



MENTAL HEALTH ITS IMPACT ON STUDENTS PROBLEM SOLVING ABILITY: AN OVERVIEW

Name: Raashid Iqbal Bhat

Address: Nowgam Kuthar Anantnag Kashmir (J&K)

Abstract : The definition of health has shifted drastically during the last 150 years. Health is defined by the World Health Organization (WHO) as a condition of physical, mental, and social well-being that does not merely relate to the absence of disease.

With a better knowledge of the notion of health, the importance of mental health becomes more evident since it ensures that people, families, and society operate properly. Numerous various treatments, such as biologics, behaviour therapy, and psychodynamics, as well as many paradigms, such as medical, empowerment, behavioural change, educational, and social change, have been proposed in order to improve health. The ability to solve social problems is a contemporary notion that has been shown to be useful in reducing psychiatric illness.

The process of problem solving in the actual world is referred to as social problem solving. The term "social" in this definition refers to aspects that influence a person's coping practises in a social setting. The social issue solving model influences the majority of social problem-solving research. Based on this concept, different types of methods (e.g. problem solving therapy) can be used as an intervention modality in depression, suicide, mental and physical health issues, and anxiety.

Keywords: mental health, students, problem solving ability.

INTRODUCTION

The emotional and psychological well-being of a person is referred to as mental health. It is described as "a condition of emotional and psychological well-being in which an individual can use their cognitive and emotional talents to participate in society and handle the usual demands of everyday life." It may also be described as a condition in which mental processes such as cognition, mood, and behaviour are successfully performed. This mood leads to productive activity, good interpersonal interactions, and the ability to adapt, adjust, and cope with adversity. However, mental wellness should not be confused with the absence of mental disorders. A complete definition of mental health would be a condition of well-being in which an individual: a) recognises his or her own potential, b) is able to cope with life's regular pressures, c) is able to work successfully and fruitfully, and d) is able to contribute to society.

D'Zurilla & Nezu (1990) define problem-solving as a coping mechanism that improves overall competence and adaptation in real-world situations. The social problem-solving model created by D'Zurilla and Nezu provides the theoretical underpinning for this research (1999). Their concept proposes that two key processes impact issue-solving results in real-world settings: (1) problem

orientation and (2) problem solving proper. Problem-orientation is a motivational process that involves a collection of relatively consistent cognitive emotional schemas that explain how a person thinks and feels about everyday issues, as well as his or her own problem-solving skills. D'Zurilla & Nezu (2007) define problem-solving as "the logical search for a solution via the use of problem-solving abilities and approaches that are meant to maximise the chance of finding the "best" or most adaptable solution for a given issue."

PURPOSE OF THE STUDY

The goal of this review was to look into and identify the elements of mental health that affects students' problem solving abilities. Mental health is a condition of emotional and psychological well-being in which a person can use their cognitive and emotional talents to operate in society and handle the demands of daily life.

Health is defined by the World Health Organization (WHO) as "a condition of complete physical, mental, and social well-being, rather than simply the absence of sickness or infirmity." This comprehensive definition brings together the various aspects of health for us, demonstrating that the concept of health is far broader than the commonly held belief that it is limited to physical well-being. As we can see, this definition of health encompasses a variety of additional factors, one of which is mental health. Mental health is concerned with one's mental and emotional well-being. Good mental health is defined by an individual's ability to lead an independent life, maintain satisfying relationships, handle normal day-to-day life stress, and find a way out of normal, tough situations while maintaining a sense of competence.

Problem solving is defined as an individual's capacity to employ cognitive processes to address and handle genuine, cross-disciplinary challenges. Piaget (1958) highlighted sophisticated problem solving skills as a critical component of child development. Perry (1970) proposed a nine-position model of development based on Piaget's work to describe the development of pupils and their capacity to solve problems. Issue solving abilities grow when kids realise there may be more than one answer to a problem, according to Perry's research. Once a learner realises there are several solutions to an issue, they may go on to using contextual information, evaluating evidence, and integrating knowledge, all of which improves a student's problem-solving abilities (Perry, 1970; Lang, 2008).

