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RESEARCH ARTICLE

RESEARCH ON MENTAL HEALTH STATUS AND THE RELATIONSHIP BETWEEN SPIRITUAL BELIEF AND SELF – HARMONY

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ABSTRACT

According to the questionnaire survey of 500 graduate students on mental health, spiritual belief and self-harmony, through mathematical statistical analysis, it was found that :(1) overall, the psychological status of graduate students was unhealthy, and there were significant differences in some demographic variables; (2) self-flexibility has a significant positive predictive effect on political belief, nationalism, life pursuit and family pursuit; (3) the rigidity of ego has significant negative and positive predictive effect on nationalism and money pursuit respectively; (4) the disharmony between self and experience has a significant positive predictive effect on religious belief and god worship.

KEYWORDS

Postgraduate, spiritual belief, self-consistency and congruence, Mental health.

1. INTRODUCTION

Self - harmony is a hot topic in the study of adolescent psychology. Scholars at home and abroad attach great importance to the research in this field and have conducted a lot of discussions on this issue. Self-harmony is one of the most important concepts in c.r. ogers' personality theory, which refers to the internal coordination of the self and the coordination between self and experience. There are few tools for measuring self-harmony in China, but the self-reflection scale of self-harmony compiled by wang dengfeng of the department of psychology of Peking University according to the framework provided by Rodgers rating scale is more influential. When he tested the validity of the scale, he found that self-concordance was significantly correlated with the dimensions of the sc-90 scale, that is, different psychosomatic symptoms reflected different dimensions of self-concordance.

In today's era of social change, people generally pay attention to the issue of values and beliefs. The reason is that belief plays an important role in people's behavior. Both beliefs and values have cognitive components, but there are differences. Beliefs are also emotional and assertive [1, 2]. According to song xingchuan's research, there is a certain relationship between college students' life satisfaction and their spiritual belief [3]. In addition, he also studied the relationship between college students' spiritual belief and mental health, and found that spiritual belief has a certain effect on mental health [4]. Tension is to point out a certain relationship between self-concept, life satisfaction and values when studying Chinese traditional value orientation and modern value orientation [5]. Xin zhiyong pointed out that values affect behaviors through self-concept in the research on the relationship between values and behaviors of contemporary college students [6]. There is no empirical research on the relationship between individual self-harmony and people's spiritual beliefs. For this reason, this study, with graduate students as a special group, attempts to specifically examine the relationship between different dimensions of self-harmony and people's different beliefs.

2. RESEARCH METHODS

2.1 Tools

2.1.1 Graduate Students' Spiritual Belief Questionnaire

From what has been discussed and teachers, graduate student of psychology students, reference xing-chuan song teacher preparation of spiritual beliefs questionnaire, remove repetitive project two, expression and easy to project a misunderstanding, on the basis of reference to the others values questionnaire, designed the three projects, given the questionnaire has social orientation factor, we joined the two lie detection problem, and the analysis of psychological professional students discuss around eventually determine the 38 questions, plus two lie totally 42 items [7]. The three primary factors of the questionnaire are social belief, practical belief and supernatural belief, and the nine secondary factors are religious belief, god worship, nationalism, nationalism, political belief, life worship, money worship, family worship and family ism. Most disagree (score 2); Partial disagreement (3 points); Partial agreement (4 points); Most agree (score 5); I totally agree (6 points).

The reliability and validity of the questionnaire was analyzed, and the internal consistency coefficient of the nine factors of the spiritual belief questionnaire was 0.5396 to 0.8012. The internal consistency coefficient of the three factors was between 0.6907------ -0.8016, and the internal consistency coefficient of the total questionnaire. It was 0.7429, both higher than the reliability of the original college students' spiritual belief questionnaire. CFI, GFI, AGFI, NFI and TLI of the model for confirmatory factor analysis were all above 0.85, and RMSEA was 0.051. Compared with the original college students' spiritual belief questionnaire, all the indicators were improved, indicating that the questionnaire had better construct validity on the whole.

2.1.2 Self-Harmony Questionnaire

The self-harmony scale (SCCS) prepared by wang dengfeng according to

the expatiation of Rogers' concept of self-harmony. There are 35 items in this scale, including 3 subscales: the dissonance between self and experience, the flexibility of self, and the rigidity of self. The disharmony between self and experience includes self-evaluation of ability and emotion, self-consistency and sense of helplessness, which mainly reflects unreasonable expectation of experience. The rigidity of the self mainly reflects the rigidity and rigidity of the individual. The flexibility of the self is the opposite of the rigidity of the self. SCCS use a five-level scale. Through the test of college students, the scale has higher homogeneity reliability and predictive validity.

