A Study on the Needs and Satisfaction of Students' Psychological Adaptability Education under the Influence of Negative Behaviors

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Abstract: As a special group of young people, college students' high learning pressure and tense teacher-student relationship have become an inevitable part of their lives. Moreover, it causes a lot of psychological problems in college education and affects their happiness. In the inevitable situation of life activities, the emotional attitude and handling ability of college students, the extension of emotional intelligence determined by the psychological state of life events, as the changeable feelings of college students, the positive internal psychological state in the dynamic process of emotional response of individuals with their own feelings and enthusiasm of other universities and colleges. This is the psychological mechanism for universities and colleges to regulate their own emotional activities. In some areas, higher learning meta emotional institutions play an important role in dealing with some negative life events. It can improve the physical health of college students by cultivating their meta emotional ability. Therefore, this paper focuses on the internal and external factors of university learning. Vertical and horizontal examination is an investigation of the relationship between negative life events, academic emotions and life of college students.

1. Introduction

With the rapid development of society and the acceleration of the pace of life, people are facing greater pressure, and universities are often in a state of tension. As a special group of young people, the intense study and negative life activities among college students, teachers and students have become an inevitable part of their lives. What's more, it's a lot of psychological health problems in universities and colleges. In the case of life events, people's emotional attitude and processing ability in universities and colleges determine the psychological state when facing life events[1]. As an extension of perceptual and intellectual University Science, meta emotion is a positive psychological state. The dynamic process of self and other people's emotions in the environment of personal stress, recognition of emotions and emotions, is the change mechanism of their own emotional regulation of psychological activities. Therefore, to some extent, college education has a high level of meta emotion. It plays an important role in coping with some negative life events. For college students, it is of great significance to cultivate meta emotional ability and improve their physical and mental health.

Table 1 Correlation Analysis between psychological adaptability and negative behavior of College Students

<table>
<thead>
<tr>
<th></th>
<th>Aggressive behavior</th>
<th>Avoidance behavior</th>
<th>Benefit behavior</th>
<th>Negative behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal adaptation</td>
<td>0.245</td>
<td>0.184</td>
<td>0.156</td>
<td>0.240</td>
</tr>
<tr>
<td>Environmental adaptation</td>
<td>0.092</td>
<td>0.137</td>
<td>-0.031</td>
<td>0.079</td>
</tr>
<tr>
<td>Learning adjustment</td>
<td>0.152</td>
<td>0.234</td>
<td>0.025</td>
<td>0.161</td>
</tr>
<tr>
<td>Psychological adaptability</td>
<td>0.227</td>
<td>0.246</td>
<td>0.080</td>
<td>0.224</td>
</tr>
</tbody>
</table>
2. General Characteristics of Negative Life Events, Meta Emotions and Life Satisfaction of College Students

The research on the negative life events of college students shows that the main negative events that college students experience are the interpersonal relationship and study pressure. Today, under the pressure of examination education, learning exerts pressure on college students in various activities. A major negative event; the academic stage of universities and colleges is still in a sensitive period of unbalanced physical and mental development. They are in the University and the early spring of the young people in the University [2]. The problem of communication between students and teachers also brings them a lot of trouble. As for the metadata emotion of University and University, the previous conclusion is that the students' metadata emotion level scores low in both emotion foresight and university academic test, and the overall score is high in other aspects. For the sake of the relationship between the University and the University, the University chosen in this study is the one with advanced education level. They are also committed to developing the mental health of their students, while focusing on the quality of education at prime colleges and universities[3]. In addition, the improvement of the academic environment of universities and colleges also puts forward higher requirements for the communication between students, teachers and students. This requires students to have good cognitive ability, learn from their own universities and colleges, and control themselves reasonably. Therefore, the overall emotional level of University and college students is high. The average life satisfaction of University and college students is 126.54, and the total satisfaction score is lower than the median of 144 of the total questions. Single university and comprehensive university are generally at a low level, and the school satisfaction is the lowest in all regions. The research results are consistent with the past universities. The development of society and the improvement of economic level provide sufficient material support for the healthy development of youth. Universities and most families in universities provide relatively free space for their children on the basis of ensuring their healthy growth. Good atmosphere of University and family, as well as parents provide sufficient material security and psychological support for middle school students, so that they can get more happiness.

