

Investigation on the Status Quo of College Students' Psychological Resilience During the Epidemic Period

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Abstract: During the epidemic period, college students either stay at home for a long time, or close the school management, or even sealed in the dormitory, on the one hand, space restrictions, on the other hand, the severity of the epidemic itself, are constantly affecting the psychology of college students, so the psychological resilience of college students during the epidemic period to carry out investigations, and according to the survey results, targeted work to improve their psychological resilience. Better response to the epidemic and the surrounding environment is an important task for university psychology centers. Taking students of Xi'an Peihua University as an example, this paper carried out a survey on the mental resilience of college students during the epidemic period, mainly to understand the status of mental resilience of college students during the epidemic period, investigate the influence of mental resilience level on depression and anxiety, so as to effectively identify college students with weak mental resilience during the epidemic period, and put forward targeted measures and suggestions.

Keywords: Epidemic; College students; Mental resilience; Study

Fund Project:

This paper is a preliminary result of the "Study on the Mental resilience of College Students during the Epidemic" (Project number: SGH22Y1856), a research project of the "14th Five-Year Plan" for Education Science of Shaanxi Province in 2022.

With the development of The Times, the surrounding environment of contemporary college students' life has changed greatly, and their psychological state is also completely different. They are more longing for relaxation and freedom. However, during the epidemic period, college students have been studying online at home for a long time, or closed the school to manage online learning, and the activity area is only limited to the school, or even only the dormitory, in this case, students' mental health status has been more serious ups and downs because of the conflict between freedom and constraint, frequent fear and anxiety. However, during the period of closed management, routine mental health education activities and work, such as offline psychological counseling, offline universal education activities, offline classroom teaching, offline interviews, etc. cannot be carried out, which brings great pressure and challenges to the mental health education work in colleges and universities. Mental health educators in colleges and universities have to find ways to understand the actual mental health status of college students during the epidemic. Taking Xi'an Peihua University as an example, this paper conducted a self-designed psychological questionnaire survey on the students of the school to understand the psychological status of college students during the epidemic, analyze the psychological endurance of college students during the epidemic, analyze the causes of the problems, and put forward targeted psychological counseling measures and suggestions.

1. The concept of mental resilience

Unpleasant things in life, nine out of ten " , the most important thing that affects us is often the sudden setbacks in life. Perhaps illness, perhaps love, or traffic jams, or being late for work, can affect the mood of the day. However, when people encounter frustration and stress, each person's performance and behavior are very different. Some people will escape from reality, into anxiety, depression mood; Some people will be completely defeated by difficulties; But there are also some people who deal with it very well, they are positive and optimistic, more and more brave, and finally overcome the adversity. For people who are positive and tackle difficulties head-on, we often struggle to understand the source of their strength, and often think that it is character and talent. However, scientists

have found that in many areas that have been hit by major disasters, such as the devastating earthquake in Wenchuan, most people are able to quickly settle down and return to normal. In one study, scientists followed some “at-risk children” in Hawaii for up to 30 years. These at-risk children were either born unhealthy, chronically poor, broken families, or with mentally ill parents and poor parenting environments, but it turns out that about a third of them survived childhood and adolescence, showed no serious learning or behavioral problems, and adjusted well to family and school life and fulfilled their aspirations. After research, scientists have found that “rebound from adversity” is not only a “talent” possessed by a few lucky people, but more like a skill, and then scientists call this skill “psychological resilience”, also known as resilience.

Scientists believe that when a change occurs, most people initially experience temporary psychological trauma. However, due to the difference in everyone’s “psychological resilience”, people with high psychological resilience will slowly reduce the adverse reactions brought by trauma, and after a period of time, they will be able to return to their normal physical and mental state. This is like a rubber ball being extruded by external forces, but then it can be restored to its original state, the human psychology is the same, after encountering changes or adversities, people with good “psychological resilience” will quickly recover and return to the right track.

Some domestic scholars have translated psychological resilience as “mental toughness” or “resilience”. Many scholars point out that psychological resilience is the ability of an individual to withstand difficulties and make appropriate adjustments in difficult situations. Tumer(2001) argues that mental resilience is a superior ability that helps individuals cope with adversity and sustain meaningful lives with healthy feelings.

2. Research object and method

Based on the “trait theory” of the definition of mental resilience, this study will study mental resilience as an individual positive mental quality. After the study on the mental resilience of the samples, the current situation of mental resilience of college students in the face of the epidemic will be analyzed, and measures and suggestions will be put forward to improve the mental resilience of college students in the face of the epidemic and make them actively adapt to the epidemic. In this study, a questionnaire on the Mental Resilience of College Students during the epidemic was prepared by ourselves to investigate the mental resilience of college students in Xi ‘an Peihua University during the epidemic. A total of 4500 questionnaires were distributed, 4450 questionnaires were recovered, and 4426 questionnaires were valid. The samples were well representative.

