

The Influence of Family Economic Differences on the Psychology of Higher Vocational College Students

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Abstract: In order to understand the difference of family economic status, this study will select a higher vocational college in Xi'an, grade 1, 2 and 3 students, each grade 500 (male and female 250, respectively), a total of 1,500 college students to carry out the investigation and research. SCL-90 self-rating scale was used to conduct group tests on the class as a unit. The questionnaire analysis results showed that family economic status would affect the mental health status of higher vocational college students, which was specifically manifested in three factors, such as depression, anxiety and terror. There is no significant difference in the mental health status of non-poor students and general poor students, while the special poor students are significantly greater than non-poor students in compulsion, depression, terror and anxiety, and significantly greater than general poor students in the two factors of terror and anxiety, indicating that the higher the degree of family economic difficulties, the more serious the impact on the mental health status of vocational college students. This paper puts forward the countermeasures to strengthen the mental health education of higher vocational college students with family economic difficulties, aiming at improving the mental health level of higher vocational college students more pertinently and effectively.

Keywords: family economic situation, vocational college students, mental health, education

Introduction

With the deepening and development of education system reform, especially since the enrollment expansion of colleges and universities, the number of poor students in colleges and universities is increasing day by day^[1]. According to preliminary statistics, the number of poor students in most colleges and universities accounts for 15%-30% of the total number of students, and even as high as 35% in some universities. As a social group, a large number of poor students have caused conflicts in many aspects, including economy, psychology, learning and society. Due to economic reasons, they have affected their own development and healthy growth, as well as the safety, stability and construction of schools, and also increased the pressure and difficulty of school talent training^[2]. It has become a social problem that the government attaches great importance to, the society generally pays attention to, parents worry about, schools worry about and students worry about. Therefore, the psychological research of poor college students has unusual significance. This paper investigates and analyzes the impact of family economic differences on vocational college students' psychology^[3].

1. Objects and methods

1.1 Survey objects

This study will select a higher vocational college in Xi'an, grade 1, 2 and 3 students, each grade 500 (male and female 250), a total of 1,500 college students to carry out the investigation and research, aged 19~21, including 750 male students and 750 female students. According to the poverty certificate issued by the civil affairs department at or above the township level where the students are located and the review and judgment of the school's departments and student affairs Department, there are 285 students from families with financial difficulties (referred to as poor students) and 1,215 students from families with financial difficulties (referred to as non-poor students). Among them, the poverty-stricken students are classified according to the proof of poverty, the general difficulties and difficulties are defined as the general poor students, and the special difficulties are defined as the special poor students. After deleting 30 invalid questionnaires, 200 poor students and 75 poor students were included in the statistics.

1.2 Survey tools

The SCL-90, which is compiled by Derogatis et al. (1973), is used in this study and consists of 10 factors, such as somatic, obsessive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis, and others, on a scale of 1 to 5. The higher the score, the more severe the symptoms are. Among them, the internal consistency of each factor was between 0.64 and 0.88, the half-point reliability of the commonly used 9 symptom factors was between 0.76 and 0.92, and the full scale was 0.93, indicating that the reliability of the scale was good. Derogatis reports that the internal structural validity coefficients of each factor subscale range from 0.77 to 0.99. When it was introduced into China, the scale cooperation group uses GAS and SI to test the parallel validity of SCL-90 and finds that it is significantly positively correlated with SI and negatively correlated with GAS, indicating that the scale is effective.

1.3 Survey methods

The group test was carried out in the class unit, and the guidance language was unified to control the situation. The subjects completed the whole questionnaire according to the requirements of the guidance language. All the data were counted and processed using SPSS16.0 for Windows, and the main analysis methods were x2 test and variance analysis.

2. Results

2.1 Mental health scores

For the scores of higher vocational college students with different family economic status on the SCL-90 scale (seen as Table 1), except for the paranoid factor, the other scores showed a trend that the higher the family economic difficulty, the more serious the mental health status. The results of variance analysis show that there are significant differences in depression, anxiety and terror among vocational college students under different family economic conditions. It shows that family economic status is one of the important factors affecting the mental health of college students.

Table 1 Comparison of mental health scores of higher vocational college students with different family economic status

Scores	Non-family students with financial difficulties	Ordinary students from poor families	Students from families with special financial difficulties	F	P
Total points	127.31±34.1	128.28±34.9	132.71±35.79	1.702	0.184
somatization	1.22±0.33	1.23±0.36	1.24±0.34	0.120	0.889
force	1.77±0.55	1.78±0.55	1.86±0.63	2.028	0.133
Interpersonal sensitivity	1.57±0.55	1.58±0.55	1.62±0.57	0.679	0.509
depressed	1.38±0.45	1.41±0.47	1.48±0.52	3.291	0.038*

anxiety	1.42±0.47	1.43±0.58	1.52±0.56	3.511	0.031*
antagonize	1.34±0.46	1.32±0.40	1.35±0.46	0.334	0.718
horror	1.37±0.46	1.38±0.47	1.47±0.55	3.197	0.042*
bigoted	1.40±0.47	1.40±0.45	1.39±0.39	0.079	0.926
psychosis	1.39±0.42	1.42±0.44	1.45±0.41	2.100	0.124
other	1.39±0.46	1.41±0.46	1.42±0.46	0.199	0.821