Table 2 Analysis results of differences in negative behaviors of college students with different levels of psychological adaptability

<table>
<thead>
<tr>
<th>Psychological adaptability group</th>
<th>Low score group (M ± SD)</th>
<th>High grouping (M ± SD)</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive behavior</td>
<td>9.83 ± 3.69</td>
<td>11.84 ± 4.26</td>
<td>−5.73</td>
</tr>
<tr>
<td>Avoidance behavior</td>
<td>6.51 ± 2.34</td>
<td>7.83 ± 2.88</td>
<td>−5.98</td>
</tr>
<tr>
<td>Benefit behavior</td>
<td>6.46 ± 2.76</td>
<td>6.98 ± 3.48</td>
<td>−6.01</td>
</tr>
<tr>
<td>Negative behavior</td>
<td>22.81 ± 7.11</td>
<td>26.64 ± 8.77</td>
<td>−2.06</td>
</tr>
</tbody>
</table>

3. The Difference Test of Negative Life Events of College Students

There are significant gender differences in negative life events, interpersonal relationship and loss among college students. The college credit of male students is higher than that of female students, but the results of this study are similar to those of Li shuangshuangshuang College of higher education and Hu Danfeng college due to the influence of test groups and regional differences[4]. The results of the study in Colleges and universities are slightly different. From the above we can see that the negative events experienced by college students are more affected by these events than girls or college education. As far as the source of students is concerned, there is no significant difference in the total score of negative life events between urban and rural middle school students, but there is significant difference in the loss dimension score of university life events at the level of P = 0.01. Compared with urban college students, middle school students face more loss events and are deeply affected by them. Compared with the previous research universities, there is no difference between the study pressure of middle school students and their origins. Middle school students bear more pressure than high school students. There is no significant
difference in the dimension of interpersonal relationship between academic life events in Colleges and universities, and there is significant difference in other dimensions in the learning level of colleges and universities. Single parents, life events, in addition to the dimensions of learning pressure and other factors, there is a significant difference $P = 0.001$ level of academic papers and other dimensions of life events, among which there is a $p = 0.05$ level of stress learning science, there is a significant difference in other factors, there is no significant difference in other dimensions, indicating that single parent middle school students have a greater impact on college life events.

Table 3 Stepwise regression analysis of College Students' psychological adaptability to their negative behaviors

<table>
<thead>
<tr>
<th>Dependent variable</th>
<th>Independent variable</th>
<th>B</th>
<th>SE</th>
<th>$\beta$</th>
<th>t</th>
<th>p</th>
<th>Adjust $R^2$</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative behavior</td>
<td>Interpersonal adaptation</td>
<td>0.55</td>
<td>0.24</td>
<td>0.68</td>
<td>8.03</td>
<td>0.00</td>
<td>0.57</td>
<td>64.526</td>
</tr>
<tr>
<td></td>
<td>Learning adjustment</td>
<td>0.21</td>
<td>0.10</td>
<td>0.21</td>
<td>2.03</td>
<td>0.04</td>
<td>0.60</td>
<td>34.414</td>
</tr>
</tbody>
</table>

4. A Test of the Differences of Meta Emotions Among College Students

With regard to meta emotion, there was a significant difference in $P = 0.05$ level in all dimensions except emotional performance[5]. College girls, indirectly and indirectly, show the delicate and sensitive characteristics of girls. It plays a very good role in monitoring emotional activities and regulating emotions. As for emotional performance, there was no significant difference between men and women in the university study. Girls are much less able to express their feelings than boys. This is a sharp contrast with the original college students. The research is different. In previous studies, the idea that men's abstract thinking develops faster than that of universities and girls is contradictory. Girls in universities and girls perform slightly better than teenagers. In the study of urban and rural areas, the comprehensive scores and dimensions of urban and rural areas are quite different. Urban middle school students and college students have a higher level of meta emotion than rural middle school students. College students have a more complex academic environment and a broader social situation. Therefore, they need to have higher ability to identify and express themselves and others. At the same time, they are also facing more possibilities[6]. They are dissatisfied with the desire and failure of university research, and they will also have negative emotions and make them generate motivation. The development of academic control ability of emotion regulation University.

