

CHARACTERISTICS OF PSYCHOLOGICAL PROBLEM AND EDUCATIONAL MANAGEMENT FOR SPECIAL GROUPS OF COLLEGE STUDENTS

Weiqun Lai¹, Smithirak Jantarak²

^{1,2}Graduate School, Southeast Asia University, Bangkok, Thailand

E-mail: S6446B10055@live.sau.ac.th

Abstract

The Healthy China Action (2019-2030) is the implementation plan of the National Health China development strategy. In the Health China Action Plan, the Healthy China Action Plan mentioned that the need should effectively reduce the incidence of population spirit and improve the mental health quality of the people. At present, the mental health work of universities has a certain scale and level, and plays a pivotal role in the mental health care work of college students, especially those college students with mental problems, who can get good mental health care. However, the publicity of the mental health of college students should not only be conducted for individual students with mental problems, but also for each student with psychological problems. The spiritual quality of college students has a direct impact on the campus, the future, the society, themselves, the people around them and their families. Therefore, the mental health work of the university must carry out a big change, not only to prevent mental diseases, but also to improve the mental health quality of the whole university, not only to improve their mental health quality, but also to have a forward-looking. Starting from improving and improving the students' ideological quality, the new ideological and political education is a major topic to be solved urgently, but also the key problem for the seminar to try to solve. Although I have had some practical experience in the mental health work carried out in senior high school before, they are very different from the goal of "ambiguous" mental health goal to the cultivation of "spiritual quality". At present, the academic research on the mental health quality of college students is not deep enough, starting from the perspective of improving the mental quality of college students.

Keywords: special groups of college students; characteristics of psychological problems; education and management; mental health cultivation

Statement of the Problems

At present, although China's mental health work has developed relatively well, and the knowledge reserve, teacher reserve and equipment reserve have gradually increased, the problems encountered in the training should also pay enough attention to timely find and deal with the problems, so as to promote the prosperity of the mental health work in colleges and universities.

1. Mental health education is relatively formalized

At present, the mental health problems of teachers and students in China are more prominent, and there are some more prominent problems.

At present, in the means and methods of mental health education in China, there is generally

the reference and replication of foreign mental health education, but ignoring the local characteristics of education and the reform of education methods. However, the social, economic and cultural development at home and abroad is quite different, resulting in the prevalence of formalism. Many parents and schools pay less attention to mental health, and their understanding of mental health knowledge is relatively simple. They take the college entrance examination as the most important work, while ignoring the psychological development and comprehensive development.

2. Mental health education tends to be medical treatment

At present, there are some mental health problems of Chinese college students, such as "correction and lack of development".

The research field of psychology is far too narrow. Some universities define the goals of mental health care as "abnormal groups" with psychological disorders, problems or problems. In fact, the survey of the mental state and mental health of the special groups of college students does not mean that all the students have mental problems or mental problems. First of all, some localities and universities misunderstand psychological health education as psychological counseling and psychological counseling, regard psychological quality improvement and self-regulation function as the second and non-necessary development orientation, and regard students as a special group of psychological problems, just like doctors, to record medical records, establish medical records and archive. This practice does not solve the mental problems of the special groups of college students, but increases their mental burden, making them have negative emotions, which is very unfavorable to their body and spirit. Secondly, pay attention to finding problems and neglect to solve problems. In the mental health work, people often regard the problems encountered by students as the focus of the correction work, and ignore some emerging, tendentious problems. And "prevention first, prevention and easy cure" is a scientific method and the ideal situation of mental health. Some schools also use some medical equipment when instructing their students, which causes great harm to their bodies. Finally, some psychological counselors are a clinical psychiatrist, and their attitude towards patients is"-研究目标

