

Analysis on the Status Quo of College Students' Psychological Capital --- The Case Study on the Colleges and Universities in Hengyang

Jie Yin , Yan Tang, Jie He

Hengyang Normal University, Hengyang, Hunan, 421002, China

Abstract: Objective: To understand the current situation of psychological capital of college students with financial difficulties, analyze their performance in the four dimensions of psychological capital, and explore effective measures and methods to improve the positive psychological quality of college students with financial difficulties. Methods: The positive psychological capital questionnaire (PPQ) survey compiled by Zhang Kuo et al. (2008) was used to analyze and analyze the data with SPSS17.0 software. Results: 1. The total score of mental capital of college students with economic difficulties and each dimension is higher than the theoretical median value (the theoretical median is 4). 2. The psychological capital of college students with economic difficulties has significant differences in grades. Among them, the mental capital of the fourth-grade students is significantly higher than that of the freshmen and sophomores. There is no significant difference in gender and whether it is the only child, but the only child. In the optimistic dimension, it is significantly higher than the non-only child. 3. There is no significant difference in whether mental capital is a university student with financial difficulties. There is a significant difference in whether or not there are economically disadvantaged students. Non-economically disadvantaged students are significantly higher than those with special difficulties. Conclusion: The psychological capital of college students with economic difficulties is in good condition, and the psychological capital of economically disadvantaged students is general.

Keywords: Economically difficult college students; economically disadvantaged college students; psychological capital

1. INTRODUCTION

In recent years, the state and society have greatly enhanced the financial support for college students with financial difficulties. However, for college students with financial difficulties, financial support

is far from enough. They are also very eager for psychological support. . If psychological support is based on the cultivation of positive psychology, it can adjust the various negative psychology of college students with financial difficulties, promote their development of enterprising and creativity, help them tap their potential and advantages, and let them get longer and more comprehensive. development of. Based on this, this study takes the colleges and universities in Hengyang as an example to investigate the current situation of psychological capital of college students with financial difficulties, analyzes the current situation and differences of psychological capital of college students with financial difficulties, and puts forward the strategy of improving the psychological capital of college students with financial difficulties. Suggest.

The definition of students with financial difficulties in the study is based on the student's self-submitted family poverty application materials, which is based on the identification and seal of the relevant departments and the bursary. Part of the economically disadvantaged students in the family also includes some economically disadvantaged students. The definition of the economically disadvantaged students is based on the minimum living standard of local residents in Hengyang City (370 yuan/month).

2 RESEARCH DESIGN

In this study, college students from three undergraduate colleges in Hengyang City, Hunan Province were selected as research subjects. A total of 310 college students were selected by convenient sampling method, 310 questionnaires were distributed, and 300 valid questionnaires were returned after the invalid questionnaires were deleted. The recovery rate was 96.8. %, 60 people with economic difficulties, accounting for 25% of the total number. The specific situation of the students with economic difficulties and non-economic difficulties is shown in Table 1.

Table 1 Subject analysis of the study subjects

		Num (N=300)	Economically disadvantaged student	None Economically disadvantaged student
Sex	F	120	58(41.1%)	62(38.9%)
	F	180	83(58.8%)	97(61.0%)
Grade	Freshman	69	25(17.7%)	44(27.7%)
	Sophomore	72	32(22.7%)	40(25.2%)
	Junior	73	40(28.4%)	33(20.7%)
	Senior	86	44(31.2%)	42(26.4%)
Is it an only child?	Only child	101	37(26.2%)	64(40.3%)
	Non-only child	199	104(73.8%)	95(59.8%)

Literature method, questionnaire survey method, statistical analysis method, etc.

Using the Positive Psychological Capital Questionnaire (PPQ) [1] compiled by Zhang Kuo et al. (2008), the questionnaire consists of four dimensions: self-efficacy, resilience, hope, and optimism, with a total of 26 topics. The Likert seven-point scale is used for scoring. The higher the score, the higher the positive psychological tendency of psychological capital.

(1) Issue a questionnaire. When the test is conducted, the questionnaire is marked with the instructional language. After the students have fully read and understood the questionnaire, they will answer the questions carefully. There is no time limit for answering, the focus is on measuring the feelings of the students themselves.

