

The study of the effects of sport, cultural and artistic activities on student's mental health and their social intimacy

Forough Naghibi¹, Mohammad Alizadh², Hamid Haghighi³, Morteza Salimi², Zeinab Hesam⁴, Ali Akbar Hesam^{2*}

- 1- M.Sc Student of Clinical Psychology, Bandar-e-Abbas branch, Islamic Azad University, Bandar-e-Abbas, Iran.
- 2- Student Research Committee, Department of Research and Technology, Hormozgan University of Medical Sciences, Bandar-e-Abbas, Iran
- 3- Department of Counseling & Psychological, Hormozgan University of Technology, Bandar-e-Abbas, Iran
- 4- M.Sc Student of Clinical Psychology, Sari branch, Islamic Azad University, Sari, Iran.

*Corresponding Author: Ali Akbar Hesam

Email: Aliakbar.Hesam@yahoo.com; Tel & Fax: +987613337104

Abstract: Making intimacy-based relations with other is a great factor of health and mental establishment in adults. The province of mental health and its optimization in the community level are the most essential tasks which the health organization has put it on the government responsibility. The main aim of the study is to evaluate the effect of sport, cultural and artistic activities on mental health and students social intimacy which it has been carried out on 240 B.A students of Hormozghane University as they were selected accidentally in sampling method. The tool of the study is a MMSI (Millar and Lefkourt social intimacy questionnaire) and mental health scale (GHQ). The results showed that there is a significant difference between three participated groups in four mental health elements (physical symptoms, anxiety, social function and depression). These elements have the greatest mean among the active students of sport, cultural and artistic activities. Different activities are very effective in both mental health and interpersonal intimacy. Since, the cultural-artistic activities need cooperation which it can be effective in optimizing the interpersonal intimacy with other people as well.

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Introduction

Students are considered the basic spiritual and though-based investments of each country in the world. The study of students specific problems, successful education, province of their physical and mental health have been subjected to the planning of each government. The province of mental health is the most essential message or task which W.H.O has put it on the government's responsibilities (1). The concept of mental health is a regular base of general health and it is represented the whole approaches and methods preventing any mental disease. The mental health is one of the most effective factors of upgrading the men. This can be very tangible in relation to students significantly. Although students have been considered as the sophisticated individuals in a community, but many studies show that these students can be susceptible to any emotional problem and other diseases (2). The ability of making intimacy with others is considered as the most vital factor of mental health in adults (4). Intimacy has been modeled as a behavioral pattern-excitement and social aspects. Psychologist consider the intimacy as an ability of making relation (without control) with others and reprelenting emotions (without inhibition

agent) which is the man's natural right in this individuals need to increase their health in regard to their cultural affairs (9). Ferman reported that those students who are very happy and healthy participating in different activities actively accept their personal problems trying new thoughts out in this regard. Plante found that sport exercises cause to recovery of the mental health increasing self-confidence and respectfulness. In Iran, there have been carried out many researches representing that there is a positive significant relationship between mental health and different sport activities (10, 11). Generally speaking, the capacity of establishing intimacy relations is the most essential index of mental health. The study of the subject among different student groups can lead to the interaction of students showing us the establishment of intimacy and interaction of the members togetherly, increasing different opportunities of success in these people (4). The necessity of the subject among students is very important because the prosperity of the man depends on the healthy affairs. Since researchers could not find an implicit research in this case, therefore, the importance of fulfilling the research gets doubly essential if many researches have been carried out in

the field of student mental health, but the topic has also been studied as well along with other factors such as social intimacy clearly.

Materials and methods

The statistical community of the study includes the whole B.A students (male and female) of Hormozghan University in the educational year of 2010-2011, which 2486 female and 1514 ones as male were participated (totally 4000 ones) in the present research. The volume of the sample including 240 students which 149 ones were usual students but 54 ones had artistic-cultural activity and 37 ones as athlete students, they were all selected accidentally.

