

The influence of college students' self-consciousness on interpersonal communication

Yan Luo^{1,*}

¹Chinese International College, Dhurakij Pundit University, Bangkok, Thailand

*Corresponding author: 65130621@dpu.ac.th

Abstract: Taking the influence of college students' self-consciousness on interpersonal communication as the research direction, the test object are 1022 undergraduate students, including international students studying in G City, China, using SCS and ICQ scale. The results show that self-consciousness has a significant positive correlation on interpersonal communication skills ability ($\beta=.565, t=24.048$), $p=.000<.010$). Among them, the self-consciousness of college students is significantly different in gender, discipline and academic level ($p<.010$); Interpersonal competence skills vary significantly in both discipline and academic level ($p<.010$); There is no significant difference in self-consciousness, and no significant difference in interpersonal communication skills.

Keywords: College students; Undergraduate international students; Self-consciousness; Interpersonal communication

1. Introduction

College students are the intellectual class that supports the national construction. The coordination degree of college students is directly related to the physical and mental health and learning life of college students (Shen Wudan, 2007). Lin Chongde, a famous Chinese psychologist (2019), pointed out that interpersonal communication is the transmission and communication of psychological factors such as information, emotion, need and attitude between individuals. Chen et al. (2020) in the study that student interpersonal relationships have a positive impact on mental health disorders. In recent years, psychological problems such as interpersonal relationship and communication skills of college students have been the focus of continuous attention of researchers and the society (Liu Zhizhi, 2023). Moreover, China insists on cultivating college students' interpersonal relationships and social skills to integrate into society as a new view of talent, education and quality (Xu Wenxi, Zhang Wenyuan, 2023). Therefore, it is an urgent need for college students to adapt to the rapid development of social economy (Zhao Jing, 2023)[1-3].

2. The purpose of the study

Improving their self-consciousness and good interpersonal competence skills is the requirement of contemporary global economic society (Li Xiaoxi, Meng Meijie, 2023). According to the relevant theory, based on the sampling survey of undergraduate students in G city, this study analyzes the current situation of self-consciousness and interpersonal communication ability; discusses the difference of self-consciousness and interpersonal communication ability among different background variables (gender, origin, subject and academic level); and analyzes the influence of self-consciousness on interpersonal communication ability.

3. Literature discussion

3.1 Self-consciousness study

Foreign explanations of self-consciousness, such as Fenigstein et al. (1975) The theory of self-consciousness, the aspects of self are hidden, namely private self, while the others of self are open, social, and closely related to others, namely public self. The consciousness generated by the different attention to the two is the private consciousness (Private self-consciousness) and the public consciousness (Public self-consciousness). The self-concept is the overall evaluation of individuals (Coopersmith, 1987).

Furthermore, Mische (1999) believes that self-consciousness constitutes the most basic characteristics of an individual, which directly or indirectly affects the behavior of an individual[4-7].

Some people explain the relationship between mental health and self-consciousness, such as Zhou Xiangdong and Zheng Weidong (2021), self-consciousness is the individual's understanding and awareness of the relationship between themselves and the objective world around them, which includes the combination of cognition, emotion and will. The construction of self-consciousness affects the healthy growth of teenagers and is related to the self-development of individuals (Literary Yuan, 2021). Zhao Hongjun (2022) believes that self-consciousness is to guide individuals to adapt to social life and interpersonal communication, and to have a positive impact on the surrounding social living environment.

3.2 Research on interpersonal communication and communication skills

Abroad, the Buhrmester et al.(1988) The theory of interpersonal communication characteristics holds that in order to form a satisfactory and stable interpersonal relationship, one must have at least five abilities: Initiating relationships, Asserting displeasure with others' actions, self-disclosure, Managing interpersonal conflicts and Providing emotional support. D'Angelo and Wierzbicki (2003) concluded that good interpersonal relationships are beneficial to physical and mental health and can promote academic progress; bad interpersonal relationships often cause psychological imbalance and lead to psychological problems such as anxiety, depression and depression.