(2) Organize the collected questionnaires. Questionnaires with missed questions will be deleted. Questionnaires with obvious negative emotions when the respondents answer will also be regarded as scrapped, and will be excluded, and then students with family economic difficulties will be selected.

(3) Analyze the data. Exploring the psychological capital (including various dimensions) of college students with financial difficulties, and testing whether there are differences in grades, genders, and whether they are only children.

3. RESEARCH RESULTS

Analysis of the psychological capital of college students with financial difficulties

Table 2 Descriptive statistics of psychological capital of college students with economic difficulties

	M	SD
Self-efficacy	4.43	0.729
toughness	4.15	0.721
hope	4.79	0.704
optimism	4.74	0.658
Self-efficacy	4.53	0.560

As shown in Table 2, the scores of each dimension are compared with the theoretical mean value of 4, and the scores of the psychological capital scale of the economically difficult college students and the scores of each dimension are higher than the theoretical average (4), that is, the psychological difficulties of college students. The capital level is good.

Gender differences in the psychological capital level of college students with financial difficulties

Table 3 Gender differences in psychological capital of college students with financial difficulties

	M±SD		t
	M(N=58)	F(N=63)	
Self-efficacy	4.43±0.732	4.42±0.731	0.202
toughness	4.22±0.710	4.10±0.728	1.022
hope	4.84±0.631	4.77±0.753	0.589
optimism	4.71±0.634	4.77±0.677	-0.550

Self-efficacy 4.55±0.545 4.51±0.573 0.419 economically difficult college students (t=0.419, p>0.05), and there is almost no significant difference in each dimension.

As shown in Table 3, there is no significant difference in gender capital between the

Table 4 Differences in the Psychological Capital of College Students with Financial Difficulties

	M±SD				F
	Freshman (N=25)	Sophomore (N=32)	Junior (N=40)	Senior (N=44)	
Self-efficacy	4.27±0.651	4.08±0.733	4.44±0.701	4.76±0.668	6.450***
toughness	3.96±0.741	4.12±0.647	4.10±0.751	4.32±0.719	1.541
hope	4.77±0.625	4.60±0.724	4.78±0.688	4.96±0.728	1.653
optimism	4.74±0.637	4.40±0.682	4.78±0.580	4.97±0.633	5.057**
Psychological capital	4.44±0.509	4.30±0.549	4.52±0.515	4.75±0.568	4.686**

The total score of psychological capital of college students with financial difficulties is significantly different at the grade level. According to the post hoc test (LSD), the total score of psychological capital of senior students with financial difficulties is significantly higher than that of freshmen and sophomores. From the perspective of various dimensions, there are significant grade differences in the self-efficacy dimension of college students with financial difficulties. The self-efficacy level of

seniors is significantly higher than that of freshmen, sophomores and juniors. The level of self-efficacy of juniors is significantly higher than that of sophomores. For the resilience dimension, seniors are significantly higher than freshmen. For the dimension of hope, the level of hope of seniors is significantly higher than that of sophomores. For the optimistic dimension, the optimistic level of freshman, junior, and senior is significantly higher than that of sophomores.

Table 5 Differences in the psychological capital of college students with economic difficulties in whether they are only children

	M±SD		t
	Only child (N=37)	Non-only child (N=104)	
Self-efficacy	4.53±0.729	4.39±0.729	1.013
toughness	4.31±0.676	4.09±0.731	1.570
hope	4.86±0.735	4.77±0.684	0.709
optimism	4.97±0.582	4.67±0.667	2.439*
Psychological capital	4.67±0.559	4.48±0.554	1.765

Note: * indicates p<0.05

As shown in Table 6, there is no significant difference in the psychological capital of college students with financial difficulties in whether they are only children (t=1.765, p>0.05), but there is a significant difference

in the optimistic dimension (t=2.439, p<0.05). That is, the economically difficult one-child optimistic score is higher than the economic difficulties of non-only children.

Table 7 Differences in the overall situation of psychological capital of college students with economic

difficulties and non-economic difficulties

	M±SD		t
	Economically disadvantaged student (N=141)	None Economically disadvantaged student (N=159)	
Self-efficacy	4.43±0.729	4.52±0.981	-0.916
toughness	4.15±0.721	4.31±0.984	-1.637
hope	4.79±0.704	4.70±1.084	0.871
optimism	4.74±0.658	4.80±1.133	-0.551
Self-efficacy	4.53±0.560	4.58±0.844	-0.671

As shown in Table 7, there is no significant difference in psychological capital between economically difficult and non-economically disadvantaged college students. Table 8 Differences in the overall situation of psychological capital between economically destitute and non-economically disadvantaged college students

students ($t=-0.671$, $p>0.05$), and there are no significant differences in other dimensions.

