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Relationship between college students' sense of school adjustment and mental health

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1. In recent years, the percentage of students entering college has been on the rise. Accompanying this trend, the number of students who are not attending school is also increasing.

Research has shown that college students' sense of adjustment to school varies according to their level of anxiety. Furthermore, satisfaction with college affects depression and obsessive-compulsive thoughts. Therefore, it is expected that college tends to students' sense of school adjustment and satisfaction are strongly related to their mental health. However, most studies on school adjustment have focused on elementary and middle school students in the compulsory education stage, and there are not enough studies on high school and college students. Therefore, the purpose of this study was to determine the relationship between college students' sense of school adjustment and mental health. By clarifying the results of this study, it will be easier to examine what support can be provided in schools to improve the mental health of students who feel they cannot adjust to college. We hypothesize that there is a strong relationship between school adjustment attitudes and mental health.

2. Of the 123 students at Nagoya University, 119 (39 males and 80 females), excluding incomplete responses, were included in the analysis. The mean age was 20.22 years (SD=1.08). Qualtrics were used, consisting of (1) Face Sheet: gender, age, grade, and department; (2) Adolescent Fitness Scale; and (3) Japanese version of the GHQ-30. Questionnaires were distributed.

3. First, a two-sided t-test with a significance level of 5% was conducted to examine whether there is a gender difference in school adjustment and mental health values. As a result of the analysis, no significant difference was found between men and women in terms of school adjustment and mental health.

Since there was no gender difference, we did not separate the data by gender, but conducted a correlation analysis on school adjustment and mental health. As a result of the analysis, a weak positive correlation was found between school adjustment and mental health. Since a correlation was found, we finally analyzed the correlation by dividing it into sub-factors for school adjustment and mental health. As a result, we obtained the result that many sub-

factors are related to each other, but some sub-factors such as "trust and acceptance" of school adaptation in particular are not related to each other.

4. The analysis indicated a weak positive correlation between college students' attitudes toward school adjustment and mental health ($r = 0.34, p < .01$). Furthermore, analysis showed that many of the subfactors were related to each other, but some were not, notably "trust and acceptance" in school adjustment ($r=0.15, n.s.$). Regarding gender differences, for which previous studies had shown contradictory results, the results indicated that there was no difference between school adjustment ($t(117)=0.55, n.s.$) and mental health ($t(117)=0.14, n.s.$). The results of this study differ from the hypothesized results regarding the relationship between college students' attitudes toward school adjustment and mental health. One possible reason for this is that we live in an era in which diverse communities tend to emerge, and one of these communities, school adjustment, does not have a significant impact on college students. The fact that study participants were out of school for a period of time due to COVID-19 may also be related to the results. The analysis of each subfactor suggests that college students tend to be influenced more by their own sense of comfort and problems than by their surroundings' evaluations. Future work should examine the school adaptability and mental health of college students in terms of the number and quality of communities they belong to and the impact of infectious diseases. In addition, unlike this study, which is limited to men and women in terms of gender, students who chose other genders should also be considered.

Relationship between college students' sense of school adjustment and mental health

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Introduction

- In recent years, the percentage of students entering college has been on the rise. As a result, the number of students who do not attend school is increasing.
- Research has shown that students' feelings of adjustment and satisfaction in school are expected to be strongly associated with their mental health.
- However, there are not enough studies targeting university students.

- Therefore, the purpose of this study was to determine the relationship between college students' sense of school adjustment and mental health.
- By clarifying the survey results, the percentage of students entering college has been on the rise.



[Target audience]

Of the 123 students from a university in Nagoya, 119 (39 male, 80 female) were included in the analysis, excluding incomplete responses.

[survey material]

Questionnaire (1) Face Sheet: gender, age, grade, and department; (2) Adolescent Fitness Scale; and (3) Japanese version of the GHQ-30

[Analysis method]

Two-tailed t-test with intentional level of 5% to examine gender differences correlation analysis on school adjustment and mental health.

Results

- A two-sided t-test with a significance level of 5% was conducted to examine whether there is a gender difference in school adjustment and mental health values. As a result of the analysis, no significant difference was found between men and women in terms of school adjustment and mental health.

	males		females		t -value
	Average	SD	Average	SD	
Adaptability to school	97.97	18.64	100.15	18.64	-0.60
Mental health	88.72	14.27	84.69	13.02	1.49

p > .05

- Conducted a correlation analysis on school adjustment and mental health. As a result of the analysis, a weak positive correlation was found between school adjustment and mental health.