Research benefits and significance

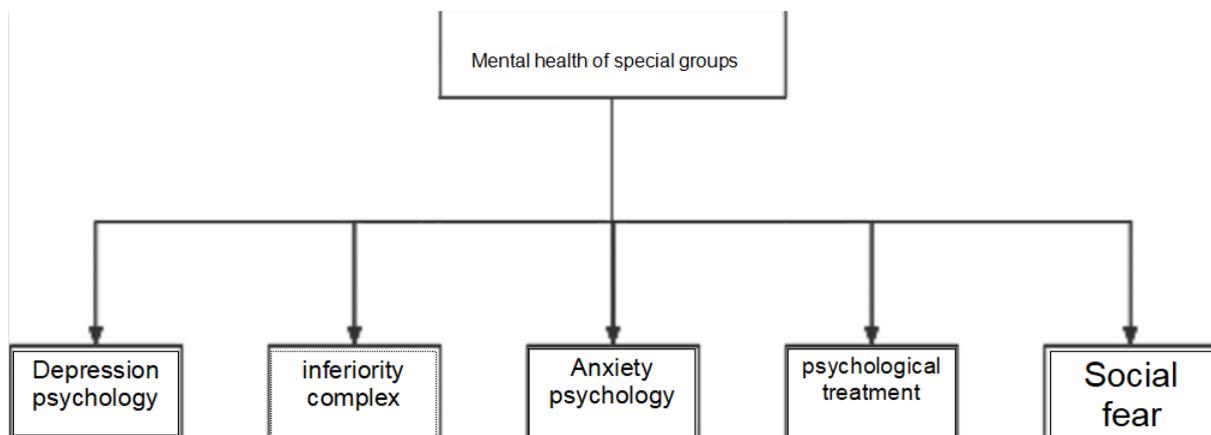
With the development of The Times, the development of society and the sound education system, the private university has become a school that cannot be ignored. As of March 2019, as of March 2019, there are 55 undergraduate universities and 17 private universities, accounting for 31%, indicating that Henan private universities are the mainstay of higher education in Henan, and continue to play their role in the reform process.

Literature review

Group and individual are the corresponding concepts, in short, group is a community of similar individuals. Different individuals come together with some similar characteristics or common characteristics. The special group of college students is relative to the ordinary group of college students. At present, the term special group of college students is used very frequently, but so far there is no clear definition. Yu Meiya believes that the special group of

college students refers to the group with disadvantage or disadvantage in some aspect; Feng Jin defines the special group of college students who are weak in family economic background, personal subjective factors, psychological integrity, behavior ability, their evaluation and respect, etc. The special group of college students studied in this paper refers to the college students who have obvious differences from the ordinary college students in their mental state, emotional stability and psychological tolerance. They form a special group with similar behavior and performance characteristics and psychological comprehensive characteristics due to family economic difficulties, learning difficulties, physical defects, emotional frustration, employment difficulties and other special reasons.

Conceptual framework



Results

Three private universities found 482 problematic students, or 42.12%. Of these questions, 56 were category 1, 5.12% were category 2 categories, 162 were 14.21%, and 264 were 3 categories, 23.32%, respectively.

	school1	school2	school3
First-level psychological problems	16	10	30
Secondary psychological problems		80	82
Third-level psychological problems	37	100	127
No psychological problems	336	187	142

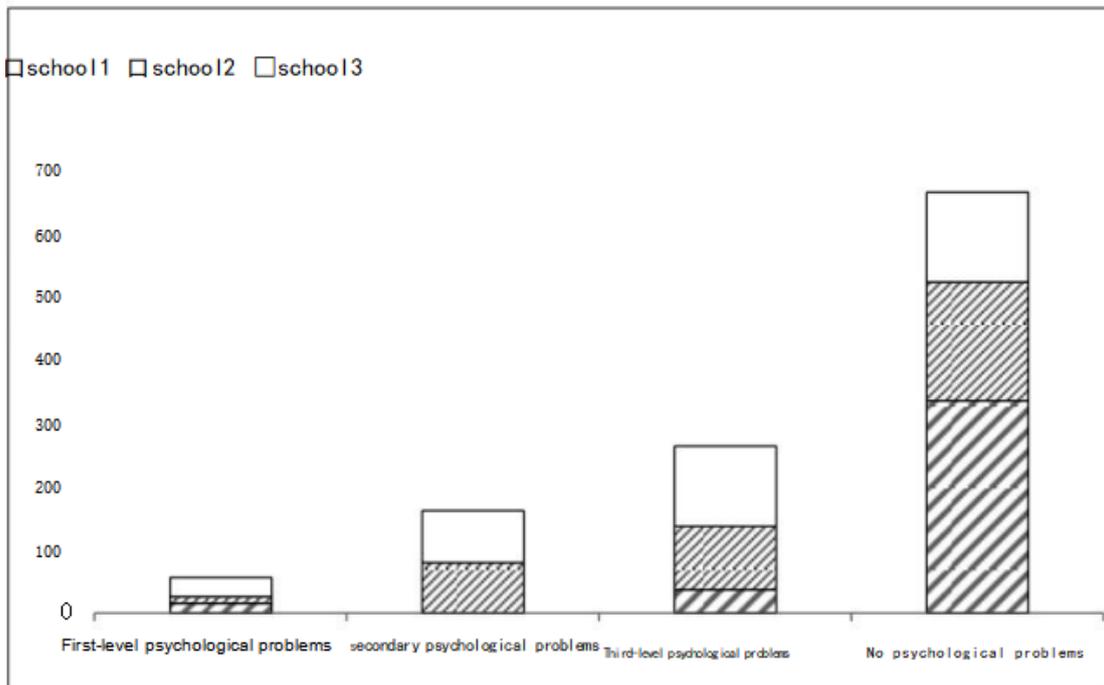


Figure 1 Column distribution diagram of the mental health problems of college students in the three private universities

