

Mental Health Problems of College Students in Private Colleges and Their Analysis - Take Anhui Wenda Information Engineering College as an Example

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Abstract: This article investigates the status of mental health in private universities in the new era and analyzes the influencing factors. From April 2023 to 2026, 34012 students from Anhui Wenda Information Engineering College were randomly selected as research subjects and surveyed using the Life Satisfaction and Symptom Checklist-90 (SCL-90). Student interpersonal and depression scores are demographic variables ($P < 0.01$), and anxiety ($P < 0.001$). Students' life satisfaction is different in gender, region, major, and independence, and female students, science students, urban students, and only child students have higher scores. The life satisfaction of different grades is different ($F=11.702$, $P < 0.001$), sophomores are higher than the other three grades, and senior students have the lowest scores. In the new era, the mental health status of college students is poor, so colleges and universities should take multiple measures to carry out the mental health work, targeted guidance and intervention.

Keywords: Private College Students; Mental Health Problems

Research has found that when people suffer from major life events, crisis events, psychological conditions will appear anxiety, depression, fear and other negative emotions. This negative impact is on people's psychological trauma, which needs time to repair slowly^[1]

1. Objects and Methods

1.1 Object of Study

Random cluster sampling method was used to test the college students of Anhui Wenda

Institute of Information Engineering from April 2023 to June 2023. The effective sample was 4012 people, as shown in Table 1. All the college students who participated in the questionnaire gave informed consent to this survey.

1.2 Research Method

According to the purpose of the research, the relevant information such as gender, grade, major, urban and rural areas, major, and the type of only child was embedded in the general situation questionnaire, and the general situation questionnaire was placed in front of the symptom self-evaluation scale, so as to facilitate the development of the evaluation work. In this study, life satisfaction scale (SWLS)^[2] and symptom self-evaluation scale (SCL-90)^[3] were used to test college students. The specific scale is shown in Table 2. Data were processed using SPSS20.0 version software, and statistical analysis and correlation analysis of the recovered valid data, and $P < 0.05$ was considered as statistically significant.

Table 1. Descriptive Statistics of Demographic Variables (N=4012)

project	category	number of people	percentage (%)
sex	man student	2450	61.06%
	girl student	1562	38.93%
grade	first grade	1350	33.65%
	second grade	1060	26.42%
	junior class	980	24.43%
	senior class	622	15.50%
region	rural area	2548	63.51%
	city	1464	36.49%
major	liberal arts	1981	49.38%
	science	2031	50.62%
Whether the only	yes	1350	33.65%
	deny	2662	66.35%

Table 2. Measurement Table of College Students' Life Satisfaction and Self-Rated Symptoms

Scale name	content	author
Life satisfaction scale	Developed by Diener in 1985 to assess life satisfaction. There were 5 questions with 7 points, from "very disagree" to "very agree" of 7, with higher scores indicating higher life satisfaction. In this study, the internal consistency reliability of the scale was 0.858.	Diener
symptom checklist (SCL-90)	The three factors of interpersonal sensitivity, anxiety and depression in SCL-90 compiled by Derogatis (1975) were selected, and 32 inquiry questions were tested. Each entry uses the Likert 5 score to understand the subject	Derogatis

	factor status according to the factor score. College students with a total score of more than 160 in the SCL-90 were considered as positive, indicating possible psychological problems.	
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2. Results of the Study

2.1 According to the detection rate of SCL-90 scale

the total number of positive SCL-90 was 300, accounting for 7.10% of the total number. According to the positive detection rate of different categories of college students, the proportion of female students is higher than that of male students; the proportion of rural students is higher than that of urban students, the proportion of liberal arts students is higher than that of science students, and the proportion of non-only child is higher than that of only child. The proportion of freshmen and seniors is higher than that of sophomores and sophomores. See Table 3.

Table 3. Positive Detection Rates of Total Scores of College Students on Different Categories

project	variable quantity	number of people	total points	
			number of people	proportion (%)
sex	man student	2450	123	5.02
	girl student	1562	177	11.33
region	city	1464	95	6.49
	rural area	2548	205	8.05
major	liberal arts	1981	198	10.00
	science	2031	102	5.02
Whether the only	yes	1350	98	7.26
	deny	2662	202	7.59
grade	first grade	1350	109	8.07
	second grade	1060	70	6.60
	junior class	980	63	6.42
	senior class	622	58	9.32
	total	4012	300	7.48

2.2 Statistics on the Mental Health Status of Student SCL-90.

A total of 32 questions were selected for SCL-90, and the three factors of depression, anxiety and interpersonal sensitivity were selected for statistical analysis. The self-perception scores were in five grades: 1~1.5 (no symptoms), 1.6~2.5 (some symptoms, but not frequent), 2.6~3.5 (mild to moderate symptoms), 3.6~4.5

(moderate to severe symptoms), and 4.6~5 (the frequency and intensity of symptoms were very serious). SCL-90 was compared on demographic variables, as detailed in Tables 4,5. There were no significant differences in gender, region, only child, major ($P > 0.05$), but in grade ($P < 0.001$), interpersonal relationship and depression in demographic variables (gender, region, only child, major, grade) ($P < 0.01$)

Table 4. Comparison of SCL-90 Scores on Demographic Variables ($\bar{x}\pm s$)

