

## Research on Positive Mental Health Teaching Intervention of Rural Left-Behind College Students with Mobile Phone Dependence and Academic Delay

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**Keywords:** Left-Behind Experience, College Students, Mobile Phone Dependence, Learning Delay, Mental Health, Teaching Intervention, Research

**Abstract:** At Present, Smartphones Are Gradually Becoming Popular, Which Provides a Very Convenient Way of Interpersonal Communication for College Students, and is Generally Favored by College Students. However, Overuse of Mobile Phones by Some College Students Has Caused the Problems of Mobile Phone Dependence and Delays in Learning and Prone to Psychological Problems. This Problem is Even More Serious among Students Who Have Left-Behind Experiences. Based on This, This Article Conducted a Questionnaire Survey of College Students with Left-Behind Experience in a University in Nanjing. the Empirical Results Show That Positive Mental Health Teaching Intervention Has a Significant Negative Impact on Mobile Phone Dependence and Academic Delay. the Higher the Level of Mental Health, the Lower the Degree of Cell Phone Dependence and Academic Delay.

### 1. Introduction

#### 1.1 Literature Review

Lei Yan selected 1090 students with left-behind experience in a vocational college as a research sample to investigate the mental health of college students with left-behind experience. It was found that the left-behind experience had a very significant impact on the current mental health of college students. At the same time, for college students with left-behind experience, family economic status and gender are also factors that affect their mental health (Lei, 2015). Xie Sixia conducted a questionnaire survey on college students in an university and empirically studied the impact of left-behind experiences on the mental health of college students. The results show that the left-behind experience has a more significant impact on the mental health of college students, and it has a greater impact on the mental health of boys than girls (Xie, 2015). Based on a psychological perspective, Zhang Na made an in-depth study of the mental health of higher vocational students with rural left-behind experience, and explored the specific factors affecting the mental health of these students, which provided a reference basis for mental health education in higher vocational colleges (Zhang , 2016). Shi Guirong and other scholars have used group random sampling to conduct empirical research on mobile phone dependence, procrastination and impulsive behavior of college students. It was found that the use of procrastination and impulsive behavior can effectively predict the mobile phone dependence of college students, and college students with significant procrastination and impulse behavior have a greater degree of dependence on mobile phones (Shi et al, 2016). Dong Qi and Hu Yan empirically analyzed the impact of left-behind experiences on the mental health of secondary vocational students from the perspective of positive psychology. The results showed that the presence or absence of left-behind had no significant effect on students' "behavioral problems", "mood disorders", "hyperactivity disorder", etc. However, students with left-behind experience have significantly different mental health indicators than other students (Dong and Hu, 2016). Wang Yingtong and Jiang Yong proposed through research that students with left-behind experience have the characteristics of actively seeking less psychological counseling, suffering emotional expression, and difficulty in receiving counseling for a long time. In response to these problems, they proposed strategies to strengthen the use of group psychological counseling and establish compulsory mental health courses (Wang and Jiang, 2016).

## 1.2 Purpose of Research

Rural left-behind children have become a relatively common social phenomenon in China. Among college students, some students have had left-behind experiences. Due to the long-term separation from childhood and parents, the growth environment has also changed, resulting in college students with left-behind experience, prone to psychological problems in childhood. With the increase of age, these problems may continue to accumulate and become the root cause of psychological problems for college students. In addition, mobile phones have become an indispensable communication tool in social life, and are favored by students. Among college students with rural left-behind experience, mobile phone dependence and learning delay have become one of the more significant issues. Whether or not active mental health teaching intervention can effectively solve this problem has not been studied in depth by scholars. Based on this, this paper conducts an empirical study on the positive mental health teaching interventions of college students left behind in rural areas through mobile phone dependence and academic delay through a questionnaire survey, in order to provide valuable reference for college students' mental health education.

## 2. Data Source and Variable Design

In order to analyze the relationship between college students with rural left-behind experience on mobile phone dependence, academic delays, and positive mental health teaching interventions, the article conducts research through questionnaires. The survey objects were mainly from a university in Nanjing, Jiangsu Province. The survey was conducted from May to July 2019. A total of 1,020 questionnaires were distributed, and a total of 984 questionnaires were collected. Among them, there were 969 valid questionnaires, and the effective recovery rate was 95%, which can be further studied. At the same time, the questionnaire uses a five-point scoring method, which is a commonly used tool for measuring student delays in China. This article has designed 3 questionnaires. College students rely on mobile phone questionnaires to design a total of 13 items, college students to delay the design of a total of 16 items, college students active mental health teaching intervention design a total of 27 items, and all use the reverse integral question conversion method, the higher the questionnaire score Indicates that the more prolonged the student's behavior is.

Before carrying out the research, set variables first and define college students with rural left-behind experience as when both parents or one party went out to work during elementary school in high school and did not live with their parents. Students who have been educated for more than six months are set as independent variables. After collating the questionnaires, it was found that 346 college students had left-behind experience in rural areas and 638 did not. Among the college students with rural left-behind experience, there are 157 girls and 189 boys; 51 freshmen, 69 sophomores, 96 juniors, and 130 seniors.