As given in table 1, about 62% of their population was usual, 22% active in artistic-cultural activity, and 16% as athlete. As shown in table 2, it is observed that selected sample of study had 49.2% male and 50.8% female. To evaluate the intimacy in a context of different relations (Miller and lefcourt), the questions of related scare were made by different interview of organizations including friends, familiars and other family members. This scale includes two groups of questions which 6 questions for the first group describing intimacy distribution and 11 questions devoted to the intensity of intimacy experience. The Cronbach α coefficient of the tool has been reported in different completions from 0.86-0.91. Also, the validity coefficient was reported by retest method by duration of more two months 0.84 and more one month 0.96. In total, the obtained data by miller and lefcourt suggest that the social intimacy scale is a reliable social intimacy scale. (4). The Goldberg health questionnaire was used to determine the mental disorders. In this research, a 28-article version was used. The number of the articles has been divided into four scales of physical symptoms, anxiety, social function and depression in this questionnaire. Also in the present study, the Cronbach α coefficient was 0.81 obtained. In the study, the students were usual. The one who did not participate in any 23 institute or any other sport, artistic-cultural activities. He or she did not even have at least two sessions exercise during a week.

In contrast, the artistic-cultural student is the one who participated actively in 23 institution in the University and the athlete student is called those ones who participated at least "2" sessions exercise during a week, and they were invited to the membership of the University sport teams. The list of the whole students was given to researchers. In continue, they went to the location of students giving a questionnaire accidentally.

Results

To analysis and evaluate the first question, the mono-single variance analysis test was applied. The results showed that based on table 4, there is no significant difference between participant students in the research based on their activity and the intensity of intimacy distribution, $F=20.12$, $\alpha=0.000$, a significant difference was found.

Therefore, to determine the difference, Scheffe's following test was used. The results have given in table 5. The results of Scheffe's test showed that there is significant difference between three participant groups in the research and usual students in the element of intimacy distribution in artistic-cultural and athlete students is greater than usual students. This difference is significant between the means based on what given in table 5. To analysis of the second question of the research, the mono single variance analysis was used. Base on table 7, it is determined that there is a significant difference between the participants in the research based on their activity in the college.

It must be noted that in the variable of physical symptoms with $F=16.28$, this difference is significant in $\alpha=0.000$. For the variable of anxiety $f=38.33$, the difference is significant in $\alpha=0.000$. For variable of depression with $F=5.97$, the difference is also significant in $\alpha=0.003$. And for the social function variable, $F=4.45$, the difference in $\alpha=0.01$ is significant. For the follow-up the differences in the present participant groups, the Scheffe's test was used which the results were given in table 8.

According to the results of table 6, in four elements of mental health, the mean of athlete and artistic-cultural students is greater than usual students. This is given in table 8 which it is significant.

But the results showed that there is no significant difference between the artistic-cultural and athlete students in four mental health elements. Generally, based on the above-mentioned results, it can be concluded that there is only significant difference between usual students with both other groups (artistic-cultural and athlete students). To analysis the third question of the research, T-test statistical test was used. The results showed that there is a significant difference between both elements of social intimacy (intimacy intensity and distribution) in male and female groups. This difference with $t=-3.06$ for intimacy intensity in $\alpha=0.01$ was significant but for the distribution intimacy variable with $t=2.35$ was also significant in $\alpha=0.01$.

Based on table 9, girls had greater mean than boys in both elements of intimacy.

Table 1: The number of people in community and case study sample.

Groups	Number of people in society	Percent of people in society	Number of people in sample	Percent of people in sample
Usual	2500	62%	149	62%
Artistic-cultural	900	22%	54	22%
Athlete	600	16%	37	16%
Total	4000	100%	240	100%

Table 2: Distribution, percent, total percent based on sex

Groups	Distributions	Percent	Total percent
Man	118	49.2	49.2
Woman	122	50.8	100
Total	100	240	100

Table 3: Distributions, mean, standard deviation, standard error, intimacy elements.

