

A COMPARATIVE STUDY OF DEFENSE MECHANISM OF ARTS AND SCIENCE, FEMALE STUDENTS

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ABSTRACT

The core purpose of this research work focuses on the first year college female student's stress sources. In this, best-known, or most commonly used defense mechanisms, are observed. The current study utilizes the most important defense mechanisms tool, Defense Mechanism Inventory DMI- MS, created by Dr. M. R. Mrinal and Lt. Uma Singhal. In a sample of 200, college going female students to address whether a functional relationship exists between these conceptually different views of defense, which are very useful for the further study and constructing positive thinking and behavior as well, towards, Arts and Science, first year female students. Sample has been taken of 200 female students particularly 100 Science and 100 Arts college female students of Durg district. Researcher has used Mean, SD and using significance difference between the variables by 't-test' under descriptive Survey Method to test the hypothetical statement and found that there is significant difference found in Defense Mechanism, Projection and Principalization and no significant difference found in Turning Against Self and Turning Against Object between Arts and Science first year female students of Durg district.

Keywords: Defense Mechanism, Turning Against Others, Projection, Principalization, Turning-Against-Self and Reversal. Arts and Science, Female student.

INTRODUCTION

Since birth, from that very moment the process of self defense starts. So Defense Mechanism is not something that you develop with time and age but it's a natural process inculcated within us right from our origin. Off course it depends on person, situation, circumstances and need. The Defense Mechanism plays a great role in our life. They are essential in order to improve our self and adjustment for the changing condition. Every individual wants to get rid of the barricade from the defense mechanism, When stress situations are handled in a competent manner, our behavior tends to be task oriented; but when our feelings are adequate and worthy are threatened by stress situation, our reaction tends to be defense oriented aimed primarily at protective ourselves from devaluation and relieving painful tension and anxiety. This is a process in the brain that makes you forget or ignore painful or disturbing thoughts, situations, etc.

Usually, defense mechanisms have the ability to accommodate ourselves easily. Besides, this mechanism can sometimes become inappropriate and a structural destruction due to changing conditions. Even if, it is normal that a person's fight against the situation, it is as equal as normal and natural to use defense mechanisms. Thus, researcher has come to the end that processes that enables the mind to reach compromise solutions to conflicts that it is unable to resolve and the use of a defense mechanism is a normal part of personality function and not in and of itself a sign of psychological disorder. Various psychological disorders, however, can be characterized by an excessive or rigid use of these defenses. As in the work of Singh, Shriparna; Rathore, Deepika. (2014) Worked on Defense mechanisms and psychological distress in perfectionists and, revealed that maladaptive perfectionists tend to employ immature defenses whereas adaptive perfectionist reported highest usage of mature defense mechanism. Kimberly Son Nyo,



Matsui Keatingon (2010) ,The topic Defense Mechanism in Emotional, regulation, Adult, Attachment and Splitting and concluded with as this study included three variables; adult attachment, splitting cognitions, and emotional deregulation and we have found a significant tie between anxious attachment, splitting cognitions, and emotional deregulation. Watson and Sinha, (1998). Has researched on topic Relationship between Masculine Traits with Social Anxiety, and he concluded by comparing men and women found the increased use of projection among males tend to score higher on Suppression, Isolation, Denial, Omnipotence, Devaluation, and Splitting then woman. Cramer (2007) found that the defense mechanisms of projection and identification were used more frequently than denial in children and that the usage of these two defenses increases with age, particularly as the child progressed through into adolescence (also see Porcerelli et al, 1998). However, identification and projection are not presented as having significant correlations with the other defenses suggesting that they most likely occur in isolation.

Ray, Somidha,Tummala-Narra, & Pratyusha Durganand Sinha & R. K. Naidu, Mirjana Graovac, Jodi Ann Lord (2009), Ray, Somidha. (2017) have worked same on "Child perspective" and gave result that a number of significant correlations in and between the defense mechanisms and the emotions as used during middle childhood.

OBJECTIVES

- To study the Defense Mechanism between Arts and Science first year female students of college in Durg district.
- To study the core dimension of the Defense Mechanism turning against Self,
- Turning against object, projection, Principalization and reversal; additionally, policy can be developed to assist female students on both the science and Arts stream.

HYPOTHESIS

- H₀₁** There will be no significant difference of Defense Mechanism between Arts and Science, first year female students.
- H₀₂** There will be no significant difference in turning against object between Arts and Science first year female students.
- H₀₃** There will be no significant difference in projection between Arts and Science first year female students.
- H₀₄** There will be no significant difference in Principalization between Arts and Science first year female students.
- H₀₅** There will be no significant difference in turning against self between Arts and Science first year female students.
- H₀₆** There will be no significant difference in reversal between arts and science first year female students

RESEARCH DESIGN

PROPOSED METHODOLOGY

Survey Method.

VARIABLE

Independent variable : Arts, Science female Students

Dependent variable : Defense Mechanism

SAMPLING

For the present study, researcher will use and select the sample of 200 female, by lottery system, under Random Sampling Technique,(100 arts and 100 science) college students of Durg district.