Gu Z, Li P, Zhang A, Xu X and Gu F (2022) found that mental health has a significant positive effect on the e-learning behaviour of the students and consequently affects environmental sustainability. Undergraduate students were used as the study's sample. Mental health has been identified as an important component of overall human well-being. However, pupils who display their social and personal problems have a high risk of sadness and anxiety. E-learning behaviours (psychological motivation, peer cooperation, cognitive problem-solving, engagement with the instructor, community support, and learning management) were also assessed for their impact on mental health.

MG Gojani *etal* (2022) found the control group's mean score of state anxiety and PSS were significant, as were the control group's mean scores of trait anxiety and PSS, and the control group's mean score of depression and PSS; however, the effectiveness of therapy in both groups and PSS was not statistically different. The goal of the study was to determine the impact of problem-solving skills (PSS) training on mental health and the effectiveness of IUI therapy for infertile women.

Mohamed Sayed Abdellatif & Mervat Azmi Zaki (2021) found problem-solving skills partially mediates the relationship between habits of mind and psychological hardiness, and the results also demonstrated that there are no statistically significant differences between male and female students in habits of mind, problem-solving skills, and psychological hardiness. This study looked into the role of problem-solving skills as a mediator variable in the relationships between habits of mind and psychological hardiness among university students, as well as the differences in habits of mind, psychological hardiness, and problem-solving skills between male and female students. A total of 285 male and female third-year Faculty of Education University students were included in the study. The habits of mind scale, the problem-solving scale, and the psychological toughness scale were used to gather data (Mekhemer, 1996). The data was processed using SPSS v.25 and AMOS v.24.

K. M. Cooper, L. E. Gin, et al. (2020) found students' depression affected their motivation and productivity, creativity and risk-taking, engagement and concentration, and self-perception and socializing in undergraduate research experiences. Also it was found that students' social connections, experiencing failure in research, getting help, receiving feedback, and the demands of research affected students' depression.

Khodadadi, N., & Foroozandeh, E. (2020) found PSA is correlated with QoL, and PSA dimensions, including self-confidence in PS, avoidant attachment to PSA style, and self-control. PSA and QoL were shown to have a substantial association, according to the findings. Furthermore, the PSA aspects (self-confidence in PSA avoidant attachment to PSA style, self-control, and QoL) had a strong association. Self-confidence in PSA, avoidant attachment to PSA style, self-control, and self-confidence in PS were similarly found to be the most powerful predictors of QoL in regression analysis.

Şanal, M., Sari, E. & Kaya, C. (2019) found positive outcomes of rational problem solving and its effect on mental health were provided. Furthermore, measuring tools for social issue solutions were presented. Overall, social issue solving is a valuable notion that benefits mental health and psychological well-being.

Charis Asimopoulos, Sofia Martinaki, Katerina Maniadaki (2018) revealed post-intervention statistically significant differences in adolescents' total social problem solving, negative problem orientation and avoidance problem solving, indicating improvement. Also, there was a statistically significant improvement in moral self-concept. The study looked at the problem-solving abilities of social work students in connection to demographics, year of study, and mental health. All SCL-90 measures had a strong negative connection with PSI scores. For both PSI scales, all SCL-90 dimensions were predictive. Furthermore, as compared to married students, unmarried students exhibited lower Problem-Solving Confidence, Approach-Avoidance Style, and Total PSI scores. Furthermore, students from metropolitan regions scored higher on Personal Control and Total PSI, while those in the third or fourth year of studies scored higher on Problem-Solving Confidence than those in the first and second year of studies.

