

The Study and Analysis of Mental Health Structure of College Students with Good Interpersonal Orientation: Case Study of Weifang Vocational College of Nursing

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ABSTRACT

This study aimed to investigate the mental health structure of college students, including psychological problems, interpersonal problems, methods of solving psychological problems. A questionnaire survey was conducted on 120 students from Weifang Nursing Vocational College by random sampling. All statistical analysis was carried out by SPSS26.0 statistical software. The results of SCL-90 scale showed that the overall average score of mental health problems of college students was high, but it did not reach the level of psychological pathology. There were gender and grade differences in psychological problems. The results of Zheng Richang's Comprehensive Interpersonal Relation Diagnosis Scale showed that 39.20% of college students had mild and moderate interpersonal distress, while 6.70% of college students had serious interpersonal distress. Moreover, this study clearly showed that the total score of interpersonal distress decreased from freshman year, sophomore year to junior year. Solutions to psychological problems summarized from the interviews: the school should encourage more departments and more levels to focus on students' mental health problems; the Mental Health Education Center should provide orderly moral guidance to all students; and students should learn to use internal and external resources to solve their psychological problems.

KEYWORDS: College students, Psychological problems, Social relationships, ERG theory

Introduction

The World Health Organization (WHO, 1948) stated in its charter that health is not only the absence of disease, it is a state of perfect harmony in all aspects of the body, mind and society. With the acceleration of social modernization process, new things emerge one after another. When we are given the opportunity to enjoy a rich material life,

we also pay attention to the quality of spiritual life. There is a constant need to run around and be busy in order to meet all kinds of competition and challenges, as well as to cope with school, work and other pressures. Therefore, the contemporary people's psychological condition needs to pay more attention.

In recent years, China's psychological educators have conducted a

lot of research on the mental health of college students, and found that the current state of mental health of college students in China is not optimistic, there are quite common problems. Mental health problems such as stress, anxiety, and depression are common among college students worldwide (Douce & Keeling, 2014).

Mental health plays an important role in the daily life of college students. It is closely related to the learning ability, interpersonal relationship and various emotions of college students. This study will address the psychological characteristics and various psychological problems of college students and propose some problem-solving strategies, which are of positive practical significance in promoting the psychological health development of college students and in helping them to complete their studies and adapt to society.

Purposes

The mental health of college students not only affects the development of college students themselves, but the college student group also bears a great responsibility to promote the construction and development of society. Therefore, it is very important to grasp the characteristics of youth, analyze and study the mental health condition of college students, discover the types of common psychological problems and their dynamic changes, explore their influencing factors, and actively and healthily carry out youth mental health education. Based on the view that human beings are always communal animals, interpersonal problems are ubiquitous in the daily life of college students, and it is obvious that interpersonal relationships of college

students profoundly affect the mental health of college students.

Based on the above concept and current situation, this paper discusses and analyzes the main types of psychological problems of college students and interpersonal problems of college students from the perspective of structural problems of college students' mental health, and proposes suggestions to alleviate the psychological problems and interaction problems of college students based on the research results.

Research Objectives

1. To explore specific mental health problems of college student such as anxiety, depression and differences in gender and grades.
- 2 To explore interpersonal communication problems of college students and differences in gender and grades.
3. To explore the methods of helping college students to relieve their psychological and interpersonal problems.

Literature Review and Concept

In order to better analyze and explore the research problems, this paper refers to a variety of psychological theories, three representative theories are introduced: ERG theory, attribution theory and positive psychological capital theory.