Domestic researchers have different understandings and interpretations of interpersonal communication. For example, Hu Qixian (1997) believes that the interpersonal problems of college students are mainly manifested as low self-esteem, timidity, shyness, not being kind with others, not good at talking, questioning others, and not liking to participate in social activities. Interpersonal communication between Wang Yan and Liu Chang (2012) refers to the process of mutual influence and interaction in psychology or behavior through various different means and means of contact. Interpersonal communication is an important part of everyone's life. The lack of interpersonal communication will lead to the inability to experience the fun of social life and affect their physical and mental health (Lu Fang, 2018). According to Wang Mei'e (2023), Interpersonal competence skills refer to the ability of individuals to have the willingness to communicate, actively participate in communication, and show effective and appropriate communication behaviors, so that their relationship with others is in a harmonious state. Therefore, individuals with high Interpersonal competence skills have an important influence on their own development (Zhou Liangliang, 2022).

3.3 Research on the correlation between self-consciousness and Interpersonal competence skills

Some foreign scholars have pointed out that there is a positive correlation between self-consciousness and self-disclosure of peer relationships(Davis et al.,1984).People with low self-consciousness are more concerned about their personal inner state, while people with high self-consciousness seem to pay more concerned to their public expression (Andel et al.,2014). In order to accept their imperfections, they can break the temporary and false sense of security and comfort, stop escaping from their own behavior, and find more real communication ways and ability to express themselves(Mackay,2015). Therefore, self-consciousness has a significant positive impact on individual communication ability and life success (Yurtkoru & Tastan, 2018).

Chinese researchers such as Wang Jiaxin and Chen Jianzhi (2008) found that college students of different genders, disciplines and academic levels differ significantly in their self-dimension, interpersonal relationship, heterosexual communication and interpersonal problems. Cheng Lei and Ma Forward (2015) found that the self-consciousness scores of boys were lower than those of girls. Sun Conghui et al. (2020) believe that individuals with high self-consciousness are beneficial to their behavior in interpersonal communication. Zhao Fei et al. (2021) believe that Interpersonal competence skills are an important part of the comprehensive ability of college students, which is closely related to personal growth and the development of higher education. Liu Chenran (2021) believes from the perspective of communication troubles that the cognitive processing characteristics of social troubles make individuals refuse to communicate with people and resist contact with social environment in psychology and behavior. Fan Lijun et al. (2021) also believed that the pairwise correlation between self-disclosure and interpersonal relationship was significant, and that self-disclosure was a significant predictor of loneliness after controlling for gender and academic level. Ding Zien and Liu Qinxue (2022) believe from the perspective of network communication that at the high level of self-consciousness, personal self-esteem can positively influence individuals's network altruism, while at the low level of self-

consciousness, self-esteem has no significant influence on network altruism[8-12].

4. Research methods

4.1 Study hypothesis

Hypothesis 1: college students of different gender, school source, discipline and school level have significant differences in self-consciousness; Hypothesis 2: college students of different gender, school source, subject and school level have significant differences in Interpersonal competence skills; Hypothesis 3: the self-consciousness of college students and Interpersonal competence skills.

4.2 Survey subjects

In the context of the construction of the Guangdong-Hong Kong-Macao Greater Bay Area, the higher education in G city plays an important part in the whole country (Zhu Jianbo, 2023). This study will use online survey, the test object for G city undergraduate students (including some national undergraduate students), through gender, students, disciplines, academic stratification and cross quota survey form, college students' self-consciousness on the influence of interpersonal problems, therefore, for the selected object sample has certain representative significance.