JohnMaddoux et al (2014) found difficulties in problem-solving abilities to increased mental health symptoms for mothers as well as a greater likelihood for child behavioural dysfunctions. Importantly, they also provide recommendations for treatments with moms that may improve child behaviour outcomes. Higher negative problem-solving scores were linked to a higher risk of the woman having clinically significant levels of PTSD, anxiety, depression, and somatization, as well as a higher risk of her child having borderline or clinically significant levels of both internalising and externalising behaviours. In the aftermath of the environmental stress of abuse, a mostly negative problem-solving style was substantially linked to lower outcomes for both mothers and children. Interventions that focus on problem-solving skills might help abused women cope with the daily stresses of life after they've been assaulted.

Mansour Ranjbar, Ali Asghar Bayani,¹ and Ali Bayani (2013) found significant relationship between social problem solving ability and mental health. The ability to solve social problems was associated to somatic complaints, anxiety and sleeplessness, social dysfunction, and severe depression. The study's main purpose was to predict a student's mental health using social problem-solving ability. The outcomes of the study demonstrated a strong correlation between social problem-solving ability and mental health.

Moslem Parto & Mohammad Ali Besharat (2011) found self- efficacy and problem solving were the powerful direct predictors of mental health, and efficient coping and inefficient coping were mediated on the relationship between self- efficacy and problem solving with mental health. The association between problem resolution and mental health was used to moderate ineffective coping. The study's findings revealed the mediation processes through which successful and poor coping mediated the links between self-efficacy and problem-solving and mental health in teenagers. The study looked at the link between self-efficacy and problem-solving skills and mental health in teenagers. The General Self-efficacy Scale (GSE; Schwarzer & Jerusalem, 1995), the Problem Solving Inventory (PSI; Heppner & Petersen, 1982), the Coping Scale (CS; Moos & Billings, 1982), and the General Health Questionnaire were completed by 914 students (428 males and 486 girls) (GHQ-28; Goldberg, 1972). The findings

demonstrated that self-efficacy and problem solving were important direct predictors of mental health, and that the link between self-efficacy and problem solving and mental health was mediated by efficient and inefficient coping. The association between problem resolution and mental health was used to moderate ineffective coping. The outcomes of this study revealed the processes by which successful and poor coping mediated the links between self-efficacy and problem solving and mental health in teenagers.

Mahbobeh Chinaveh (2010) found quality of life and mental health have been increased after program in problem-solving training group and was not observed changes in control group. Problem-solving training has been utilised to improve the quality of life of clients. Seventy-nine college students with low quality of life and mental health were randomly assigned to either a problem-solving six-week training group or a control group that did not get any instruction. On the first and end days of the programme, their quality of life and mental health were compared to those of a control group.

Um, Hwa-Yoon - Lee, Haejung- Lim, -Yeonjung (2010) analysed problem-solving program very effective to middle school girls with depression. As a result, offering a problem-solving programme as an intervention to improve the mental health of depressed teenagers should be explored. After completing the programme, the experimental group had much greater levels of problem-solving ability and significantly lower levels of depression than the control group. The experimental group's self-esteem increased following the programme, although the differences were not significant when compared to the control group's. The goal of this study was to see how a problem-solving programme affected middle school females with depression's problem-solving abilities, self-esteem, and depression.

Flett *etal* (1996) examined the relation between dimensions of perfectionism and self-appraised problem-solving behaviours and attitudes. Studies have found that socially prescribed perfectionism is linked to more negative self-perceptions of problem-solving orientation, and that the link between socially prescribed perfectionism and negative self-perceptions of problem-solving orientation persists even when negative affectivity levels are taken into account. Although both depression and anxiety were linked to a negative problem-solving attitude, only depression was linked to worse ratings of actual problem-solving abilities. The findings show that being exposed to enforced standards of perfection degrades the problem-solving process, and that those who have high levels of socially dictated perfectionism are in particular need of counselling therapies that promote a more positive problem-solving attitude.

CONCLUSION

The researcher tried to find the impact of mental health on problem solving abilities. Most of the studies showed that there is positive correlation between mental health and problem solving abilities. Also the researcher found social problem solving ability are significantly correlated with the mental health. Sound mind lies in a sound body. Without sound mind an individual cannot perform well in his life. So, it is necessary to have positive mental thinking as well as sound body. Also the researcher found so many symptoms and reasons that have adverse effect on mental health of students.