3. Survey results and analysis

Through statistical analysis, it was found that 20% of the students in Xi ‘an Peihua University had mild depression, 8% had moderate depression, and 10% had severe depression, totaling 38%. In terms of anxiety, 22% were mild, 9.5% were moderate, and 11% were severe, for a total of 42.5%. According to the statistical results, the number of depression and anxiety in the annual test results of new and old students in Xi ‘an Peihua University during the non-epidemic period accounted for about 30% of the total number, indicating that the epidemic has a serious impact on the mental health of college students. The epidemic further weakens their mental adjustment ability, that is, their mental resilience. In particular, 64.18% of people think that the degree of pressure they have recently felt is large or even particularly large, 37.08% of people have sleep problems, and 63.73% of people have academic anxiety. The numbers are staggering, and the pressure is overwhelming.

4. Factors influencing the weakening of mental resilience of college students during the epidemic period

4.1 Due to the epidemic prevention and control, most college students are confined to themselves for a long time, their social range is narrowed, they lack normal interpersonal and social activities, and their demand for disclosure and communication cannot be met in a timely manner. Lead to inner depression, irritability, entanglement, irritability and other emotions can not be relieved

4.2 During the epidemic period, psychological assistance in colleges and universities mostly adopts online support systems, and many psychological education activities cannot be carried out on a large scale offline. The popularization of relevant psychological education is insufficient, and effective channels for face-to-face communication or psychological adjustment are lacking during the epidemic period.

4.3 Because of the decrease in family income and family changes caused by the epidemic, and the long-term relationship is easy to produce friction, which will lead to depression and anxiety.

4.4 During the epidemic period, students continue to stay at home and reduce outdoor activities. Many students spend their closed time by watching short videos and mobile phones, which will also cause mental decadence, depression and anxiety.

4.5 During the epidemic period, work and study tasks are relatively reduced, sleep time is increased, and some students stay up

all night, causing depression, depression and anxiety.

4.6 The way of online teaching has disrupted the original learning mode, and the effect of online learning is relatively poor, and it will also cause some maladjusted students depression and anxiety.

4.7 College students, who were already prone to depression and anxiety, experienced an aggravation during the pandemic.

The above are the main factors causing the mental health problems of college students during the epidemic. However, in the face of these influencing factors, the same college students with strong mental resilience can adapt, adjust their emotions well, improve their mental resilience, and successfully pass the special period of the epidemic. So for people who are not mentally resilient, produce depression and anxiety or have depression and anxiety, how to improve their mental resilience and better adapt to the special period of the epidemic is what the mental health education work in colleges and universities needs to do with their hearts during the epidemic period.

5. Countermeasures and Suggestions

Scientists believe that “mental resilience” can be trained. So how should college students train and improve “mental resilience”? This paper puts forward some suggestions and countermeasures on how to improve the mental resilience of college students during the epidemic period.

5.1 Carry out online psychological lectures so that college students can calmly accept the epidemic and face the epidemic face to face, thus forming the first step to establish a good psychological resilience.

5.2 Carry out online tree hole activities, scientific research has proved that a certain social activities will also help to enhance “psychological resilience”. During the epidemic period, closed management and social activities are limited. In order to increase communication among college students, tree cave activities can be carried out. Based on daily understanding, recommendation and voluntary registration, a group of people with high psychological resilience can be found and a tree cave team can be set up to communicate with college students online in a timely manner, so as to alleviate the difficulties of college students who cannot communicate widely due to the closed epidemic situation. Smooth the communication channel of college students, enhance psychological resilience.

5.3 Build muscle, because people lose neurons under stress, and scientists have found that building muscle can stimulate the regeneration of a large number of neurons. During the epidemic period, college teachers can guide college students online to carry out indoor sports at home or in dormitories to exercise muscles, stimulate neuron regeneration and improve mental resilience.

5.4 One-to-one psychological counseling and other activities, project counseling hotline, accurate psychological counseling for students, maintain their physical and mental health, improve psychological resilience.

5.5 Training students’ attention. According to a 2010 Harvard University study, people spend 47% of their day thinking, mostly about things that make them depressed or anxious. If you shift people’s attention to what they are doing, it will greatly increase their “mental resilience.” Mental health educators in colleges and universities can carry out themed activities online to guide college students to pay attention to the present, concentrate their attention, and improve mental resilience.

To sum up, the psychological problems of college students have become more and more serious in the society with rapid development and intensified competition, and the special period of the epidemic is even worse. For the mental health educators in colleges and universities, they are faced with huge challenges and pressures, and need to scientifically, effectively and targeted improve the mental resilience of college students in order to improve their mental health status.

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