors of social avoidance and distress scale ($\bar{x} \pm s$)

Factors	poor students (n=269)	non-poor students (n=356)	t
Interpersonal sensitivity (IPS)	10.43±5.91	9.67±5.24	2.74**
Cynical (C)	45.89±9.42	42.53±10.33	2.35*
Trustworthy (T)	46.15±9.46	45.87±9.29	0.29
Social avoidance (Av)	6.17±2.83	5.26±2.74	2.87**
Social Anxiety (Ax)	6.41±3.13	5.94±3.07	2.21*

Regression analysis on factors of mental health to interpersonal sensitivity

With a total score of mental health of poor students as dependent variable and each factor of the feeling of inadequacy scale as independent variable, the stepwise multiple linear regression analysis has been done to analyze each factor of FIS scale impact on psychological health of the poor students. The results as shown in TABLE 5 was derived by

plugging the social self-confidence, learning self-confidence, the sense of self-worth three factors into the regression equation.

TABLE 5 : stepwise multiple regression analysis on FIS scale to mental health of poor students

	R	R2	Adjust R	B	Beta	t
Social confidence	0.632	0.395	0.379	0.977	0.362	3.799**
Learn confidence	0.649	0.431	0.420	1.601	0.230	2.821**
Sense of self-worth	0.621	0.452	0.435	1.352	0.189	2.337*

Note: * P <0.05, ** P <0.01

DISCUSSIONS

From the above data can be drawn, in terms of mental health, poor and non-poor students positive rate for 34.13% and 18.59%, in terms of the feeling of inadequacy, the positive rate for 27.78% and 13.46%, and there were significant differences between the two. There is a significant difference in social anxiety and social withdrawal on two factors between poor and non-poor students, namely problems of poor students in these two more seriously than non-poor students. Poor and non-poor students on the differences in social avoidance and its main economic factors, social activities, they showed a strong self-esteem, but also very prone to feelings of inferiority, prone to value conflicts, and thus more prone to interpersonal sensitive and cynical tendency. Found that social anxiety, cynicism and social avoidance three factors on interpersonal sensitivity has a significant negative impact on multivariate regression analysis, the most prominent social anxiety, and increased trust helps reduce interpersonal sensitivity, visible, and promote college development of social cognitive abilities, develop their correct view of human nature and positive emotional experience, teach appropriate social skills to the students, college students for changing relationships has a very important role. With a total score of mental health of university students dependent variable, a sense of scale defects each factor as independent variables, stepwise multiple linear regression to analyze the impact of each factor being scale defects on the psychological health of university students. As can be seen from TABLE 2, social confidence, learn self-confidence, a sense of self-worth three factors into the regression equation.

Therefore, the school at the time of psychological counseling for poor students, students should be able to stand in a more objective point of view, to understand ourselves, others and the community, to establish a correct self-awareness, positive living and learning in the face of various pressures, maximum limits to explore their potential to deal with, so that their ability to continue to develop.

In order to improve the mental health of poor students, learning efficiency and quality of life, schools can improve relevant policies and measures. Such as the establishment of relevant departments responsible for poor students of related issues, such as work-study system, tuition remission, subsidized student loans, scholarships, grants and other paid work; establishment of mental health education center and improve mental health education and so on.

Of course, to change the poor college students due to poverty caused mental health problems, it is necessary to eliminate the root cause of the problem - poverty, the only way to solve the problem fundamentally, which requires everyone to work together.

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