Differences in the overall situation of psychological capital between economically special and non-economically disadvantaged students

Table 8 Differences in the overall situation of psychological capital between economically destitute and non-economically disadvantaged college students

	M±SD		t
	Economically disadvantaged student (N=60)	None Economically disadvantaged student (N=240)	
Self-efficacy	4.25±0.839	4.53±0.872	-2.245*
toughness	3.93±0.780	4.31±0.879	-3.092**
hope	4.54±0.878	4.80±0.931	-1.897
optimism	4.53±0.962	4.84±0.925	-2.259*
Psychological capital	4.31±0.671	4.62±0.725	-2.958**

Note: * indicates $p<0.05$ ** means $p<0.01$

As shown in Table 8, the economic plight is significantly different from the non-economically disadvantaged college students in terms of psychological capital ($t=-2.958$, $p<0.01$). In addition to the “hope” in the four dimensions, there is no significant difference, the other three There were significant differences in the dimensions of “self-efficacy” ($t=-2.245$, $p<0.05$), “toughness” ($t=-3.092$, $p<0.01$), and “optimistic” ($t=-2.259$, $p<0.05$).

4 ANALYSIS AND DISCUSSION

The study found that the total score of psychological capital of college students with economic difficulties is 4.53, which indicates that the psychological capital of college students with economic difficulties is

above the middle level, and the average scores of the four dimensions of psychological capital are ranked as hope > optimistic > self-efficacy > resilience. This is somewhat different from the research by Pan Qingquan and others. Their research results show that the psychological capital level of college students with economic difficulties is lower than that of non-economically difficult college students, and there are significant differences. On the one hand, the difference may be due to the different subjects and regions. On the other hand, it may be that the state and society have increased their support for economically disadvantaged college students in recent years, and universities have paid more attention to the cultivation of students' positive

psychological quality.

From the gender point of view, although there is no significant difference in psychological capital between male and female students in the study, the average value of male students in self-efficacy, resilience and hope factors is higher than that of female students, and female students are higher than male students in optimistic factors. The absence of significant differences may be due to the fact that modern boys and girls tend to be equal in all aspects and have a common effort in positive psychological quality.

From the grade level, the economic difficulties are one year old. The psychology capital of sophomores is significantly lower than that of the seniors. This may be because seniors participate in internships, participate in more social activities, and gain more experience in interpersonal communication. The economic pressure is gradually decreasing, so it shows a higher level of psychological capital. There are still many things that need to be learned in freshman and sophomore. In the face of economic life and learning pressure, the level of psychological capital is not as high as that of seniors. . In the self-efficacy dimension, there is a significant difference between the first and fourth grades, and it is gradually increasing. It may be because the students with family economic difficulties have undergone year after year of tempering, the performance is more and more mature, and the school pays attention to them. It has also increased, so it is becoming more and more confident. In terms of resilience, the senior is significantly higher than the freshman. It may be a freshman in the freshman year. In the face of a strange environment, it will inevitably encounter more difficulties, so that they will be helpless and do not know how to deal with it. And the seniors have experienced all kinds of problems, and how to deal with these problems, then they will be more resilient when dealing with difficulties. In terms of optimism, the freshman is significantly higher than the sophomore. It may be that the freshman enters the school. The pressure for learning is not as good as the sophomore. It is fresh to the things in the university and will participate more actively in the activities of the school. Therefore, it is successful for the future. Attribution will be more optimistic.

There is no significant difference in psychological capital between the one-child child and the non-only child in economic difficulties. However, in the optimistic economic difficulties, the only child is significantly higher than the non-only child. This may be the economic difficulty. The one-child child will receive more care and care from the parents. There will be a more optimistic expectation in the future.