	N	average value	standard deviation	F	p
school1 ab	389	136.11	33.946		
school2 ac	377	160.56	38.091	86.604	0.000
school3 bc	381	168.71	35.316		

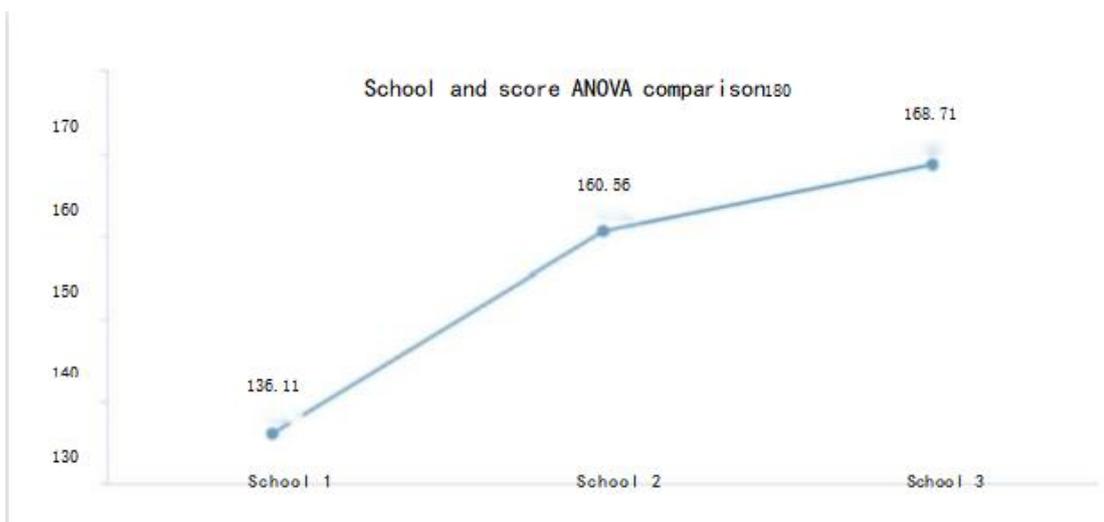


Figure 2 Comparison of the total scores of the mental health status of college students in private universities

From tables use the number of variants (i. e., the number of single variable variants) to investigate the scores of each institution. From Table 3.6, the scores of each private university are one different ($P < 0.05$), and the scores of each university are significantly different. A detailed study has found that the following:

The scores of each middle school showed significant differences at the 0.01 level ($F=86.60$, $P=0$), while the mean score comparison between different groups (ab, ac, bc) was " school 2 > school 1; school 3 > school 1; overall, the overall scores of the three private universities were significantly different.

Sex differences in the mental health questionnaire				
divisor	Man (n=294)	Woman (n=853)	t	p
anxious	6.09±2.34	6.53±2.28	2.854	0. 004
depressed	7.97±2.89	8.23±2.63	1.432	0. 152
bigoted	5.77±1.98	6.18±2.07	2.978	0. 003
inferiority	7.86±2.99	8.38±2.90	2.662	0.008
social phobia	6.25±2.42	6.79±2.45	3.259	0. 001
somatization	5.21±1.76	5.54±2.01	2.613	0. 009
Adversarial attacks	5.25±1.74	5.48±1.73	1.943	0. 052
enforce	6.60±2.39	6.98±2.42	2.343	0.019
Internet addiction	8.55±3.31	9.05±3.19	2.327	0. 020
Schooltoadapttodifficulties	6.50±2.15	6.87±2.13	2.615	0. 009
Interpersonal problems	6.10±2.02	6.39±2.00	2.136	0. 033
Love trouble	5.90±2.02	6.08±2.03	1.325	0. 185
employment pressure	8.24±2.92	9.14±2.91	4.578	0. 000

Table 3 Effects of gender on students' mental health status

From table , The t-test (independent t-test) was used to explore the differences among 13 factors, including anxiety, depression, delusion, low self, social fear, body, hostility, obsessive-compulsive disorder, Internet addiction, learning disability, interpersonal relationship, love, and work stress.