2.1.3 Symptom Self-Rating Scale

Symptom checklist 90 (scl-90) was compiled by Derogatis in 1979, translated by wang zhengyu. The scale has 90 entries. It is divided into somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis and 10 other factors. Each entry is graded on a scale of 1 to 5.

2.2 Samples

Students from first to third years of graduate students from nanjing normal university, hohai university, nanjing university of science and technology and school of medicine of southeast university were selected as subjects. A total of 500 questionnaires, 427 questionnaires and 85.4% were distributed in the formal survey. There were 375 valid questionnaires. Among them, 179 boys and 196 girls. First year 208, second year 81, third year 86; Arts 122, science 183, medicine 60, art 10; From mature 120, rural 211.

2.3 Program

I or a graduate student majoring in psychology will conduct group testing in the dormitory and give the questionnaire instructions to the subjects as necessary. The test time is about 10 minutes, and the questionnaire will be returned at the end of the test. The data collection time is August 2008. All data were processed and analyzed by SPSS13.0.

3. RESULTS

3.1 Correlation analysis of graduate students' spiritual belief and self-harmony

Table 1: Personal correlation analysis of graduate students' spiritual belief and self-harmony

national religious money the gods life political family **families** countries
incongruous self-0.24* 0.26** -0.11* 0.28** -0.10
and experience 0.25** 0.26** 0.01 -0.31**
The rigidity -0.29** 0.33** -0.10 0.16** -0.07
of the ego 0.14** 0.22** -0.01** -0.08
Flexibility 0.51** -0.23** 0.24** -0.08 0.16**
of self -0.18** -0.27** 0.14* 0.26**

Note: * means significant at the level of 0.05, ** means significant at the level of 0.01, the same below.

Table 1 shows that: religion, money, god, family are significantly positively correlated with the disharmony between self and experience, while nationality, life, family are significantly negatively correlated with the disharmony between self and experience. Religion, money, gods and families were significantly positively correlated with the stereotype of ego, while nationality, politics and self-stereotype were significantly negatively correlated. Ethnicity, life, politics, family, country and self-flexibility were significantly positively correlated, while religion, money, god and self-flexibility were significantly negatively correlated.

3.2 Regression analysis of graduate students' spiritual belief and self-harmony

To further understand the extent to which individual self-harmony can predict the variation of spiritual belief, we conducted multiple stepwise regression analysis with nine factors of spiritual belief as the dependent variable and each dimension of self-harmony scale as the independent

Table 2: Regression analysis of graduate students' spiritual belief and self-harmony

Dependent independent variables Beta t F R^2
Political beliefs Flexibility self 0.48 9.95** 62.18** 0.27
nationalism rigidity of the ego 0.27 4.67** -24.11** 0.13
nationalism Flexibility self 0.16 2.95** 8.69** 0.13
pursuit of life Flexibility self 0.24 4.54** 20.61** 0.06
pursuit of money rigidity of the ego 0.27 4.67** 24.11** 0.13
Family to pursue Flexibility self 0.26 4.89** 23.89** 0.07
Religious beliefs incongruous self and experience 0.22 4.03** 14.04** 0.08
Worship of the gods incongruous self and experience 0.20 3.67** 20.88** 0.11

Table 2 shows that self-flexibility has a significant positive predictive effect on political belief, nationalism, life pursuit and family pursuit, with explanatory rates of 0.27, 0.13, 0.06 and 0.07, respectively. The rigidity of self-had significant negative and positive predictive effects on nationalism and money pursuit, and the explanatory rate was 0.13. The disharmony between self and experience has significant positive predictive effect on religious belief and god worship, with explanatory rates of 0.08 and 0.11 respectively.

3.3 Overall status of graduate students' mental health

Table 3: Ratio of the number of graduate students with the score of 2 and the score of 3

Factor name≥2 % sorting ≥ 3 % sorting
Somatization 60 16 9 7 2 7
Obsessive-compulsive165 44 1 26 7 1
Interpersonal sensitivity105 28 3 12 3 6
Depression 108 29 2 18 5 2
Anxiety 82 22 6 13 3 5
Hostility 90 24 5 14 3 4
Terror 60 16 8 4 1 8
Paranoia 78 21 7 15 4 3
Mental illness 71 19 8 4 1 8
other 97 26 4 8 3 5

As shown in table 3, the top three positive detection rates were coercion, depression and interpersonal sensitivity, accounting for 44%, 29% and 28% of the surveyed graduate students, followed by others (diet and sleep), hostility, anxiety, paranoia, psychosis and somatization. The first three students were compulsive, depressed and paranoid, accounting for 7%, 5% and 4%, respectively.