4.3 Measurement tools

The questionnaire scale of this study was performed separately using Fenigstein et al. The self-consciousness Questionnaire (SCS) was combined with the Chinese version revised by Jiang Can (2007), And the Buhrmester et al. The Interpersonal competence skills Questionnaire (ICQ) was combined with the Chinese version revised by Wang Yingchun et al.(2006) Likert 5 point method (Likert, 1932), A larger value indicates a higher level of correlation. In this study, the reliability test reliability clone Bach α coefficient was 0.887 and 0.921, respectively.

4.4 Data analysis method

Based on the analysis items, SPSS-26 was used as a data accession and statistical analysis tool.

4.5 Test

First of all, undergraduate students in G city were randomly sampled, with the age controlled between 18 and 25. A total of 125 questionnaires were distributed and 102 valid questionnaires were collected, with an effective recovery rate of 80%. Second, a reliability analysis was performed on the recovered prediction questionnaires. The resulting reliability coefficient is shown in Table 1:

According to Table 1, the alpha coefficient of the binomial reliability of self-consciousness and Interpersonal competence skills is .919 and .922, respectively, indicating that the reliability of the question design has reached a certain level.

Table 1: Analysis of Prediction Questionnaire (N-102)

variable	Configuration dimension	Question item		Cronbach's α
Self-consciousness	Private self-consciousness	17	9	.919
	Public self-consciousness		8	
Interpersonal competence skills	Initiating relationships	25	5	.922
	Asserting displeasure with others' actions		5	
	Self-disclosure		5	
	Managing interpersonal conflicts		5	
	Providing emotional support		5	

4.6 Official questionnaire implementation

After the reliable test of predictive reliability, the online questionnaire survey was supported by a well-known research institution platform and effective samples. In the formal survey and measurement,

the number of study samples is at least 5-10 times of the total number of questions (Wu Minglun, Tu Jintang, 2012). In the case of invalid questionnaire, a total of 1022 questionnaires were put into the official questionnaire survey, and the sampled subjects were students from 10 undergraduate universities in G City. Under the certain proportion of basic background information such as men and women, origin, subject and academic level, the completion time of the online questionnaire was set as 4 minutes. In the educational survey, the recovery rate of the sample in the questionnaire survey should not be less than 70%, and when the recovery rate reaches more than 70%, it can be used as the basis for the research conclusion (Bai Xiujie, Du Jianhua, 2017). This research a total of 1200 questionnaires were collected, including 1022 valid questionnaires and a response rate of 85.17% [13-14].

5. Research analysis

5.1 Validity analysis

The Bartlett sphericity test was used to prove the validity of the scale structure, and the KMO statistic was taken between 0 and 1, and the Bartlett's sphericity test reached a significant level. If the KMO value is greater than .800, the validity is good and the data is good for extraction; if the value is $.600 < .800$, the validity is good and the data is suitable for extraction information (Chen Jinyan et al., 2018). Table 2 shows that $KMO = .959 > .800$ and $p = .000 < .050$, indicating that the sample data are excellent for factor analysis.

Table 2: Scale Structural Validity Analysis (N-1022)

Number of KMO sampling suitability quantities		.959
Bartlett Sphericity test	Approximate chi square	16171.198***
	free degree <i>df</i>	861
	<i>p</i>	.000

5.2 Confirmatory factor analysis

Table 3: Standardized fit index of the structural model (N-1022)

metric	Chi-square degrees of freedom than χ^2/df	SRMR	RMSEA	GFI	CFI	NFI	TLI	AG FI
criterion for judgement	<3>1	<.050	<.100	>.900	>.900	>.900	>.900	>.900
Verification value	4.090	.028	.055	.969	.976	.968	.968	.950

This study tests whether the fitting indicators reach the degree acceptable to the study model. When $\chi^2/df < 3$ is the most ideal value, less than 5 is also acceptable when easing it (Ming Long Wu, 2010). If the model is considered good by $SRMR < .050$; $RMSEA$ is less than .050; while the other 5 indicator values are greater than .900. It shows that the fitted model standardization index shows a good state, and the structural equation model correlation index is well verified, as shown in Table 3.