STATISTICAL ANALYSIS

Researcher will have to calculate Mean, SD and using significance difference between the variables by 't-test' under descriptive Survey Method.

TOOLS USED

DEFENSE MECHANISMS INVENTORI

DMI- MS

BY- M.R. MRINAL and MRS. UMA SINGHAL.

RELIABILITY

TAO= .86, PRO= .80 Test-retest reliabilities for the five defenses (product moment correlation) range from .08 to .92, PRN= .82, TAS= .87 and REV= .92 for a work interval and from .64 to .85 over 3 months intervals (TAO= .85, PRO= .64, PRN= .68, TAS=.73 and REV=.68). The correlations with the original English version were also very high and ranged from .62 to .78 (TAO= .75, PRP=.78 PRN=.62, TAS= .65, REV=.69)

VALIDITY

15 defenses were provided by Gleser and Ihilevich(1969) to three psychologists and seven social workers and they were asked to match each of the 240 responses of the original DMI with one defense from the list. They found satisfactory agreement (i.e., more than 60%) on TAS, REV and PRN but not on TAO and PRO since the present inventory is in Hindi the process was repeated. The responses on TAO and PRO were changed whenever they were not found indicating those defenses.

RESULT AND EVALUATION

This study investigated the outcome was measured by students responses on rating scales. Analysis of variance technique provided the major statistical analysis of the data and was computed to test each of the following hypotheses:

SCORE TABLE FINDINGS ARTS& SCIENCE GROUP

DATA DM	Group	Total	Mean	SD	't' Value	Result
Defense Mechanism	Arts Group	2650	26.50	5.70	2.16	P<0.05 Significant
	Science group	2812	28.12	4.92		
Turning Against object	Arts Group	2919	29.19	4.43	1.76	P>0.05 Not Significant
	Science group	2813	28.13	4.05		
Projection	Arts Group	2511	25.11	5.33	2.15	P<0.05 Significant
	Science group	2675	26.75	5.46		
Principalization	Arts Group	2615	26.15	4.87	2.53	<0.05 Significant
	Science group	2808	28.08	5.85		
Turning Against self	Arts Group	2818	28.18	4.28	1.60	P>0.05 Not Significant
	Science group	2916	29.16	4.35		
Reversal	Arts Group	2710	27.1	4.06	2.03	P<0.05 Significant
	Science group	2842	28.42	5.04		

H₀₁ There is significant difference found in Defense Mechanism between Arts and Science first year female students.

(df = 198, P < 0.05, 't' = 2.16)

Thus, hypothesis is accepted.

H₀₂ There is no significant difference found in turning against object between Arts and Science first year female students.

(df = 198, p > 0.05, 't' = 1.76)

Thus, hypothesis is unaccepted.

H₀₃ There is significant difference found in projection between Arts and Science first year female students.

(df = 198, $p < 0.05$, $t' = 2.15$)

Thus, hypothesis is accepted.

H₀₄ There is significant difference found in Principallization between Arts and Science first year female students.

(df = 198, $p < 0.05$, $t' = 2.53$)

Thus, hypothesis is accepted.

H₀₅ There is no significant difference found in turning against self between Arts and Science first year female students.

(df = 198, $p > 0.05$, $t' = 1.60$)

Thus, hypothesis is unaccepted.

H₀₆ There is significant difference found in Reversal between arts and science first year female students

(df = 198, $p < 0.05$, $t' = 2.03$)

Thus, hypothesis is accepted.

CONCLUSION

Due to the above said reasons and as per the conclusion drawn on the basis of the formulated hypotheses various results have been obtained. During the testing of the various hypotheses it was observed that there is no significant difference found in between Arts and Science, first year female students, in context to use of the different kinds of 'defense mechanism' such as TAO, TAS, PRN, PRO and REV. Principalization is considered a higher level of ego functioning comparative to the other defense mechanisms, it nevertheless prevents the Individual from being in touch with his real feelings and serves to isolate affect from content. Reversal was the second most widely used defense mechanism in the sample. The use of this mechanism implies that it tend to deal with conflict situation by responding in a positive or neutral manner to a frustrating object or situation which might be expected to evoke a negative reaction. Both Principallization and reversal prevent real feelings from emerging in conflictual and threatening situations. The least used defense mechanism was turning-against-self. This implies generally did not handle anxiety by blaming themselves for things going wrong or for being in threatening situations. And reversal serves the purpose of handling. Turning against object and Projection used for defense in which perceived as dangerous is displaced, either through redirection toward a different object or replacement by another impulse known as object displacement, anger or another emotion is initially felt toward a person against whom it is unsafe to express it conflict situations by the process of separating affect from content, to handle conflict situations by separating their feelings and emotions from content by the process of intellectualizing or rationalizing. Turning Against Self (TAS) was the least used defense mechanism of the students in the sample. This implies that the students generally did not handle anxiety by blaming themselves for things going wrong.

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