There were 204 students with a factor score of 2 or more, namely 204 students with psychological problems, accounting for 54.4% of the number of participants. 56 students with a factor score greater than or equal to 3 had moderate psychological problems, accounting for 14.93 percent of the participants.

Table 4: Comparison of SCL - 90 factors and national norms for graduate students

Factor graduate student(M±SD) national norm(M±SD) T
Somatization 1.49±0.55 1.37±0.48 3.46**
Obsessive-compulsive 1.94±0.61 1.62±0.58 8.69**
Interpersonal sensitivity 1.80±0.56 1.65±0.61 5.47**
Depression 1.75±0.62 1.50±0.59 6.79**
Anxiety 1.61±0.59 1.39±0.43 6.35**
Hostility 1.59±0.61 1.46±0.55 3.61**
Terror 1.46±0.51 1.23±0.41 7.30**
Paranoia 1.55±0.57 1.43±0.57 3.65**
Mental illness 1.51±0.51 1.29±0.42 7.11**
other 1.64±0.56 1.46 5.47**

Note: * means significant at the level of 0.05, ** means significant at the level of 0.01, the same below.

It is known from table 4 that there is a significant difference between each factor of the SCL- 90 scale and the national norm, and the average score is higher than the national norm.

3.4 Difference of graduate students' mental health in grade

Table 5: Difference analysis of graduate students' mental health in grade

Factor	First grade	Second grade	three grade	P1	P2	P3
Somatization	1.48±0.58	1.23±0.34	1.64±0.58	0.000*	0.004*	0.025*
Obsessive-compulsive	1.92±0.58	1.65±0.53	2.14±0.62	0.000*	0.004*	0.007*
Interpersonal sensitivity	1.65±0.53	1.54±0.51	1.83±0.59	0.001*	0.096*	0.002*
Depression	1.73±0.57	1.52±0.52	1.91±0.67	0.000*	0.025*	0.035*
Anxiety	1.62±0.55	1.39±0.48	1.75±0.63	0.000*	0.010*	0.017*
Hostility	1.73±0.70	1.33±0.37	1.62±0.59	0.000*	0.003*	0.195*
Terror	1.45±0.47	1.27±0.34	1.57±0.59	0.064	0.030	0.079
Paranoia	1.57±0.57	1.28±0.29	1.70±0.62	0.000*	0.001*	0.084*
Mental illness	1.49±0.48	1.28±0.30	1.65±0.57	0.001*	0.007*	0.020*
other	1.69±0.52	1.35±0.41	1.79±0.60	0.000*	0.000*	0.168

Note: P1 indicates the comparison between the first and second graduate schools; P2 stands for the comparison between the first and third graduate schools. P3 means the comparison between kenji ii and kenji iii.

As shown in table 5, the third-grade students were higher in somatization, compulsion, interpersonal sensitivity, depression, anxiety, hostility, terror and other aspects than those in the second and the first grades. In addition to the terror factor, there are significant differences between the first and second factors, the second and third factors, and the third and first factors.

3.5 Differences in graduate students' mental health in professional aspects

Table 6: Difference analysis of graduate students' mental health in professional aspects

Factor	liberal arts	science and engineering	art	P4	P5	P6
Somatization	1.38±0.49	1.61±0.57	1.70±0.78	0.001*	0.021*	0.502
Obsessive-compulsive	2.19±0.63	1.77±0.55	1.90±0.49	0.000*	0.401	0.056
Interpersonal sensitivity	1.87±0.62	1.59±0.50	1.65±0.52	0.000*	0.690	0.126
Depression	1.96±0.67	1.62±0.56	1.67±0.46	0.000*	0.773	0.060
Anxiety	1.80±0.65	1.49±0.51	1.60±0.60	0.000*	0.456	0.190
Hostility	1.75±0.69	1.47±0.47	1.73±0.94	0.000*	0.097	0.872
Terror	1.59±0.59	1.36±0.41	1.45±0.66	0.000*	0.467	0.288
Paranoia	1.68±0.62	1.46±0.48	1.69±0.75	0.002*	0.106	0.953
Mental illness	1.65±0.57	1.40±0.43	1.55±0.52	0.000*	0.256	0.419
other	1.79±0.61	1.55±0.50	1.67±0.60	0.001*	0.368	0.434

Note: P4 indicates the comparison between liberal arts and science and engineering. P5 means the comparison between liberal arts and art; P6 stands for the comparison between science and engineering and art.