Intimacy elements	Groups	Number	Mean	Standard deviation	Standard deviation error
Intimacy distribution	Usual	149	37.19	8.96	0.74
	Artistic-cultural	54	44.96	4.96	0.67
	Athlete	37	41.85	7.50	1.23
Intimacy intensity	Usual	149	86.47	14.90	1.26
	Artistic-cultural	54	87.85	8.97	1.28
	Athlete	37	83.51	18.16	3.16

Table 4: The analysis of mono single variance related to social intimacy elements based on college activity.

Variables	Total squares	Level of freedom	Square of mean	F	sig
Intimacy distribution between group, in group, total	2570.02	2	1258.01	20.12	0.000
	14748.01	218	63.84		
	173118.03	220			
Intimacy intensity between group, in group, total	378.64	2	189.32	0.915	0.402
	45102.90	228	206.89		
	45481.05	230			

Table 5: The result of Scheffe's follow-up test

Groups	Difference of mean	Standard deviation	Sig
Usual	-7.76	1.27	0.000
Artistic-cultural	-4.69	1.47	0.007
Athlete			
Artistic-cultural	7.76	1.27	0.000
Usual	3.07	1.70	0.20
Athlete			
Athlete	4.69	1.47	0.007
usual	-3.07	1.70	0.20
artistic-cultural			

Table 6: Distribution, mean, criteria deviation, standard deviation error

Health elements	Groups	number	mean	Standard deviation	Standard deviation error
Physical symptoms	Usual	149	6.32	3.66	0.30
	Artistic-cultural	54	4	1.59	0.21
	Athlete	37	4.02	1.42	0.23
Anxiety	Usual	149	7.40	3.71	0.30

Social function	Artistic-cultural	54	3.07	4.58	0.62
	Athlete	37	3.16	1.38	0.22
	Usual	149	8.83	3.44	0.28
Depression	Artistic-cultural	54	5.42	1.59	0.21
	Athlete	37	6.64	3.57	0.58
	Usual	149	6.68	4.995	0.40
	Artistic-cultural	54	5.12	1.72	0.24
	Athlete	37	4.81	2	0.33
	Usual	149	6.68	4.995	0.40

Table 7: Assimilate variance one way related to health elements based on activities in University.

Variables	Total squares	Level of freedom	Square of mean	F	sig
Inter-group physical sigs	301.78	2	150.89	16.28	0.000
	2195.51	237	9.26		
	2497.29	239			
Inter group anxiety	1044.53	2	522.26	38.33	0.000
	2328.75	237	13.62		
	4237.29	239			
Inter-group depression	-198.90	2	99.45	5.97	0.003
	-3945.08	237	16.64		
	4143.98	239			
Social function inter group	157.19	2	78.60	4.45	0.01
	4185.73	237	17.66		
	4342.93	239			

Table 8: Results of Scheffe's follow-up test for following the differences between health element groups

Dependent variable	groups	Mean difference	Deviation error	Sig
Physical symptoms	Usual	2.33	0.48	0.000
	Artistic-cultural	2.39	0.55	0.000
	Athlete			
	Artistic-cultural	-2.32	0.48	0.000
	Usual	-0.02	0.64	0.999
	Athlete			
Anxiety	Usual	4.33	0.58	0.000
	Artistic-cultural	4.24	0.67	0.000
	Athlete			
	Artistic-cultural	-4.33	0.58	0.000
	Usual	-0.08	0.78	0.994
	Athlete			
Social function	Usual	3.40	0.50	0.000
	Artistic-cultural	2.18	0.57	0.994
	Athlete			
	Artistic-cultural	-3.40	0.50	0.000
	Usual	-1.22	0.67	0.194
	Athlete			
depression	Usual	1.73	0.64	0.029
	Artistic-cultural	2.05	0.74	0.025
	Athlete			
	Artistic-cultural	-1.37	0.64	0.029
	Usual	0.31	0.87	0.935
	Athlete			

