

An Empirical Analysis of the Mental Health Level of Vocational College Students——Data Analysis Based on Freshman

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Abstract: In this paper, through the sorting of the first, second and third level screening indicators, combined with the relevant data of Zhengzhou Electric Power Vocational and Technical College, students with psychological problems and students without psychological problems are determined as dependent variables, and the first-level screening indicators are analyzed. Perform cluster analysis on the second and third level screening indicators. The study concludes: 1) There is no obvious relationship between gender and psychological problems; 2) The primary screening indicators (hallucinations delusional symptoms and suicidal intentions) of students with psychological problems have obvious skewness and kurtosis, among which there are primary psychological problems. Of students with suicidal intentions are higher than hallucinatory delusions, students with second-level psychological problems have higher hallucination delusions than suicidal intentions, and the difference between third-level psychological problems is not obvious; , Divided into psychological response elements, physical response elements and survival response elements, the study believes that the phenomenon of psychological problems among students in the second and third level screening indicators is mainly concentrated in the family environment, growth environment and social environment; 4) need to be related Substitute teachers and counselors provide listening and patient guidance for students with psychological problems, and help students get out of psychological problems in various ways.

1. Introduction

In recent years, cases of student anxiety due to difficulty in adapting to university and then development of depression often occur^[1]. General research believes that in the process of school adapting to difficulty, learning difficulties, eating difficulties, interpersonal problems, and sleep problems are the easiest Factors that appear to be difficult for schools to adapt^[2]. Higher vocational education is an important part of higher education in order to train practical professional skills talents for production occupation positions, because the actual results of enrolling students are below 300 points, and the foundation is generally poor^[3]. In terms of student sources, there are mainly three kinds of students: ordinary high school, vocational middle school students, and secondary vocational school students. The entry methods also include unified recruitment, single recruitment, and "3 + 2". Middle school students have certain professional and technical learning abilities, but there is a gap with the teaching knowledge in universities, and the students' learning starting point is different^[4]. Vocational students lack a certain degree of self-control, and there are certain psychological problems. The cartel 16PF test shows that the mental health indicators and academic achievements of higher vocational students are slightly lower than the national university student norm^[5]. The factor score is generally higher than ordinary full-time college students^[6]. This study analyzes the relevance analysis of the psychological screening indicators of vocational students to the psychological problems of college students, and discusses the psychological status of vocational students and related treatment measures.

2. Objects and Methods

2.1 Objects

From September 2019 to December 2019, a questionnaire survey was conducted on freshmen of Zhengzhou Electric Power Vocational College. 3629 freshmen of 2019 were selected. The actual number of students participating in the questionnaire survey was 3491. , Military service and other reasons did not participate in the questionnaire survey, the number of participants accounted for 96.20% of the overall 19 freshmen. Among them, there were 2785 boys (79.8%) and 706 girls (20.2%), with an average age of (18 ± 1.32) , and 1296 students (37.1%) with psychological problems.

2.2 Survey Tool

2.2.1 General Questionnaire

Including gender, age, ethnicity, source of birth, whether there is only one child, department and major, etc.

2.2.2 Scl-90 Table

The scale used in this investigation is the "Mental Health Assessment Scale for Chinese College Students" developed by the Ministry of Education's Department of Ideology and Politics and an expert guidance committee for mental health education of ordinary college students. The scale is divided into three levels of screening, a total of 22 screening indicators. The first-level screening is the screening of serious psychological problems, including severe psychiatric symptoms such as hallucinations, suicidal behavior and intentions; the second-level screening is the screening of general psychological problems, which are divided into internalized psychological problems and externalized psychological problems, of which Internalized psychological problems include seven indicators of anxiety, depression, paranoia, inferiority, sensitivity, social fear, and somatization. Externalized psychological problems include dependence, hostile aggression, impulsivity, coercion, Internet addiction, self-harm behavior, eating problems, There are eight indicators of sleep distress; three-level screening is a screening for developmental distress, which includes five indicators: school adaptation difficulties, interpersonal relationship problems, academic pressure, employment pressure, and love problems.

2.2.3 Efficiency Supervision

This questionnaire survey adopts the method of class collective measurement, and arranges the evening self-study time of the 2019 freshmen of the whole school to conduct a centralized assessment under the guidance of counselors and psychological committees.

2.2.4 Statistical Processing

Using SPSS20.0 statistical software, categorical variable representation, independent sample t test was used for students participating in the questionnaire, and single-factor analysis of variance was used for comparison between multiple groups of people; chi-square test was used to analyze the four basic influencing factors on student depression. And use Logistics regression analysis to examine its correlation.

3. Results

3.1 Cross-Analysis of Basic Personal Characteristics And Psychological Problems

As a whole, 323 students with first-level psychological problems (9.25% of the total), 421 students with second-level psychological problems (12.06% of the total), 552 with third-level psychological problems (15.81% of the total) The problem students accounted for 21.31% of the total number of students, of which the number of male students accounted for more, and the

reflection of psychological problems in the first and second levels is also more, but the relationship between psychological problems and gender cannot be directly derived.