	1	2	3	4	5	6	7	8	9	10	11	12
1. Adaptability to school	—					.34**	.22*	.29**	.13	.26**	.24**	.29**
2. Feeling of comfort		—					.19*	.23*	.08	.29**	.19*	.27**
3. Existence of task & purpose			—				.19*	.21*	.14	.20*	.00	.23*
4. Trust & Acceptance				—			.12	.15	.01	.01	.11	.16
5. Lack of inferiority complex					—		.13	.23*	.19*	0.1	.36**	.15
6. Mental health	.34**					—						
7. General disease trends	.22*	.19*	.19*	.12	.13		—					
8. Physical symptoms	.29**	.23*	.21*	.15	.23*			—				
9. Sleeping disorder	.13	.08	.14	.01	.19*				—			
10. Social disability	.26**	.29**	.20*	.01	0.1					—		
11. Anxiety & Dysphoria	.24**	.19*	.00	.11	.36**						—	
12. Suicidal ideation & Depression	.29**	.27**	.23*	.16	.15							—

***p* < .01, **p* < .05

- We finally analyzed the correlation by dividing it into sub-factors for school adjustment and mental health. As a result, we obtained the result that many sub-factors are related to each other, but some sub-factors such as "trust and acceptance" of school adaptation in particular are not related to each

Conclusion

- About the research results, one possible reason for this is that we live in an era in which diverse communities tend to emerge, and one of these communities, school adjustment, does not have a significant impact on college students. The fact that study participants were out of school for a period of time due to COVID-19 may also be related to the results.
- The analysis of each subfactor suggests that college students tend to be influenced by their own sense of comfort and problems rather than by the evaluations of their surroundings.
- Future work should examine the school adaptability and mental health of college students in terms of the number and quality of communities they belong to and the impact of infectious diseases. In addition, although the analysis in this study was limited to men and women in terms of gender, students who chose other genders should also be considered.

発表概要報告書

【大会概要】

2023年6月1日から2023年6月4日にかけて、韓国のソウルで行われた10th World Congress of Cognitive and Behavioral Therapiesに参加した。新型コロナウイルスの流行後、対面で実施されたため大会中に参加者の方と直接コミュニケーションを取ることが可能だった。自分の発表時間以外は自由に動くことが可能あり、自分の研究と関連のある研究や興味のある研究について多くの発表を聞くことができた。発表者の方に直接お話を伺うことができたため、質問などもしやすかった。

【発表内容の概要】

“Relationship between college students' sense of school adjustment and mental health”という題目で筆頭発表者としてポスター発表を行った。本研究では、大学生の学校適応感とメンタルヘルスのコンディションの関連について検討した。結果として、大学生の学校適応感とメンタルヘルスの間には弱い正の相関があることが示された。また、それぞれの下位要因については、多くは相互に関連しているが学校適応感の「信頼と受容」のように、関連のないものもあると示された。加えて、男女差に関しては学校適応感、メンタルヘルス共に差が見られないことが示された。結果からは、学校以外に様々なコミュニティを作りやすくなっていることにより、その中の1つである学校での適応が、大学生に影響しにくくなっているのではないかとということや、大学生にとって周囲からの評価よりも、居心地や課題の有無など自分自身が感じる事柄の方が大きな影響を及ぼす傾向があるということが考えられた。今後の展望としては、大学生の学校適応感やメンタルヘルスのコンディションについて属しているコミュニティの数・質や、感染症の影響という観点からも検討することが望まれる。本研究は、大学生のメンタルヘルス不調に対する予防的支援や早期支援に活用可能な支援方略を立案する一助となることが期待される。

【体験記】

大会期間中、他の参加者の発表を見られる時間が多くあり、興味のある研究内容について学ぶことができた。今回の学会は対面で参加することができたため、発表者の方と直接交流することが可能だった。参加している先生方にご挨拶させていただく中で、今後の自分の研究に繋がる質問やご助言をいただくこともできた。国際学会ということで参加前は言語についても心配していたが海外の方とも問題なく交流できた。初めての学会参加で不安も大きかったが、自分の研究を発表することができて自信につながるとともに研究に対する意欲が一層高まった。今後も、様々な学会での発表に挑戦していきたい。また、今回の経験を研究や臨床活動に活かしていきたい。

(1158字)

(日本語 1200字以内)

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