5.3 Common method deviation test

To test whether the sample data had serious common methodological bias, a Hermann exploratory factor analysis was used. If the variation explained by the first factor does not exceed 40%, it indicates that there is no single factor that explains the vast majority of the variance, and the common method deviation is not serious (Tang Dandan, Wen Zhonglin, 2020).

Table 4: Summary of Common Method Deviation Test of Questionnaire Scale (N-1022)

ingredient	Initial eigenvalue			The sum of the load squares was extracted		
	characteristic root	variance percentage	accumulate%	characteristic root	variance percentage	accumulate%
1	12.685	30.201	30.201	12.685	30.201	30.201
2	8.080	19.243	49.444	8.080	19.243	49.444
3	5.683	13.534	62.987	5.683	13.534	62.987
4	2.305	5.489	68.467	2.305	5.489	68.467
5	1.686	4.015	72.482	1.686	4.015	72.482

As can be seen from the analysis in Table 4: with 5 characteristic roots greater than 1, the cumulative variance of the 5 factors is 72.482%, of which the variance of the first factor with no rotation is 30.201%, which does not exceed 40% of the total variation. Therefore, the sample data of this study has no serious common method bias, and the further analysis and study will not lead to potentially misleading conclusions (Du Jianzheng et al., 2005).

5.4 The reliability analysis

After passing the common method deviation test, then test the reliability of the formal questionnaire sample, as shown in Table 5:

Table 5: Formal questionnaire reliability analysis table (N-1022)

variable	Cronbach's α	Number of dimensions
Self-consciousness	.904	2
Interpersonal competence skills	.909	5

According to the results in Table 5, the Cronbach's Alpha coefficient of self-consciousness and interpersonal competence skills reliability were. This shows that the internal consistency coefficient of the questionnaire is high and ideal reliability.

5.5 The correlation factor analysis of the structural variables

Table 6: Correlation coefficient matrix(N-1022)

Configuration dimension	1	2	3	4	5	6	7
1.Private self-consciousness	—						
2.Public self-consciousness	.797***						
3.Initiating relationships	.500***	.510***					
4.Asserting displeasure with others' actions	.494***	.525***	.727***				
5.Self-disclosure	.526***	.572***	.724***	.755***			
6.Managing interpersonal conflicts	.460***	.439***	.663***	.676***	.634***		
7.Providing emotional support	.474***	.480***	.673***	.723***	.695***	.736***	—

Note: ** at Level .010 (double tail), with significant correlation.

In this study, Pearson product-difference correlation coefficient analysis was used to verify the degree of close relationship between each other, so the value range was set [-1,1], where -1 represents a complete negative correlation and 1 indicates a complete positive correlation. When $|r| \geq 0.800$, it is highly correlated, when $.600 \leq |r| < .800$, it is strongly correlated, when $.400 \leq |r| < .600$, it is moderately correlated (Lingyun, 2020). The closer the correlation coefficient is to 1, the closer the relationship is, the stronger the correlation is, as shown in Table 6.

5.6 Independent samples t-test

The independent sample t-test refers to the difference between the two sample means and the parent represented, thus comparing whether the difference between the two means is significant, $p < .050$, the difference is statistically significant (Jin Tingliang, Zhang Baoqing, 2009).

5.6.1 Differences in gender and self-consciousness

After t-test showed that, Gender showed .010 level significance for self-consciousness ($t = -2.943$, $p = .003$), which indicated that different gender samples showed significant differences in self-consciousness. According to the specific comparison difference, the total average of men (67.57) is significantly lower than the total average of women (69.37), which indicates that the self-consciousness of female college students is higher than the self-consciousness level of male college students.

5.6.2 Differences in gender and interpersonal competence skills

The t-test of gender difference in Interpersonal competence skills showed significance ($p = .448 > .050$), indicating that there was no statistically significant difference, that is, there was no significant difference in Interpersonal competence skills.