In order to better obtain the research results, the article further selects the grade, gender, and whether they are the only children to study as control variables. These independent variables are assigned. The gender is 0 for boys, 1 for girls, 0 for only children, 1 for non-only children, and 1, 2, 3, and 4 from grade 1 to senior.

## 3. Empirical Analysis

### 3.1 Reliability and Validity Test

In order to verify whether the scale has high reliability and validity, this paper first tests the reliability and validity of the scale. The specific method is to use the Cronbach  $\alpha$  coefficient to test the validity. Through testing, it was found that the Cronbach  $\alpha$  coefficients of all scale items exceeded 0.7, and the total Cronbach  $\alpha$  coefficients of the mobile phone dependence questionnaire, academic delay, and the Positive mental Health teaching intervention questionnaire were 0.847, 0.849, and 0.859, which were all greater than 0.7, Passed the threshold test, indicating that the scale involved in this article has good credibility.

### 3.2 Correlation Analysis

Correlation analysis was made on positive mental health teaching intervention, mobile phone dependence, and academic delay for college students with rural left-behind experience. The results show that positive mental health teaching interventions have a significant negative impact on mobile phone dependence and academic delays, that is, the higher the level of positive mental health teaching interventions, the less severe the phenomenon of mobile phone dependence and academic delays among college students with rural left-behind experience. With a low level of intervention in positive mental health teaching, college students with rural left-behind experience often experience academic delays and greater reliance on mobile phones. See table 1 for specific results.

Table 1 Correlation Analysis (n = 346)

variable	Emotional control	Positive perception	Interpersonal relationship	Phone dependence	Academic delay
Emotional control	-	-	-	-	-
Positive perception	0.422***	-	-	-	-
Interpersonal relationship	0.369***	0.075	-	-	-
Phone dependence	-0.368***	-0.206***	-0.156***	-	-
Academic delay	-0.326***	-0.349***	-0.296***	0.428***	-

Note: \*\*\*means significant at 1% significance level

Looking further into Table 1, it can be seen that mobile phone dependence has a significant positive impact on academic delays, that is, the more severe the phenomenon of mobile phone dependence, the greater the probability of academic delays.

### 3.3 Mediation Effect Analysis

From the above results, it can be known that mobile phone dependence also has an impact on academic delays. Therefore, mobile phone dependence was further used as a mediating variable to test the mediating effect. Specifically using research methods such as Li Ruifang to study the role of mobile phone dependence in academic delays and interventions in college students' active mental health teaching (Li and Lai, 2019). The results are shown in table 2.

Table 2 Intermediate Effect Test

Step	Path factor	Test result
First step	$y = -0.456x$	-11.874***
Second step	$w = -0.369x$	-7.145***
Third step	$y = 0.255w - 0.477x$	-9.214***

Note: \*\*\* means significant at 1% significance level

As can be seen from Table 2, mobile phone dependence has a significant intermediate dependence effect, accounting for 19.1% of the total effect, indicating that 19.1% of the negative effects of active mental health teaching interventions on academic delays are caused by mobile phone dependence.

### 3.4 Result Analysis

By studying the relationship between mobile phone dependence, academic delays, and positive mental health teaching interventions for college students with rural left-behind experiences, it can be seen that positive mental health teaching interventions have a significant positive impact on college students with rural left-behind experiences and academic delays, and then explain For college students with rural left-behind experience, the greater the dependence on mobile phones, the greater the possibility of academic delays. The main cause of this phenomenon may be that parents are working outside the home. In order to facilitate contact, mobile phones are often purchased for left-behind students. However, students' self-control is relatively poor in their early years, and it is easy to become dependent on mobile phones, and this behavior continues to universities. At the

same time, college students with rural left-behind experience have a significant negative impact on the positive mental health teaching intervention and academic delay, that is, the higher the degree of positive mental health teaching intervention, the higher the students with rural left-behind experience are less likely to have academic delays. This result indicates that in order to better enable college students with rural left-behind experience to complete their studies better, colleges and universities should actively carry out active mental health intervention teaching. In addition, positive health psychological education intervention has a significant negative impact on mobile phone dependence, that is, the higher the degree of positive mental health teaching intervention, the lower the degree of mobile phone dependence among college students with rural left-behind experience.

#### **4. Conclusion and Inspiration**

According to the above analysis, it can be seen that college students with rural left-behind experience in positive mental health teaching intervention have a significant negative impact on mobile phone dependence and academic delay. Mobile phone dependence has a mediating role between positive mental health teaching intervention and academic delay. Therefore, based on the above results, the following implications are proposed:

For college students with left-behind experience, teachers should actively guide them to set reasonable goals based on their actual situation. In addition, teachers should guide students to actively face the setbacks in life and learning, and through successful education, let students experience more sense of accomplishment. This can increase students' motivation to succeed. At the same time, teachers can add more interesting expansion training, teaching activities, etc., to reduce students' dependence on mobile phones. In short, in active mental health education, colleges and universities should strengthen the education of hope for college students with left-behind experience, and continuously improve the level of hope of students. Through a variety of teaching methods and approaches, reducing the degree of college students' dependence on mobile phones can effectively reduce the learning burnout of college students with left-behind experiences and gradually get rid of academic delays.

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