Multiple post-event comparisons were made between 3 groups of higher vocational college students with different family economic status (seen as Table 2). There was no significant difference in scores between non-poor students and general poor students. There were significant differences in the four factors of obsessiveness, depression, terror and anxiety, and significant differences in the total score and psychotic factors, and the scores of the students with special difficulties were significantly higher than those of the students without difficulties. There were significant differences in the two factors of fear and anxiety between poor students and poor students, and significant differences in the factors of depression. The scores of poor students were significantly higher than that of poor students, that is, the higher the degree of family economic hardship, the mental health level of poor students tended to decline gradually.

Table 2 Results of multiple comparison of mental health scores of higher vocational college students with different family economic status

Scores	Non-sleepy < sleepy(p)	Non-poor student(p)	Poor student(p)
Total points	0.598	0.072	0.192
somatization	0.087	0.661	0.799
force	0.731	0.046*	0.114
Interpersonal sensitivity	0.647	0.270	0.469
depressed	0.446	0.013*	0.073
anxiety	0.527	0.010*	0.048*
antagonize	0.424	0.932	0.609
horror	0.739	0.013*	0.041*
bigoted	0.730	0.874	0.742
psychosis	0.191	0.094	0.442
other	0.899	0.533	0.630

2.2 Strengthen mental health education countermeasures for vocational college students with family economic difficulties

Building a harmonious campus is an important content and necessary part of building a harmonious society. Promoting the positive mental health education of college students, especially those from poor families, is the core requirement and key factor of building a harmonious society.

2.2.1 Pay attention to the diversification of forms, and strengthen the timely education of students from families with economic difficulties

At present, the social competition is becoming more and more fierce, in addition to the constant updating of knowledge, more students are also facing a lot of psychological problems, they are adapting to the new environment, looking for new learning methods. Learn time management. Deal with emotional encounters and setbacks and other aspects of the great psychological pressure, especially in the contemporary family economic hardship of the body is particularly prominent^[4]. Therefore, in addition to focusing on the diversification of education forms according to the

characteristics of students, mental health education for some special groups must also be timely. Effective, must strive to penetrate into the student's life, learning and other aspects.

2.2.2 In order to build a harmonious campus, relevant teachers should strengthen the study of professional knowledge such as psychology

The solution of many school problems, especially students' problems, depends on whether there is a reasonable structure, rich knowledge, stable personnel, high quality of the work team, In the face of mental health problems arising from poor families, teachers must be fully aware of them and have strong professional knowledge to solve them. Mental health education must run through the whole process of ideological education and student management, and pay attention to psychological counseling and psychological care. Improve students' comprehensive quality and anti-frustration ability, so that vocational college students can learn the necessary mental health knowledge, understand the law of physical and mental development, master the method of self-regulation, reasonable cognition of the current situation, and finally cultivate a stable mood and optimism. Aggressive attitude and healthy mature mind.

2.2.3 In order to build a harmonious campus, we should strengthen the gratitude education for students from poor families

A good society is one in which everyone can live with gratitude. At present, the society is in a transition period, the concept of utility is prevailing, and it is necessary to vigorously strengthen the education of gratitude consciousness of college students on campus, and strive to create a campus environment filled with gratitude through publicity and education, especially to strengthen the gratitude education of students in difficulties. On the one hand, they are receiving help from the society, and on the other hand, they need to be helped to establish awareness and understanding of grace through various channels. The campus atmosphere of gratitude. Only by actively creating an environment and atmosphere of gratitude in the context of the whole university can the moral quality of college students be fundamentally improved, so that they can be grateful to those who gave birth to them, those who raised them, and those who educated them. Be grateful to those who care for you, grateful to those who help you, and consciously practice in the action of building a harmonious campus.

3. Conclusion

To sum up, informed college students with different family economic status not only have differences in the positive detection rate of factors, but also have significant differences in the scores of depression, anxiety and terror. Family economic status is one of the important factors affecting the mental health of vocational college students, and the higher the degree of family economic difficulties, the more serious the impact on the mental health of vocational college students. Therefore, to carry out the mental health education of higher vocational college students, while solving the life difficulties of higher vocational freshmen, how to carry out "psychological relief", effectively strengthen the emotional education of poor students, especially those with special difficulties, and cultivate healthy and positive emotions will provide effective methods for the standard and reasonable ideological and political education and mental health education in higher vocational colleges. It has important practical significance for the construction of harmonious campus.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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