REFERENCES

- Gu Z, Li P, Zhang A, Xu X and Gu F (2022) The Role of Mental Health and Sustainable Learning Behaviour of Students in Education Sector Influences Sustainable Environment. *Front. Psychol.* 13:822751. doi: 10.3389/fpsyg.2022.822751
- Gojani MG, Kordi M, Asgharipour N, Esmaili H, Amirian M, Eskandarnia E (2022). The effect of problem-solving skill training on mental health and the success of treatment of infertile women under intrauterine insemination treatment. *J Edu Health Promot* 2017;6:107.
- Mohamed Sayed Abdellatif & Mervat Azmi Zaki (2021) Problem solving skill as a mediator variable in the relationship between habits of mind and psychological hardness of university students. *International Journal of Higher Education* Vol. 10, No. 3
- K. M. Cooper, L. E. Gin, *et al.* (2020) An Exploratory Study of Students with Depression in Undergraduate Research Experiences. *CBE—Life Sciences Education* • 19:ar19, 1–17

Khodadadi, N., & Foroozandeh, E. (2020). Problem-Solving Ability and Quality of Life in the Mothers of Children With Autism Spectrum Disorder *Journal of Practice in Clinical Psychology*, 8(4), 267-276. <https://doi.org/10.32598/jpcp.8.4.489.1>

Şanal, M., Sari, E. & Kaya, C. (2019). Explaining social problem solving and its effect on mental health. *OPUS–International Journal of Soci-ety Researches* , 10(17), 2263-2270 DOI: 10.26466/opus.519469

Charis Asimopoulos, Sofia Martinaki, Katerina Maniadaki (2018) Problem-Solving Skills and Mental Health of Social Work Students in Greece. *The Journal of Social Sciences Research*. Vol. 4, Issue. 11

Nashwa Saber Atia (2018) Effectiveness of Social Problem Solving Training Program on Enhancing Self-concept of Adolescents in Zagazig City. *Zagazig Nursing Journal* January 2018 Vol.14, No.1

JohnMaddoux *etal* (2014) Problem-Solving and Mental Health Outcomes of Women and Children in the Wake of Intimate Partner Violence. *Journal of Environmental and Public Health*. <http://dx.doi.org/10.1155/2014/708198>

Mansour Ranjbar, Ali Asghar Bayani,¹ and Ali Bayani (2013) Social Problem Solving Ability Predicts Mental Health Among Undergraduate Students *Int J Prev Med*. *International Journal of Preventive Medicine* 2013 Nov; 4(11): 1337–1341.

Mansour Ranjbar, Ali Asghar Bayani¹, Ali Bayani (2013) Social Problem Solving Ability Predicts Mental Health Among Undergraduate Students. *International Journal of Preventive Medicine*, Vol 4, No 11,

Moslem Parto & Mohammad Ali Besharat (2011) The direct and indirect effects of self- efficacy and problem solving on mental health in adolescents: Assessing the role of coping strategies as mediating mechanism. *Procedia - Social and Behavioral Sciences* 30 (2011) 639 – 643.

Mahbobeh Chinaveh (2010) Training Problem-Solving to Enhance Quality of Life: Implication towards Diverse Learners. *Procedia Social and Behavioral Sciences* 7(C) (2010) 302–310

Um, Hwa-Yoon, Lee, Haejung, Lim, Yeonjung (2010) Effects of a Problem Solving Program on Problem-Solving Ability, Self-Esteem, and Depression for Middle School Girls. *J Korean Acad Psychiatr Ment Health Nurs* Vol. 19, No. 3

Flett *etal* (1996) PERFECTIONISM, SOCIAL PROBLEM-SOLVING ABILITY, AND PSYCHOLOGICAL DISTRESS. *Journal of Rational-Emotive & Cognitive-Behavior Therapy* Volume 14, Number 4,