There is no significant difference between the economically difficult college students and the non-economically disadvantaged college students in terms of psychological capital and four dimensions. The

average value of the students in the four dimensions of non-economic difficulties is optimistic > hope > self-efficacy > resilience, and the four dimensions of economically difficult college students The mean values are Hope > Optimism > Self-efficacy > Resilience. The two are similar in four dimensions, and the mean value in toughness is slightly lower, but the mean is still higher than the theoretical median (4). For economically disadvantaged college students, although they are somewhat lacking in economics, most of them will continue to work hard to achieve their own ideals. There are still some plans for life and study, so it is hoped that the dimensional level may appear higher than other dimensions.

There are significant differences in the psychological capital of economically special and non-economically disadvantaged college students. There are significant differences in the three dimensions of self-efficacy, resilience and optimism. This may be because economic problems seriously affect the family's economically disadvantaged students. In their deep hearts, negative psychology has a large component, and positive psychological quality has not been fully developed, causing them to pay more attention to bad things when looking at things. Aspects, while ignoring the good things that exist around you. Psychologically, because of poor economic conditions, feeling inferior, depressed, troubled and even painful, these will inhibit the development of their positive psychological quality, and will seriously cause greater psychological problems.

5 SUGGESTIONS

Snyder pointed out in the theory of hope that the goal is not only the fulcrum of people's spiritual life, but also the core aspect of hope. Then, setting appropriate goals can help the students with financial difficulties in the family to have a clear understanding of the future employment direction and work hard for this goal. struggle. However, some people think that if the job or learning goal is set too high, it will be difficult to find a job, and the pressure of learning will easily lead to distraction and anxiety. Therefore, we should set a reasonable goal for ourselves, and we should divide our ultimate goal into sub-goals that are easy to achieve, because sub-goals are not only operational, easy to achieve, but also improve self-confidence to achieve the ultimate goal.

Bandura proposed two factors influencing the formation of self-efficacy: one is the experience of individual success or failure, and the other is the essentials of attribution. Teachers can design some competitions in the classroom, through the activities to let students fully understand their strengths and highlights. You can also design some suitable questions so that students can solve the problem through their own efforts and then enhance the successful experience. In the face of difficulties, teachers should guide students to correct attribution to help students improve their self-efficacy. In

addition to teaching, the school can also carry out a variety of colorful campus cultural practice activities, so that students with financial difficulties in family can run for student cadres, and students can also improve their psychological capital, and invite outstanding students with financial difficulties to carry out positive psychological quality. Lectures and so on.

First, poor students must learn to transfer the effects of bad emotions themselves. For example, when you are unhappy or troubled, you can transfer negative emotions by talking to your classmates or family and friends. Secondly, the school should also bear some responsibilities. Teachers should also provide assistance to poor students, pay more attention to the emotions of students with financial difficulties in their families, and communicate with them in an equal manner to help them solve the problem of psychological distress.

Frustration and failure are the only way to live, and each of us will encounter some inevitable obstacles. Students with financial difficulties may have more obstacles and failures than the average student, but they must be treated correctly. We should not fall down with it, we should greet it with an optimistic attitude, face it with strong perseverance, and strive for self-improvement, so that success will approach us. Moreover, the tempering in life is not all bad, although it may hit us, but it can also make people come to exercise, let us mature faster.

6 CONCLUSION

(1) The psychological capital of college students with economic difficulties is in good condition, and the total score of mental capital and each dimension show a moderately high level.

(2) There is no significant difference in gender in the total score of psychological capital of college students with financial difficulties. And there are no significant differences in the other four dimensions.

(3) There is a significant difference in the total score of psychological capital of college students with financial difficulties at the grade level. The total score of psychological capital of senior students with financial difficulties is significantly higher than that of freshmen and sophomores. The level of self-efficacy of senior students with financial difficulties is significantly higher than that of freshmen,

sophomores and juniors. The level of resilience of senior students in economic difficulties is significantly higher than that of freshmen. The level of hope of senior students in economic difficulties is significantly higher than that of sophomores. The optimistic level of students with financial difficulties is significantly higher than that of sophomores.

(4) There is no significant difference in the total score of psychological capital of college students with financial difficulties in whether they are only children, but the only child is significantly higher than the non-only child in the optimistic dimension.

(5) There is no significant difference in psychological capital and other four dimensions between college students with financial difficulties and those with non-economic difficulties.

(6) There are significant differences between the economically disadvantaged students and the non-economically disadvantaged students in the total scores of psychological capital, self-efficacy, resilience and optimism. There is no significant difference in the dimension of hope.

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