5. The Difference Test of Life Satisfaction of College Students

Research at home and abroad shows that there is a gender difference in life satisfaction of college students, and the educational background of male students is significantly lower than that of female students. This study shows that the differences of life satisfaction between men and women are influenced by traditional thinking and gender roles[7]. Girls are more sensitive, depend on their family carefully, and have higher emotional experience than men. Rich learning enables girls to experience happiness more than boys. As for the differences between urban and rural students, urban middle school students are happier than rural middle school students. The research results of Chen Lin, Zhang Cixin and other universities are also reflected in the research of universities and colleges. Urban middle school students, universities and the quality of public resources of the society, so you can get higher life satisfaction from them. There are several research universities and universities in the business area of teenagers, and those living in urban and rural universities and universities are the same, not shown. Under the different special background, the information popularization of educational resources and local colleges is far less than that of cities. Therefore, study the difference of life satisfaction between city and middle school students. Whether there is a child, there is a significant difference in life satisfaction. The happiness of the only child is higher than that of the non single child college students. From previous studies, there are great differences in family living conditions between single children and non single children. Children's family life
not only satisfies their basic life such as clothes and materials, but also has sufficient investment conditions for their university and university's intellectual development. A good economy will only create more opportunities for children. Family parents tend to adopt emotional warmth and understanding in the process of raising their children. Compared with non single children, single children can get emotional satisfaction. In the aspect of life satisfaction in university research, the level of P1, the life satisfaction of a single parent is different from that of a non single parent. The satisfaction of single parent students is slightly lower than that of non single parent students[8]. Children will show more cognitive defects, and their psychology will produce some bad emotions. Many university and University factors are closely related to its physical and mental health.

6. An Intermediary Analysis of Negative Life Events, Meta Emotions and Life Satisfaction of College Students

According to Barron and Kenny, the intervention of intermediate variables will reduce the relationship between independent variables and dependent variables between universities. In other words, intermediate variables can effectively explain the relationship between independent variables and dependent variables. The above results show that the meta emotion of college students can predict life satisfaction. When individuals face pressure in their lives, people with high meta emotions have a high degree of psychological resilience in a sense[9]. The ability of emotion, negative university activities and the possibility of personal life satisfaction have an impact on the recovery of sound state of University psychology. The effect of changeable emotion is that individual life satisfaction, that is to say, good meta emotion can improve the ability of university students. Negative emotion and positive university degree can overcome setbacks by using positive psychology. Using positive psychology to explore the problems that were initially considered unfavorable to the research of universities and faced with a positive attitude. Therefore, we believe that appropriate negative events can stimulate the learning ability of various universities.

7. Discussion on the Experimental Results of Educational Intervention

Students are assisted by a six week group instruction. The results show that there is no significant difference between the two dimensions of emotion recognition and prediction in the academic test before and after intervention. There are obvious differences in academic control, experience dimension and meta emotion score of colleges and universities[10]. Compared with the control group, the experimental group found significant differences in emotional expression, regulation and experience between the intervention group and the control group. There was no significant difference between the two dimensions of emotional cognition and prior university learning. For the students in the experimental group, although the activity cycle was short, they could forget their life and learning during university in the short happy activities. Pressure, with their own heart and deep communication, at the same time, the university or university merge into the emotion of the activity, the theory master of emotional color can, they can be applied, and the active university and university students share their ideological influence. Promote a deeper understanding of emotional states.

8. Conclusion

In recent years, China's economic development has been gradually accelerated, and the state has continuously increased its efforts to cultivate and invest in Colleges and universities, and increased its support for students and colleges and universities. As the main force of national talents, the cultivation of College Students' ability in modern universities is essential for college students. Everyone's life course, especially the strong psychological quality of universities and colleges, has been widely concerned. The comprehensive mental health education of college students is a part of the quality education to promote the comprehensive development of college students. Therefore, university level universities should pay attention to the mental health education of college students.
References