Table shows that there is no obvious correlation between five factors, including the depression index, delusion index, physical degradation index, hostile aggression index, and love annoyance index ($P > 0.05$). Specific analysis shows that:

Whether a child scored 0.01 significantly on the total score of the anxiety index ($t = -2.878$, $P = 0.004$), and the average was 5.97 higher than the average (6.50) for a child. Since the overall

student score was 0.01 ($t = -4.377$, $P = 0.000$), while for specific controls, the average value was 8.39 (7.48). In social fear, whether one or not, 0.01 was significant in social fear ($t = -3.614$, $P = 0.000$), and in a given comparison one (6.74) scored 0.05 higher ($P = -2.235$, $P = 0.026$). There is a significant 0.05 ($t = -2.115$, $P = 0.035$) in Internet addiction rates, and in a specific comparison, the average non-only child score (9.01) will be much greater than one child (8.46). Among different families, there were significant differences in school adaptability ($t = -2.036$, $P = 0.042$), while the average score (6.83) was higher than the average score (6.48). In the relationship distress index, there were significant differences between only children and children ($t = 2.356$, $P = 0.019$), whether a student was 0.01 ($P = 3.649$, $P = 0.000$), but the average of a single child (8.17) was much higher than the average of other children.

According to the results of table, for all the depression index, delusion index, body change index, hostility attack index, interpersonal index, trouble index and other five factors are no significant difference, and whether the only child, the anxiety index, inferiority index, social fear index, mandatory index, network addiction index score, school adaptation index, interpersonal index score, employment pressure index score 8 factors have significant differences.

Of the 13 factors, non-only children had the largest work stress factor of 9.04, while 8.46 was the highest 8.46 among the only children. Moreover, the hostile aggressive factor had the lowest average score of 5.46, compared to the lowest average score of 5.19 among only children. In addition, the index was tested and showed a statistically significant anxiety level ($0.004 < 0.05$), indicating a significant difference between the only child and the non-only child, with higher anxiety levels than the only child.

The results showed that there was a significant difference in the "self-low" between the "only child" and the "no" individuals, while the "low" degree of the "only child" is significantly higher than that of the "only child" individuals. Social fear was ($0.000 < 0.05$), indicating that there is a significant difference between single and not only children, while social fear is higher than alone, higher than alone, and work stress is significantly higher than alone.

Compulsory ($0.026 < 0.05$), Internet addiction ($0.035 < 0.05$), and school difficulties ($0.042 < 0.05$). The three factors of interpersonal relationship distress ($0.019 < 0.05$) and love distress ($0.000 < 0.05$) all passed the test. The significant difference was below 0.05, and the t-value was negative. The family composition of "one child" and "one child" is different, which makes the work pressure of "one child" increase and the "low" degree increase, while the "psychology" and "empty" of "alone" make "Internet addiction" more prominent, and "more likely to cause" depression".

Conclusions and Discussion

Strengthening the ideological and political work in colleges and universities is the urgent task of the ideological and political work in the new period. To train students with high quality, we should not only have a high ideological and moral quality, strong scientific quality, strong scientific quality and strong physical fitness, but also have a strong spiritual quality.

We must resolutely implement the Party's advanced scientific education thought, establish the educational thought of "educating people first", and carry out quality education in the whole society, in order to improve the comprehensive quality of all college students, and then improve the national quality of the whole China. Without a strong spirit and a firm willpower, we cannot

stand among the nations of the world. At the same time, if a person cannot become an excellent spiritual quality without a good comprehensive talent. To promote their success, we must strengthen their mental health work. The special group of college students is the society, school and family with high expectations in the society, school and family. Their every twinkle and smile can affect their own performance and their objective judgment of the group. This is an issue that urgently needs to be dealt with. Colleges and universities and educators must pay attention to and pay attention to students' mental health problems to provide the necessary guarantee for their future development. To further strengthen the mental health quality of college students is to further improve the development of ideological and political work. Moral education in colleges and universities has always been closely related to the mental health work of college graduates. However, in recent years, the ideological and political work of college students has become increasingly mature, but with the mental health work that urgently needs to be strengthened, they cannot complement each other. In order to achieve the role of one + 1 > 2, we must strengthen the contribution to the special group of college students, the society, the country and the nation.

Ideological and political work in colleges and universities is a comprehensive, necessary and comprehensive comprehensive work. To some extent, this is not only a historical problem left by the previous "exam-oriented" era, but also a new demand for us in today's efficient and high-paced social reality. In order to reform the ideological and political education in colleges and universities from an all-round and multi-dimensional perspective, we must keep pace with The Times, constantly innovate the educational methods and concepts, and provide all-round development services for the development of our country.

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