

Adjustment Among College Students in Mizoram with Respect to Anxiety, Depression And Stress: A Review of Related Literature

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Abstract

For college students, adjustment is required in various dimensions, which degree and type is varied with students depending on background, experience and prior schooling and environment of college. It's a process of finding and adopting modes of behavior suitable to the environment. Generally emotional and social adjusted students perform better. In some study adjustment of college students have been measured and comparatively analyzed. Adjustment is a behavioral process of balancing conflicting needs. From certain researches it has been found that than 40% of all college entrants leave studies before completion. 75% of these students drop out in first 2 year of college. The transition from school to college has emotions, social and academic adjustment. Some students find ways and adapt it whereas others feel overwhelmed and unable to meet the demands effectively.

Keywords: Adjustment, stress, anxiety, depression.

INTRODUCTION

Adjustment patterns of students differ with their level of intelligence. College students have adjustment problem in home also. They have difficulties with parents, siblings due to shyness, aggressiveness. They have academic adjustment problem due to new academic pattern, environment and faculties. Motivation to learn, taking action to meet academic demands and academic dissatisfaction are components of academic adjustment. Social adjustment is important for students. Forming supportive network, managing new social freedom, home sickness, loneliness are social adjustment problems. Quality of informal contact with faculty support and helps to make adjustment. Psychological distress, somatic distress, anxiety, low self esteem, depression have been cause of dropping out.

OBJECTIVES

The present study will examine available related literature on the various factors affecting the adjustment patterns and problems of college students in Mizoram in relation to anxiety, depression and stress.

Adjustment

It is important to consider the areas of adjustment that most college students must navigate, specifically in order to prepare themselves for the challenges ahead. Being proactive about potential challenges allows students to strategize and build coping mechanisms, rather than being reactive when problems arise.

Gerdes & Mallinckrodt, (1994) found that the shift between high school and colleges can be challenging and many changes occur in emotional, social and academic adjustment. Adjustment difficulties, loneliness and depression are much more common now a day among college students than their peers who are not in college. Ray, & E., Elliott (2006) has conducted a research study on Social Adjustment and Academic Achievement. The study examined the hypothesized relationship between social adjustment, as measured by perceived social skills, and performance on academic achievement tests. The results indicated that each participant differed significantly on social skills, and students with proficient academic and behavior competence demonstrated significantly greater levels of self concept than those with an undeveloped behavior competency. Yellaiah (2012) also conducted a research work on the topic “A Study of Adjustment on Academic Achievement of High School Students.” The results conclude that adjustment and academic achievement cause significant difference between male and female students; rural and urban school students and government and private school students. DeRosier, & Lloyd (2012) has conducted a study on The Impact of Children’s Social Adjustment on Academic Adjustment. In the study it was found that social adjustment contributed independently to the prediction of each area of academic adjustment. Gender differences in the patterns of results were present, particularly for the impact of aggression on academic adjustment. Dr. Paras Jain (2017) has conducted a study on adjustment and found that most of the college students show good adjustment. Boy’s adjustment is higher than girls and 3rd year students show highest adjustment. College students are adolescents have capability to do highest adjustment with so many dreams, lot of wishes to fulfill it, commitments and flexibility. They are mentally prepared for adjustment to reach at a goal.

Anxiety

The pervasiveness of anxiety has been increasing progressively over the years, becoming one of the most critical concerns among colleges and universities. With implications extending towards poorer academic performance and overall student mental health, there is an urgent need to address this growing concern. Anxiety, in particular, is especially prevalent among college and university students. In accordance with the American Psychological Association (n.d.), anxiety is characterized by persistent intrusive thoughts and concerns that result in perpetual worry and tension. In a similar fashion, anxiety has also been described as having a disproportionate amount of worry and fear relative to everyday situations, which leads to adverse thoughts and predictions about future events. These repeated patterns of heightened worry and fear further introduces consequences such as poorer health outcomes, sleep disturbances, and impaired cognitive performance. The 2018 National College Health Assessment survey conducted by the American College Health Association (2018), which surveyed over 88,000 college students in America, found that more than half of the students (63.40 %) experienced overwhelming anxiety at some point in their last twelve months. In the more recent Spring 2022 National College Health Assessment (American College Health Association, 2022), more than one in three students (34.60 %) reported being diagnosed with an anxiety disorder (e.g., generalized anxiety disorder, social anxiety disorder, panic disorder, and specific phobia), while 35.10 % of students reported anxiety as an impeding factor to academic performance. In tandem, a meta-analysis conducted by Chang et al. (2021) found that the prevalence of anxiety among college and university students residing in European, American, and Asia-Pacific regions was 31.00 % (95 % CI: 23.00–39.00 %).

Stress

College students commonly experience stress because of increased responsibilities, a lack of good time management, changes in eating and sleeping habits, and not taking enough breaks for self-care. The top five causes of stress, according to the American Psychological Association (APA), are:

- Money. In an APA survey of adults, 72% reported being stressed about money.
- Job pressure. Conflicts with coworkers, bosses and work overload are some of the top sources of job stress.
- Health.
- Relationships.
- Poor nutrition.

Bataineh (2013) had conducted a study in Riyadh, Saudi Arabia on undergraduate students, and discovered that scholarly overloads, inconvenient courses, insufficient study time, and an ever-increasing workload semester, difficult examinations, limited motivation, and a large family of students were under moderate stress because of their expectations. It had also been found that fear of failure was discovered to be the most common source of stress among those surveyed students at the undergraduate level. Deb, et al. (2015) has conducted study at Queensland University of Technology, Australia on Indian High School Students. The findings discovered that nearly two-thirds (63.5%) of students said they were stressed because of academic pressure, with no significant differences in gender, age, or grade. As well as a few other personal considerations, about two-thirds of the pupils (66%) said their parents put pressure on them to do something they didn't want to do for improved academic results. The amount of parental pressure felt varied greatly depending on the parents' educational levels, the mother's occupation, the number of private tutors, and academic success. Children of fathers with a lower level of education (non-graduates) were shown to be more prone to perceive pressure to achieve better academically. Approximately one-third of the students (32.6%) showed signs of psychiatric illness, and 81.6 per cent reported exam-related anxiety. Academic stress was linked to parental pressure and psychiatric issues, whereas exam-related anxiety was linked to psychiatric issues as well.

Depression

While depression does not have a single cause, stress is a common factor that plays a major role in causing depression in college students. Mutalik, et al. (2016) had conducted a study on Bagalkot undergraduate students. Their results found out that undergraduate students are high on Depression, anxiety and stress. Hassan and Vasugi (2019), also conducted a study among Postgraduate Students at a Public University in Malaysia. According to the study's findings, the majority of respondents suffer from mild depression, anxiety, and stress. Meanwhile, despair, anxiety, and stress all had high relationships. However, depending on demographic characteristics, there were no significant variations in the levels of depression, anxiety, or stress.

CONCLUSIONS

It is important to consider the areas of adjustment that most college students must navigate, specifically in order to prepare themselves for the challenges ahead. Being proactive about potential challenges allows students to strategize and build coping mechanisms, rather than being reactive when problems arise.

According to Suicide Prevention Resource Center, "Mental health problems can affect many areas of students' lives, reducing their quality of life, academic achievement, physical health, and satisfaction with

the college experience, and negatively impacting relationships with friends and family members. These issues can also have long-term consequences for students, affecting their future employment, earning potential, and overall health. Proper adjustment in college life is considered as one of the potent factors which leads to student's success in their educational life as it is an indicator for the student's potentiality to cope up with the problems emerging from academic, social and emotional needs.

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