It is known from table 6 that art scores are highest in somatization, and there are significant differences between liberal arts and arts, as well as between liberal arts and science and engineering. Among the other nine factors, liberal arts score the highest, followed by arts, and science and engineering rank the lowest, and there is a significant difference between liberal arts and science and engineering.

3.6 Gender differences in graduate students' mental health

Table 7: Analysis of differences in gender and birthplace in graduate students' mental health

Factor	Men(M±SD)	women(M±SD)	F	rural (M±SD)	city (M±SD)	F
Somatization	1.48±0.61	1.49±0.52	1.28	1.47±0.51	1.50±0.60	0.178
Obsessive-compulsive	1.88±0.64	1.98±0.60	0.10	1.94±0.64	1.95±0.60	0.069
Interpersonal sensitivity	1.69±0.58	1.71±0.55	0.45	1.69±0.52	1.71±0.61	1.060
Depression	1.71±0.66	1.78±0.59	1.00	1.78±0.62	1.73±0.63	0.059
Anxiety	1.56±0.60	1.65±0.57	0.01	1.61±0.57	1.64±0.62	0.337
Hostility	1.59±0.64	1.60±0.60	0.24	1.58±0.61	1.62±0.63	0.008
Terror	1.44±0.55	1.47±0.49	0.01	1.42±0.42	1.51±0.58	11.303*
Paranoia	1.60±0.61	1.53±0.53	2.94	1.52±0.56	1.59±0.58	0.692
Mental illness	1.55±0.61	1.48±0.42	5.47*	1.46±0.42	1.50±0.58	1.256
other	1.66±0.61	1.63±0.53	1.02	1.62±0.52	1.67±0.61	1.811

From table 7 we can see that male graduate students are lower than female graduate students in terms of somatization, compulsion, interpersonal sensitivity, depression, anxiety, hostility and terror, but the difference is not significant. There was no significant difference in the other nine factors except for the significant difference in the psychiatric factors.

3.7 Differences in the birthplace of graduate students' mental health

From table 7, it can be seen that there is a significant difference between rural and urban graduate students in terrorist factors, while there is no significant difference in other 9 factors.

4. DISCUSSION

4.1 The relationship between graduate students' spiritual belief and self-harmony

At the beginning of adulthood, young people are in a period of formation and stability of their outlook on life and values, which is also a period of most urgent and serious concern for life attitude, life style, survival value and other issues. At the same time, the development of self-consciousness and the establishment of self-identity are important tasks in early adulthood. Factors influencing self-consciousness include experience accumulated from childhood, attitude towards others and evaluation from others, independent consciousness and their role, status and status in society. The formation of values in youth is closely related to and complementary to the development of self-consciousness. Values affect the development level of self-consciousness, and the development level of self-consciousness affects the formation of values.

"The disharmony between self and experience" reflects that people can't adjust well to the inconsistent experience and maintain the corresponding harmony. People are inseparable from self-development and evaluation throughout their life. Healthy individuals show more acceptance and recognition of themselves, while those with psychological disharmony show obvious dissatisfaction and rejection of themselves. When encountering difficulties and problems, they cannot actively face and solve them. They can't adjust their cognition very well; Without proper attribution, external factors, such as religion and gods, are often pointed out to achieve cognitive balance and reduce psychological pressure [8].

Individuals with high self-flexibility tend to be more harmonious in their hearts. When dealing with themselves, others and things, they can think from multiple perspectives, understand the principle of transposition and handle things flexibly. The inner experience is positive and good. Such people love life and life more, attach importance to family, care about country, politics and nation. Only the person who loves home can be patriotic, he can feel the country rich and strong and national greatness brings happiness to the small family, they are mutual influence. On the contrary, individuals with low self-flexibility and self-stereotype have a rigid and rigid self-concept, and their personalities often have a paranoid side. They have some unreasonable views on money and material enjoyment, believing that money is omnipotent and only the rich can be

happy. When the idea fails to materialize, there is more pain and cognitive dissonance.