ERG theory was put forward by Clayton Alderfer in 1969 (Arnolds,2002). ERG theory is short for existence, relatedness and growth. Clayton Alderfer, based on Maslow's five-level theory of needs, makes a more empirical study and puts forward this new humanistic theory of needs. Although ERG theory is based on Maslow's famous work, it differs from Maslow's in three ways: (1) it allows for

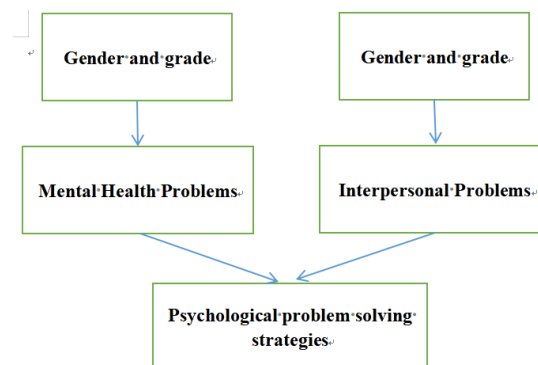
the simultaneous pursuit of different levels, (2) it allows different people to have their needs in different order, and (3) it allows for the pursuit of different levels at the same time (3) when the highest-level needs are not met, a person may regress to lower-level needs that are relatively easy to satisfy (Nagar,,2016).

Attribution theory refers to how people explain the causes of their own and others' actions. It is a cognitive process by which people draw conclusions about the factors that influence or explain their actions (Mccabe & Dutton, 1993) . The attribution of the reasons, will further affect people's response to the behavior. Attribution theory is a theory that describes how people reason or interpret someone's behavior or any event. In our everyday lives, attributions occur in our own assumptions, or inferences, and we make many attributions without realizing the underlying biases. Attribution theory deals with how social perceivers use information to derive cal explanations of events. It studies what information is collected and how it is combined to form a cal judgment (Fiske & Taylor, 1991) .

Positive psychological capital is defined as“an individual's positive mental state of development” (Luthans, et al. , 2007) . Positive psychological capital is a theory of positive organizational behavior , which focuses on developing individuals to their full potential to improve organizational performance and well-being. psychological capital outlines a combination of four key resources (Luthans & Morgan, 2017) , representing hope, efficacy, resilience, and optimism. This combination is a state that can change and evolve with the intervention, rather than a fixed feature. Psychological capital is a combination of high-level resources

which have a greater impact than each resource individually (Hodgkinson & Ford, 2014)

Conceptual Framework



Research Methodology

The data on psychological and interpersonal problems came from a questionnaire survey of college students in Weifang Nursing Vocational College. The questionnaires were conducted anonymously and in groups. Also, participants were asked to fill in all personal information to obtain general demographic information, such as grade and gender. Psychological problem solving strategies were used to collect data using semi-structured interviews with students and teachers with the informed consent of the interviewees. Face-to-face interviews were primarily used.

Population and Sample

Questionnaire survey: 150 questionnaires were distributed to randomly selected college students in Weifang Nursing Vocational College, and 120 valid questionnaires were obtained after eliminating invalid ones. 52 male students and 68 female students were surveyed. The survey subjects ranged from freshmen to juniors, including 43 freshmen, 47 sophomores and 30 juniors.

Interviews: a full-time teacher of the Mental Health Center, two counselors of

Weifang Vocational College School of Nursing and two students of Weifang Vocational College School of Nursing.

Instruments

Symptom Checklist 90 (Scl-90) was used in this study. R. Based on his list of Hopkin's symptoms (1975). This scale has been used in clinical research both at home and abroad, not only for patients with mental diseases, but also for mental health examination. SCL-90 includes 90 items, which can reflect the feeling, thinking, feeling, behavior, interpersonal relationship, diet and sleep, and can reflect the psychological symptoms, existing problems and their severity of the subjects. The scale consists of 10 factors, each factor contains several different items, each factor reflects the pain of a symptom, so we can understand the distribution of different symptoms by the score which mean the higher the score, the more serious the symptoms.

A 28-item, four-dimensional comprehensive diagnostic scale of interpersonal relationship, compiled by Zheng Richang and his Beijing Normal University, was used in this study. This paper measures the perplexity of interpersonal relationship behavior from four aspects: Talking Behavior, communication and making friends, dealing with people, and heterosexual communication. The table adopts "Yes" or "No" two options to choose, according to their own actual situation.