Table 9: The result of t-test of independent groups to compare boy and girl students in terms of social intimacy elements

Dependent variable	groups	Number	mean	Standard deviation	Standard error	T	Level of freedom	sig
Intimacy intensity	Man	118	83.31	16.06	1.55	-3.06	238	0.01
	woman	122	89.13	12.04	1.12			
Intimacy distribution	Man	118	39.98	7.47	0.72	-2.35		
	woman	122	42.43	8.11	0.75			

Discussion and conclusion:

The present study by the aim of studying-comparing of social intimacy elements and mental health of active students and usual students was carried out in Hormozghan University. The first question of the research was that whether the social intimacy elements have any differences in the groups of artistic-cultural, athlete and usual students or no. The finding of the question showed that the three participants of students had not difference in intimacy intensity, but in social intimacy distribution, they had totally significant difference. Also, the results of Scheffe's test showed that there is a significant difference in the social intimacy distribution between the artistic-cultural students. There is no found significant difference between athlete and cultural-artistic students. Based on the findings, it can be stated that the active students in the college artistic-cultural institutions had higher intimacy distribution than usual students. It may be subjected to the reason that activity in cultural-artistic institutions needs an establishment of close relationship with other people. Since the activity in sport teams requires cooperation, this also can be effective in increasing the interpersonal intimacy between athletes. Based on Erikson's theory, this finding can be represented that those people who have problem in making intimacy cannot solve their social mental growth well.

In the other hand, based on the theory the ability of solving any crisis in each step depends on the social mental growth. If the one cannot solve the problem, in other steps the one will confront to the next problems. Hence, it can be stated that in the present study those students with lower ability to establish intimacy relations, it will refer to the solve of crisis step. Erikson believes that although the one could not solve the crisis in early steps, but in next steps they stepped in to a great solution. The results of the study are coincidence with Erikson. The second question of the research was that whether any differences exist in the elements of mental health between students group. The analysis results showed that in four mental health elements there are significant differences. The results of the Scheffe's test showed that there is a significant difference between the four mental health elements but this is not significant among athlete and artistic-cultural

students. Based on the findings it can be concluded that any activity in artistic-cultural institutions can be effective in the optimization of student health affairs. Of course the health is not only subjected to physical health, but the main effect on mental health is more considered. The finding of the question is coincidence with the findings of Yousefi, Taeebi and Hassani (3). Because they found that the sport activities can reduce any social anxiety. In the other hand, these findings can coincident with the findings of Seleghi et al (10), Mousavi Ghilani et al (11), Booth et al (12), Mc Adamz (4), Ferman and plante (10-11), londers and Petrozilou (12), krafet (14), North (15), Perleman and feherr (14), Sekeston (5), Takahashi (9). The third question of the research was that whether any differences exist between the social intimacy elements of boy and girl students or no. The results representing that there is a significant difference between both groups of boy and girl in terms of intensity and distribution of intimacy. In both above-mentioned variables, girls had greater mean than boys. Based on the social psychological theory, in the representation of sexual differences, it can be presented that men and women experimental learn to be socialized which they profit from a coherent approach with their gender. Men affectionated of socializing process and predicting the social abandonment try to prevent any high-potential excitements and intimacy relations. But women, disclaim easily what worries or information may prone them to risky settings (4). This finding is coincidence with the findings of perleman, Feherr (4) and Daneshvarpour (4). Generally, the findings showed that different activities in college level can increase mental health and interpersonal intimacy among people. Particularly if these activities come along with students requirements. In the other hand students are the greatest source of each country. Any attention to the mental health dimensions can conduct these human forces towards great job vacancies in future. Therefore, group-based activities must be under more attention to increase mental health and cooperative spiritual affairs. Hence, any superior educational planning should be considered for the recreational or leisure times of the whole students.

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