Demographic indicators	variable quantity	interpersonal relationship	despondent	anxious
sex	man student	1.81±0.17	1.88±0.28	1.66±0.17
	girl student	1.85±0.21	1.94±0.35	1.81±0.35
	t value	-3.075**	-2.810**	-1.597
region	city	1.81±0.18	1.89±0.32	1.67±0.19
	rural area	1.86±0.22	1.97±0.34	1.68±0.23
	t value	-4.742***	-4.345***	-0.912
major	science	1.82±0.19	1.86±0.32	1.67±0.18
	liberal arts	1.85±0.21	1.95±0.34	1.68±0.22
	t value	-3.084**	-2.821**	-1.601
Whether the only	yes	1.81±0.19	1.89±0.31	1.67±0.20
	deny	1.85±0.21	1.95±0.35	1.68±0.22
	t value	-4.528***	-3.359***	-0.895
grade	first grade	1.81±0.19	1.87±0.29	1.67±0.19
	second grade	1.82±0.20	1.90±0.30	1.68±0.20
	junior class	1.84±0.21	1.93±0.32	1.69±0.20
	senior class	1.85±0.22	1.96±0.33	1.70±0.23
	f value	4.438***	4.256***	4.1585***

Note: ** p <0.01, *** p <0.001, and SCL-90 is a symptom self-rating scale.

Table 5. Statistics of the Scores of SCL-90 ($\bar{x}\pm s$)

factor	Project score
Sensitive to interpersonal relationship	1.84±0.20
despondent	1.94±0.33
anxious	1.68±0.21

Note: The SCL-90 is a symptom self-rating scale.

2.3 Differential Analysis of Life Satisfaction

The results showed that the life satisfaction of

Table 6. Comparison of Scores on Life Satisfaction on Demographic Variables ($\bar{X}\pm S$)

Demographic indicators	variable quantity	score	t/f	P
sex	girl student	21.04±6.65	-2.496	0.014
	man student	22.16±6.58		
region	rural area	21.02±6.59	-2.712	0.011
	city	22.17±6.64		
major	liberal arts	21.04±6.64	-2.502	0.013
	science	22.17±6.59		
Whether the only	deny	21.01±6.57	-2.810	0.010
	yes	22.25±6.65		
grade	first grade	21.21±6.69	11.703	<0.001
	second grade	23.75±6.37		
	junior class	20.73±6.30		
	senior class	20.15±6.60		

and current status of mental health.

3. Discussion

This study found that demographic variables differ in positive test rate and life satisfaction

3.1 Differences in Gender

Girls had lower life satisfaction and significantly

higher rates of positive testing and in depression and relationships. Maybe the boys' rational thinking is higher, and the girls are more perceptual, delicate, and more emotional. Girls' physical and psychological characteristics make their interpersonal relationship more mixed and more likely to produce negative emotions such as anxiety and depression. This is consistent with the research results of Hu Shiqun scholars [4]. Therefore, the physical and mental health of girls needs more attention, school mental health education should be aimed at girls, girls' mental health lectures, group counseling, mental health activities, to cultivate girls' self-esteem and self-confidence.

3.2 Regional Differences Exist

Urban students and only children had a higher life satisfaction and significantly lower positive test rates and in depression and interpersonal relationships. It may be that students in cities and the only child generally have better family economy, parents have more care and support, more material and spiritual support, and less pressure on the future survival. In addition, urban students have a superior living environment, knowledgeable, stronger confidence, and can easily face difficulties and setbacks. Therefore, they have higher satisfaction with life and a higher level of mental health. Therefore, the school should increase the joint efforts of "home-school-community" education, strengthen the publicity and education of parents' mental health education, such as recording parents' psychological micro class and video class of parents' meeting, and carrying out a series of activities of "I educate people together with parents". Through the official wechat account, the family education knowledge is regularly pushed, and the home-school linkage is deepened in multiple dimensions. We will increase measures to help students from poor families, adhere to the home visits of special groups of students every academic year, and fully consolidate the "home-school co-education".

3.3 Professional Differences

Compared with liberal arts students, science and engineering students were higher in life satisfaction, positive tests and lower in depression and interpersonal relationships. Because there are more boys in science and engineering, boys can take the

initiative to adjust their cognition and rationally analyze problems. Girls are more emotional, facing the employment force, interpersonal relationship and encounter difficulties and setbacks, easy to produce negative emotions. According to the employment statistics of our school in previous years, the employment prospects of science students are wider than those of liberal arts, so the science and engineering students show a better mental health state. Mental health education in colleges and universities can be combined with different majors to cultivate professional psychological brands. Closely combined with the discipline characteristics of the secondary colleges, the "one college, one product" cultivation plan is implemented to cultivate the psychological education brand project with distinctive discipline characteristics.

3.4 There are Differences in the Grade Grade

In terms of life satisfaction, different grades were significantly ($F=11.703$, $P < 0.001$), sophomores were higher than the other three grades, and the senior life satisfaction was the lowest. Freshmen may not be familiar with the environment and studies, worry about the unknown, and the applicability of freshmen, etc. Senior students are faced with the pressure of admission and employment, affected by the environment, forcing them to face greater pressure and challenges, which will induce students' psychological problems and damage their mental health. Thus, the positive rate of senior students is higher, and the symptoms of depression, anxiety and interpersonal relationship are more prominent. The results are similar to the previous studies [5]. Mental health work in colleges and universities should be classified separately. Using 5 25 College Students' Mental Health Day and important time points such as opening, graduation, admission and examination, different thematic mental health education theme activities are carried out to provide mental health education and services for students of different grades and majors. To carry out mental health education activities in line with the characteristics of disciplines and majors, and to give full play to the main role of the college in mental health education.

3.5 Insufficient Research

In this study, taking a private university in Anhui Wenda Information Engineering College

as an example, the number of samples is insufficient, and the number of samples will be expanded in other private universities in the future. In addition, this study lacks qualitative research, and combines quantitative and qualitative research in the future.

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