This study used a self-designed questionnaire on psychological problems and interpersonal problem solving. According to the purpose, the outline of the interview was compiled, and through the review of literature, the intervention programs of contemporary college students' psychological problems were explored and summarized, and the related problems were

compiled, including: (1) the existing intervention programs; (2) the advantages and disadvantages of existing intervention programs; (3) the intervention methods that can be used at school level; (4) the intervention methods that can be used at psychological center level; (5) the intervention methods that can be used at individual student level. The aim is to invite full-time psychological teachers, counselors, college students from three points of view, and to collect effective ways of intervention.

Data Analysis

Questionnaire: all statistics are carried out by SPSS26.0 statistical software, the survey data input, collation and statistical analysis of the basis. Interview: data analysis uses Content analysis to form a theoretical framework through continuous classification and enrichment of data.

Results

Mental Health Problems

1. The SCL -90 scores of college students and Chinese youth norm were compared by independent sample t test. Table 1 showed that there are significant differences in interpersonal sensitivity ($t=5.086$), anxiety ($t=4.439$), hostility ($t=-3.573$) and paranoia ($t=-1.983$) between the two groups. The average scores of interpersonal sensitivity and anxiety of college students are higher than that of the Chinese youth norm, the mean scores of hostility and paranoia were lower than the Chinese norm. There were no significant differences in somatization, obsessive-compulsive symptoms, depression, phobia and Paranoia between them and Chinese youth norm, the mean scores of obsessive-compulsive, phobic anxiety and Paranoia were lower than that of Chinese youth norm, and the mean scores of somatization and

depression were higher than that of Chinese youth norm. According to the average scores of SCL-90, the top three norm scores of Chinese youth from high to low are interpersonal sensitivity, obsessive-compulsive symptoms and depression, the scores of the severity of psychological problems of college students in the author's school were ranked as interpersonal sensitivity, obsessive-compulsive symptoms, depression and anxiety.

2. The SCL -90 scores of male and female college students in this study were compared by independent sample t test. Table 2 the results showed that the average scores of interpersonal sensitivity ($t=-4.129$), depression ($t=-3.985$), anxiety ($t=-4.660$), hostility ($t=2.953$), phobia ($t=-2.293$) and Paranoia ($t=-2.105$) were significantly different between male and female college

students, in addition to the hostile factor, the average score of male students is higher than that of female students. There was no significant difference between male and female college students in the scores of somatization, obsessive-compulsive symptoms and paranoid ideation.

3. Three grades of college students on the SCL-90 score analysis of variance. The results of table 3 showed that there were no significant differences in the mean scores of somatization ($t=-0.857$), obsessive-compulsive symptoms ($t=-0.118$), phobia ($t=-1.101$) and psychosis ($t=-0.122$) among the three grades, but significant differences in the mean scores of other factors.

Table .1 The scores of SCL-90 were compared with Chinese youth norm (mean \pm SD)

Factors	The subjects were college students (N = 120)	The norm of Chinese youth (N = 781)	t
Somatization	1.39 \pm 0.67	1.34 \pm 0.45	0.791
Obsessive-compulsive symptoms	1.68 \pm 0.46	1.69 \pm 0.61	-0.211
Interpersonal sensitivity	1.99 \pm 0.42	1.76 \pm 0.67	5.086 * *
Depression	1.63 \pm 0.54	1.57 \pm 0.61	1.113
Anxiety	1.63 \pm 0.49	1.42 \pm 0.43	4.439 * *
Hostile	1.37 \pm 0.33	1.50 \pm 0.57	- 3.573 * *
Phobia	1.32 \pm 0.53	1.33 \pm 0.47	-0.195
Paranoia	1.42 \pm 0.50	1.52 \pm 0.60	-1.983 *
Psychotic	1.36 \pm 0.50	1.36 \pm 0.47	-0.215

Note: * $p < .05$ * * $p < .01$ * * * $p < .001$ the following tables are the same

Table 2 The gender difference of SCL-90 factor scores (mean \pm SD)

