

Study on the Relations Between Psychological Elasticity and Depression in College Students

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Abstract: In recent years, with the increasing comprehensive national strength of our country, the development of social economy has also led to the progress of education. In the context of the new era, all sectors of society not only pay attention to the academic level of college students, but also gradually pay attention to the psychological state of students. At this stage, college students are affected by employment, family, school, society and other aspects, and are very prone to psychological problems such as depression. From a medical point of view, these psychological problems are closely related to psychological elasticity. Therefore, in order to further solve the current problem of depression among college students and carry out scientific prevention and intervention, we need to explore the relationship between depression and psychological resilience. Through the relevant questionnaire survey of college students, this paper understands the relationship between the two from many aspects. From the analysis of the results, there is a negative correlation between College Students' depression and psychological resilience. At the same time, cognitive evaluation, as an intermediary role, also has a close connection with the two for reference.

Keywords: Psychological Elasticity; Depression Of College Students; Cognitive Evaluation

Preface

Psychological elasticity From the perspective of psychological concept, it refers to the psychological and behavioral reaction state of the subject to the external environment change, that will change with the environment change, and at the same time, realize the dynamic regulation and adaptation in this change. However, the interaction between depression as a quality factor and stress can lead to differences in the degree of depression of different subjects in the same stress environment. According to relevant studies at home and abroad, the level of psychological resilience is different, and the corresponding depression level will also be different. In other words, psychological resilience can play a certain predictive role in depression, which is also a major factor to protect people's mental health. The higher the level of resilience, the more positive emotions; the lower, the more negative emotions^[1].

From the perspective of relevant research, cognitive evaluation is closely related to individual depression, and depression is an important manifestation of cognitive negativity. From the past relevant research and investigation, the relationship with depression is more considered from the different levels of cognitive evaluation, and the detailed indicators of cognitive evaluation are less applied, which also leads to some deviation in the relationship between the two. Therefore, this paper needs to analyze the relationship between psychological resilience and depression, and participate in cognitive evaluation as a mediator, to master the generation mechanism of depression in college students' emotions, so as to provide theoretical support for scientific prevention and reasonable intervention.

1. Research methods

1.1 Survey group

In this study, a total of 200 questionnaires were distributed to a certain group of college students through questionnaire survey and random sampling, and the actual number of questionnaires recovered was 192. In the valid recovery questionnaire,

they were mainly divided into 89 men and 93 women, among which the average age of the participants was around 19 years old, 90 freshmen, 57 sophomore students and 45 juniors.

1.2 Research means

1.2.1 Adolescent Psychological Resilience Scale

Youth psychological resilience scale is at the present stage for domestic college students psychological resilience index a common means, including a total of 27 questions, evaluation index at 5 points, and use the target focus, emotional control, positive cognition, interpersonal cooperation and family support the five evaluation factors, the higher the score at the same time, represents the psychological play level is higher. In this survey, the overall internal consistency coefficient of the adolescent psychological resilience scale was at 0.83, and the internal consistency coefficient of the five subscales was at between 0.75 and 0.84.^[2]

1.2.2 Depression Self-assessment Scale

In the depression self-assessment scale, there are mainly 20 questions included, and the evaluation index is 4 points, among which, "0" is "no time or a small amount of time", and "4" means "the vast majority or all of the time". When evaluating the score value, you need to add up all the problem scores and multiply them by 1.25, and finally take the integer value to obtain the true score value of the scale. In the depression self-rating scale, the higher the score, the worse the depression is. In the table, the set depression cut-off value is 50 points, and if the score rises, it indicates that the subject's tendency to depression is also more significant. In this study survey, the internal consistency coefficient of this scale was at 0.81.

1.2.3 Adversity cognitive evaluation table of college students

The adversity cognitive evaluation table of college students is refined for the cognitive evaluation, and four different indicators of positive influence, durability, controllability and sensitivity are formulated. In the questionnaire, a total of 32 questions were set up, and 8 questions were set for each of the four detailed indicators. The evaluation index was 5 points. "1" means "complete incompatibility" and "5" means "full compliance". In the stress cognitive evaluation table of college students, the internal consistency of the subjects group was at 0.82, and the internal consistency coefficient of different subscales was at between 0.73 and 0.82.

2. Results of the study

2.1 Relationship between psychological resilience and depression in college students

According to the specific score of this questionnaire survey, there is a clear negative correlation between psychological resilience and depression among college students, in the relationship between cognitive evaluation and depression, positive influence and controllability and depression, and persistence, and depression has no correlation with sensitivity. From the perspective of the relationship between psychological resilience and cognitive evaluation, there is an obvious positive correlation with the positive influence degree, and an obvious negative correlation with the persistence degree and sensitivity^[3].

dimension	depressed	Psychological elasticity	Positive impact	endurance	Controllability	sensitivity
depressed	1	-0.42	-0.12	0.17	-0.16	0.12
Psychological	-0.42	1	0.47	-0.53	0.44	-0.20

elasticity						
Positive impact	-0.12	0.47	1	-0.68	0.40	-0.40
endurance	0.17	0.53	-0.68	1	-0.43	0.46
Controllability	-0.16	0.44	0.40	-0.43	1	-0.18
sensitivity	0.12	-0.20	-0.34	-0.46	-0.18	1