5.7 ANOVA analysis

One-way analysis of variance (ANOVA), When $p \leq .050$, it indicates a statistical difference, $p > .050$ was not statistically significant. The partial Eta square indicates that the critical points of small, medium and large effect sizes are .010.060 and .140 respectively (Zhang Houcan, Xu Jianping, 2009). According to the analysis, there was no significant difference in self-consciousness between .364 > .050 ($p = .364 > .050$) and Interpersonal competence skills ($p = .316 > .050$).

5.7.1 Differences in the self-consciousness of the discipline

In college students in arts, science, engineering, agriculture and medical discipline of self-consciousness one-way variance analysis of variance, from table 7 can be seen from the table above, different subject samples for self consciousness are significant ($p < .050$), namely different subject samples for self-consciousness are significant difference. From the specific analysis, the subjects showed .010 significance for self-consciousness ($F=3.827, p=.004$).

Table 7: Analysis of variance in self-consciousness(N-1022)

branch of learning	number of people	Mean values ± standard deviation	Partial Eta square (Partial η^2)	F	p
liberal arts	113	66.349±11.143a	.015	3.827	.004
science	140	67.996±8.224b			
engineering course	120	68.512±10.098c			
Agricultural branch	104	69.912±8.251d			
medical science	105	69.276±10.309e			

From the specific comparison differences, the comparison results of the average score of the groups with obvious differences are: engineering > arts; agriculture > arts; medicine > arts; and agriculture > science.

5.7.2 Differences in self-consciousness in the academic level

In order to verify the differences and changes in self-consciousness among the unqualified students, as shown in Table 8, all the non-classmate samples are significant in self-consciousness ($p < .050$), which means that all the non-student samples show significant differences in self-consciousness. According to the specific analysis, the overall significant level was .010 for self-consciousness ($F=4.217, p=.006$).

From the specific comparison differences, it can be seen that the average scores of the groups with obvious differences are: sophomore > freshman; senior > freshman; sophomore > junior.

Table 8: Analysis of variance in self-consciousness (N-1022)

School grade	number of people	Mean values ± standard deviation	Partial Eta square (Partial η^2)	F	p
freshman	113	67.022±10.761a	.012	4.217	.006
sophomore	140	69.736±8.192b			
junior	120	67.483±10.463c			
senior	104	68.860±9.376d			

5.7.3 Subject differences in interpersonal competence skills

Table 9: Analysis of variance in interpersonal competence skills (N-1022)

branch of learning	number of people	Mean values ± standard deviation	Partial Eta square (Partial η^2)	F	p
liberal arts	113	96.965±14.171a	.022	5.631	.000
science	140	99.418±12.773b			
engineering course	120	98.422±14.828c			
Agricultural branch	104	102.302±12.166d			
medical science	105	101.919±12.247e			

As shown in Table 9, the subject was .010 significant for the total interpersonal communication skills

value ($F=5.631, p=.000$). The specific comparison differences know: agriculture> arts; medicine> arts; agriculture> science; agriculture> engineering; medicine> engineering.

5.7.4 Differences in interpersonal competence skills

Develop the analysis of Interpersonal competence skills in different grades.

Table 10: Analysis of variance in interpersonal competence skills(N-1022)

School grade	number of people	Mean values \pm standard deviation	Partial Eta square (Partial η^2)	F	p
freshman	113	98.216 \pm 13.350a	.011	2.757	.041
sophomore	140	101.491 \pm 11.954b			
junior	120	99.063 \pm 14.166c			
senior	104	99.738 \pm 14.066d			

5.8 Linear regression analysis

Table 11: Regression analysis of self-consciousness and interpersonal competence skills (N-1022)

variable	Non-standardized coefficient(β)	Standardization coefficient($Beta$)	t	p
constant	1.717		18.007	.000***
Self-consciousness(independent variable)	.565	.602	24.048	.000***
R^2	.362			
adjust R^2	.361			
F	578.303			
D-W price	1.854			