By reading the literature and life experience know that self harmonious cannot fully explain the phenomenon of spiritual beliefs, influence a personal spiritual beliefs may also with the changes of social, political, family life, books, lectures, films, personal subjective well-being, mental health, personality and so on, we need to further study the [9].

4.2 Discussion on the overall state of graduate students' mental health

According to the analysis results, the top positive detection rates were coercion, interpersonal sensitivity and depression. There were 204 students with mild psychological problems, accounting for 54.4% of the participants. Fifty-six students, or 14.93 percent, had moderate or higher levels of psychological problems. There was a significant difference between the factors of SCL- 90 scale and the national norms. Therefore, the current graduate student's mental health condition is not optimistic.

The social changes, the quickening pace of life and the reform of higher education system put a lot of pressure on the graduate students in contemporary China. The era of knowledge economy is coming to Chinese society. It reintegrates the life style of the society and inevitably brings about the change of people's mentality.

Above all, graduate student faces the biggest is obtain employment pressure. Then there is the pressure of study, economy and achievement. At present, with the continuous expansion of the annual enrollment of graduate students, there is increasingly fierce competition in the employment of graduate students. It turns out that the employment situation of "the emperor's daughter has no worries to marry" has been unprecedented impact and challenge. Academic pressure. With the strengthening of the management of postgraduate study, many colleges and universities have made strict regulations on the number and level of papers to be published during the period of graduate study, which causes great academic pressure on graduate students. Graduate students tend to be older and face different levels of marital stress. At the same time, most of them are fresh students, who are immature when dealing with study, work and interpersonal problems. Multiple stressful events can cause them to be mentally ill.

4.3 Discussion on differences in graduate students' mental health in grade, major, gender and birthplace

Previous studies have shown differences in the mental health of graduate students in different grades. The results of this study also indicated that the mental health status of graduate students in different grades was different. The third-grade students have the worst psychological condition, because they are about to finish their study life and enter the society from school. They have to face many practical but uncertain problems such as work, marriage and family, so the psychological problems are more and more complicated. The mental health of first-year graduate students is also poor, which is related to the factors such as facing a new living environment, adapting to a new learning environment and being in more complex interpersonal relationships. In comparison, the second-year graduate student has already adapted to the study and living environment of the graduate student and has no career choice and life pressure for the time being. Therefore, psychological problems are relatively few. This is not consistent with the research results of shi qingmin, wang zengqi et al. (2002), who concluded that the mental state of the first is the worst, the third is the second, and the mental health of the second is better. This may be related to their lack of third-grade subjects.

The arts scored highest on somatization, and there were significant differences between liberal arts and arts. Among the other nine factors, liberal arts score the highest, followed by arts, and science and engineering rank the lowest, and there is a significant difference between liberal arts and science and engineering. As a result of professional characteristics, art students pay more attention to their feelings, because feelings are important for the creation of art, so they are more sensitive to their bodies. The mental health level of liberal arts graduate students is lower than that of science and engineering graduate students. There are many reasons for this result, which may be related to the major of liberal arts postgraduates. Students majoring in psychology, education, Chinese, politics, history, etc., make their life concept and thinking mode different from those of science postgraduates. Liberal arts students are active in thinking and sentimental, so they have more problems in dealing with interpersonal relationships, which is more likely to cause anxiety and depression. Compared with liberal arts graduate students, science and engineering students are more rational, more logical thinking, and may have fewer problems. From the employment situation, science and engineering can enter the government, schools, companies and other enterprises and institutions, relatively less than liberal arts employment pressure. As for the relationship between art and liberal arts, science and engineering is not significant, which may be caused by the lack of research capital and representativeness, which needs further research.

Male graduate students generally score higher than female graduate students on various factors, but there is no significant difference between male and female graduate students in SCL - 90. There was only a significant difference in the number of psychiatric factors. This may be due to the fact that girls face greater pressure in finding jobs and dating, as well as the fact that their physical and psychological characteristics cause their sensitivity to external stimuli and excessive defense, as well as the lack of channels to relieve pressure. It suggests that we should attach great importance to the psychological health care and guidance of female graduate students.

There is a significant difference between rural and urban graduate students in terms of terrorist factors. This may be related to the early growth experience. Students born and raised in rural areas have less complicated contact with people, things and things. When they come to the big city to study, there will be more public places to contact and deal with. For instance attend a few social activities, go out to travel, enter hollowness field, take a few transportation tools to wait, add the influence of a few bad individual character characteristic, can appear a few incommensurate, as a result nervous, anxious, horrible.

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