Establish assumptions:

H0: The gender of vocational high school students is related to their psychological problems;

H1: The gender of vocational high school students has nothing to do with students' psychological problems.

Carrying out the chi-square test through spss20.0, we can see that the sum of the expected values is 3491, which is greater than 40, and the expected count is less than 5. Using the person chi-square test, the significance level is $\alpha = 0.05$, $df = (r-1)(c-1) = 2$. Check the chi-square probability table to get the critical value $\chi^2_{0.05,2} = 5.991$. The results show that the significance level sig value is 0.007 < 0.05 , $\chi^2_{0.05,2} = 5.991 > \chi^2_{0.05,2} = 5.991$, there are reasons to reject H0 and accept H1, so it is considered that gender is not related to psychological problems. See Table 3 for details. Further analysis of gender and psychological problems, the symmetry measure, as shown in Table 4, Phi and V values represent the closeness of the relationship between the two variables, the value is less than 0.1, indicating that the relationship is not close, that is, gender and psychological problems are not obvious the relationship is consistent with the chi-square test.

3.2 Correlation between Primary Screening Indicators and Psychological Problems

According to Figure 1, from the distribution of primary screening indicators and psychological problems, it can be seen that primary psychological problems have shown a strong trend before 3.3 and 3.6, secondary psychological problems are mainly concentrated in the middle of the data, and tertiary psychological problems are finally concentrated at around zero.

We can see the changes in the skewness, kurtosis, and average value of the first-level screening indicators in the first, second, and third-level psychological problems. It can be seen that there are obvious skewness and kurtosis in the delusional symptoms and suicidal intentions of the first-level psychological problems, the second-level psychological problems, and the third-level psychological problems. From the mean, it can be seen that the suicidal intentions of students with first-level psychological problems are more detailed than the symptoms of delusional delusions, and the symptoms of delusional delusions of second-level psychological problems are higher than those of suicidal intentions.

3.3 Cluster Analysis of Second and Third Level Screening Indicators and Psychological Problems

According to the clustering results of the relevant data, we use spss20.0 to perform cluster analysis on the second and third level screening indicators, and perform three cluster analysis based on the dendrogram of the cluster analysis. , Sensitivity, Paranoia, Dependence, Impulsivity, Social Fear, Sleep Distress, Internet Addiction, Cluster 2 includes somatization, eating problems, hostile attacks, self-harm behavior, cluster 3 is academic pressure, employment pressure, school adaptation difficulties Interpersonal troubles, love troubles. Cluster one can be described as a psychological response factor, cluster two as a physical response factor, and cluster three as a survival response factor.

Due to the gap in student performance, students in higher vocational colleges have a certain gap in psychological endurance from full-time students, and most of the indicators of psychological response factors are interlinked. 65% of students are depressed because of inferiority and Anxiety is accompanied by symptoms of coercion, sensitivity, paranoia, and impulsivity and the results of this will lead to students' social fear, sleep difficulties, and Internet addiction. According to the psychological guidance of some students who produce this phenomenon, it can be found that the lack of family education in this part of the students accounts for a part of the impact. 92% of the students can clearly perceive the degree of concern for fathers and mothers, and some students differentiate between parents there is a clear response to the treatment.

According to the interview, 5% of the students with psychological problems that the psychological response index eventually evolved knew or had been exposed to the blue whale game,

and they were not interested in going to school and living. Make friends. I can play games, and I can find "virtual friends" in the online world. My favorite items are dark in tone and lonely. I have had parents beat children for their grades. This part of the students did not show the symptoms of first-level screening indicators in the cognitive ability of things during the evaluation process, and there were no psychotic symptoms of hallucinations or delusions, showing more moderate depression or obsessive-compulsive disorder.

4. Discuss

First, for students who can actively disclose their psychological problems, they should do a good job of guiding and grooming. In the process of direct or indirect expression by students, the psychological problems will be further aggravated, focusing on students who are talking about abnormal topics. The way or expectation, especially suicide or depression, should be grasped as soon as possible. Second, the composition of students in higher vocational colleges is complicated, and 3% of the students visited are relatively good families and have psychological problems. The reason lies in the busyness of the parents, and the same reason exists in 43% of the relatively poor students. The reason for this part of students choosing secondary or higher vocational colleges is the state 's subsidies in secondary and higher vocational colleges, including Grants, tuition exemption and other benefits, of which 9% of the students' families are in the establishment of the card, the family lacks the main labor force or the income is relatively simple, can not guarantee normal life, for such students, even if the family factors are equivalent, different methods should be adopted Communicate and communicate, and ensure that students can proactively speak out the root causes of problems such as anxiety and depression; Third, substitute teachers or counselors should be encouraged to face problems directly when talking with mentally healthy students. Studies have shown that talking about suicide or depression positively does not induce or touch students 'suicidal thoughts or behaviors. Paying more attention and listening to students' psychological problems can help students reduce pain and prevent the deterioration of mental diseases.

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