Table 1. Relations between depression, psychological resilience, and cognitive evaluation

2.2 Prediction function of psychological resilience and cognitive evaluation in depression

In depression, psychological resilience and cognitive evaluation, in order to further grasp the relationship, it is necessary to set depression as the dependent variable, and bring the positive effects of psychological resilience and cognitive evaluation as predictive variables into the equation for multiple regression analysis. (Such as table 2), the three variables for the size of the dependent variable, in 3%, 6% and 17%, respectively, and to jointly explain 26% of the variation, in other words, in the influence factor of depression, positive influence, persistence and psychological resilience can together to 26% of the variation, further verify the psychological resilience has a predictive effect on depression.

dependent variable	Forecast the volume of the table	B	β	SE	F	R	R2 after adjustment
depressed	Psychological elasticity	-0.67	-0.55	0.09	40.34	0.42	0.17
	Positive impact	-0.93	-0.28	0.24	29.43	0.24	0.06
	endurance	0.45	0.20	0.20	12.83	0.16	0.03

Table 2 Multiple regression analysis of depressive mood in psychological resilience and cognitive evaluation

3. Analysis of the relationship between psychological elasticity and depression among college students

3.1 Effects of psychological resilience on depression among college students

According to the results from the above questionnaire survey, there is a significant negative correlation between psychological resilience and depression among college students. In the psychological resilience scale, the higher the psychological resilience value, the degree of depression of the subjects will also decrease. In other words, to a certain extent, psychological resilience can predict the depression of college students. Students with a high level of psychological resilience can adapt to various changes in the environment with the help of their own protective factors. The higher their ability to resist setbacks and adapt to setbacks, the less likely they are to feel depression. Similarly, psychological resilience can largely effectively reduce or even eliminate the impact of negative events on depression, and achieve psychological protection for individuals. Therefore, by improving the psychological resilience of college students, it can prevent and intervene in the depression problem of college students to a certain extent. As a positive psychological feature, psychological resilience can ensure that students' ability to resist adversity is maintained at the horizontal level, which has a strong restriction effect on depression^[4].

3.2 Mediating role of cognitive evaluation

According to the subdivided indicators of cognitive evaluation, the positive impact and persistence can mediate the relationship between depression and psychological resilience. In other words, psychological resilience does not directly have

an impact on depression, but uses the two indicators of positive influence and persistence in cognitive evaluation to achieve a predictive effect on depression.

In addition to the positive impact degree, the persistence in cognitive evaluation also plays a intermediary role in the relationship between the two. The lower the psychological resilience level of college students, the longer the negative impact continues in the evaluation of adversity, and the greater the probability of depression. According to the analysis and analysis of relevant studies, the more persistent the adversity is, the longer the individual feels helplessness and despair. On the contrary, if the individual believes that the impact of negative events is only transient, the higher the level of psychological resilience, which is further confirmed by this study^[6]. Therefore, in the intervention measures for college students' depression, it is necessary to pay more attention to the durability of cognitive evaluation, and to promote college students to form psychological elasticity and improve the level of psychological elasticity to reduce the generation of depression. The cognitive processing of adversity often determines whether the psychological resilience can produce and its level. Therefore, individual college students need to form a correct cognition of the influence processing of adversity, and try to consider the hope in the adversity, so as to effectively fight the antidepressant mood.

Therefore, in the interventions for depressed mood, the attention can be strengthened from the positive influence and persistence of cognitive evaluation. Specifically, college workers can set up cognitive evaluation ability promotion training courses, improve college students' cognitive processing of negative events, guide students to pay more attention to the positive impact of adversity, and focus on things itself have positive psychological resources, guide students to form "adversity short rather than sustained" cognitive, to produce psychological resilience, the emergence of scientific intervention depression^[7].

In this study survey, due to the small number of surveys and the lack of strict control of the age, gender, living standard and other variables of the subject group, it had an impact on the representativeness. Therefore, in the follow-up research, it is necessary to further improve the sample size, strictly control the variables, form a more diversified investigation methods, improve the reliability of the research, and provide a more accurate reference for the mental health of college students.

Conclusion

To sum up, from the perspective of the intermediary effect of cognitive evaluation, psychological resilience shows a negative relationship with depression in college students. Among them, the positive influence and controllability in the cognitive evaluation refinement indicators are also negatively correlated with depression, and obviously with its persistence, but for psychological elasticity, they are obviously positive correlated with its positive influence and controllability, and negatively correlated with its persistence and sensitivity. Through the analysis of the questionnaire survey results, it is believed that the positive influence and durability of psychological resilience and cognitive evaluation can play a certain predictive role in the prevention and intervention of depression. Therefore, it is necessary to strengthen guidance in college students, and constantly improve the level of individual psychological resilience. At the same time, it is also necessary to effectively control emotions, face up to their own mental health problems, and ensure the all-round development of body and mind.

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