Note: Interpersonal competence skills (dependent variable)

To further verify whether self-consciousness and interpersonal competence skills are positively related. The mean of self-consciousness was taken as the independent variable, while the mean of interpersonal competence skills was used as the dependent variable. For example, Table 10 and Table 11 shows that the mean of interpersonal competence skills = $1.717 + .565 * \text{mean of self-consciousness}$, and the R square value of the model is .362, which means that the average of self-consciousness can explain 36.2% of the change in the mean of interpersonal competence skills. The F test was conducted ($F=578.303, p=.000 < .050$), which means that the average of self-consciousness must have an impact on the mean value of interpersonal competence skills. The D-W value is between 1.7 and 2.3, indicating that there is no autocorrelation and the model is well constructed (Lu Yucai, Zhu Hongbing, 2015). According to the final specific analysis, the D-W value = 1.854, and the average regression coefficient value of self-consciousness is $\beta=.565$ ($t=24.048, p=.000 < .010$), which means that self-consciousness will have a significant positive impact on interpersonal competence skills.

6. Conclusion

The level of self-consciousness of college students is the key factor that affects their growth, adults and development (Gao Cong, 2022). On the whole, it can be shown that Chinese college students are still lacking (He Bing, 2023). Cheng Pingyuan (2013) once called that real education means enabling every educated to learn to discover and realize themselves. It needs to constantly meet the needs of an unpredictable and unpredictable individual, so that they continue to mature and grow up. As Zhou Xu (2017) pointed out, the exam-oriented doctrine in China exists widely in the education of all ages, ignoring the cultivation of students' related core qualities, such as self-consciousness management skills. Furthermore, studies show that exam-oriented education is significantly positively correlated with the thinking pattern of self-consciousness, which leads to many problems such as interpersonal anxiety (Luo, 2023). Yao Benxian and Wu Xinchun (2008) once proposed that in the process of self-consciousness education and guidance, educational institutions should consciously take practical and effective measures to actively cultivate and improve students' individual self-consciousness and self-confidence. Under the guidance of the talent training concept of "cultivating education" in Chinese universities, the education and effective guidance of self-consciousness should be carried out, so as to promote the self-identity and external value and realize integrated development (Hu Yanmin, 2021).

Mansilla and Jackson (2012) believes that individuals and team members will have different cognition and behaviors due to differences in ideology, culture and other factors. Therefore, individuals should improve their self-consciousness, actively build the key ability of communicative thinking, and work together towards common goals in diversified team interpersonal communication. In this study, it was found that in gender, boys and girls were not statistically significant after the t-test for interpersonal competence skills, which is compared with Zhou Jiang and Chen Peng (2019) According to the variance, the difference of interpersonal competence skills. According to the survey of Liu Yizhou et al. (2021), the interpersonal distress of college students reached 41.06%, and 50.20% of the students felt anxious about communicating with others in public. Therefore, on the whole, it can generally indicate that the current interpersonal communication difficulties of college students are mainly formed by the self-cognition deviation of college students, the lack of interpersonal communication education in schools and the influence of social environment (Yang Shiyu, 2023).

Mischel (1999) believes that self-consciousness constitutes the most basic characteristics of an individual, which directly or indirectly affects various manifestations of individual behaviors, including interpersonal communication. Individual personality and interaction with others can predict the mental health of students, and are positively correlated with their mental health at different time periods (Jiang, 2018). Through this study, it is found that the influence of self-consciousness of college students on interpersonal competence skills is significantly and positively correlated, which shows that individuals with high self-consciousness have more coping and control ability in the complex and changeable interpersonal relationship processing, and can achieve success in the future life development and career (Guo Chunhua, Zhao Kejian, 2005).

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