Factors	Female (N = 52)	male (N = 68)	t
Somatization	1.27 \pm 0.69	1.48 \pm 0.64	-1.722
Obsessive-compulsive symptoms	1.60 \pm 0.44	1.74 \pm 0.46	-1.683
Interpersonal sensitivity	1.82 \pm 0.41	2.11 \pm 0.38	-4.129 * * *
Depression	1.42 \pm 0.53	1.79 \pm 0.50	-3.985 * * *
Anxiety	1.42 \pm 0.49	1.80 \pm 0.42	-4.660 * * *
Hostile	1.47 \pm 0.27	1.30 \pm 0.35	2.953 * *
Phobia	1.16 \pm 0.50	1.44 \pm 0.53	-2.293 * *
Paranoia	1.40 \pm 0.50	1.44 \pm 0.50	-0.411
Psychotic	1.25 \pm 0.49	1.44 \pm 0.49	-2.105 *

Table 3 The grade difference of SCL-90 factor scores (mean \pm SD)

Factors	Freshman (n = 43)	Sophomore year (N = 47)	Junior year (N = 30)	F
Somatization	1.41 \pm 0.69	1.46 \pm 0.63	1.26 \pm 0.70	0.857
Obsessive-compulsive symptoms	1.66 \pm 0.43	1.70 \pm 0.49	1.69 \pm 0.47	0.118
Interpersonal sensitivity	2.13 \pm 0.36	1.96 \pm 0.43	1.81 \pm 0.40	5.964 * *
Depression	1.80 \pm 0.47	1.54 \pm 0.57	1.54 \pm 0.55	3.536 *
Anxiety	1.80 \pm 0.45	1.45 \pm 0.45	1.67 \pm 0.50	6.630 * *
Hostile	1.48 \pm 0.26	1.34 \pm 0.33	1.25 \pm 0.37	5.418 * *
Phobia	1.40 \pm 0.51	1.31 \pm 0.56	1.22 \pm 0.51	1.101
Paranoia	1.29 \pm 0.52	1.54 \pm 0.47	1.43 \pm 0.47	3.107 *
Psychotic	1.39 \pm 0.49	1.34 \pm 0.50	1.34 \pm 0.52	0.122

Interpersonal Problems

1. The descriptive statistics in table 4 showed that 54.20% of the 120 college students have no interpersonal problems and 39.20% have mild or moderate interpersonal problems, the proportion of

students with serious interpersonal problems is 6.70% , which shows that the severity of interpersonal problems should be paid attention to.

2. As shown in table 5, there was a statistically significant difference between male and female college students in the

dimension of communication and friendship on the comprehensive diagnostic scale of interpersonal distress. There is no significant difference between male and female college students in the aspects of conversational behavior, social interaction and heterosexual interaction, but there are some differences in the degree of heterosexual interaction.

3. As can be seen from table 6, the average total scores of interpersonal distress

decreased gradually from freshman, sophomore to junior, which were 8.95 ± 3.79 , 8.74 ± 4.05 , 6.37 ± 3.77 respectively. There were no significant differences among freshmen, sophomores and juniors in the degree of interpersonal distress, conversational behavior distress, interpersonal distress and heterosexual communication distress.

Table 4 Descriptive statistics of the degree of interpersonal distress

Factors	No interpersonal problems	Mild to moderate interpersonal distress	Serious interpersonal problems
The act of talking	78 65%	41 34.20%	1 0.80%
Make friends	48 40%	70 58.30%	2 1.70%
Be Nice to people	104 86.70%	16 13.30%	0 0
Heterosexual intercourse	80 66.70%	39 32.50%	1 0.80%
Total score of interpersonal distress	65 54.20%	47 39.20%	8 6.70%

Table 5 The gender difference of interpersonal distress

Factors	Male (N = 52)	Female (N = 68)	t
The act of talking	1.98 ± 1.63	1.96 ± 1.77	0.079
Make friends	2.52 ± 1.58	3.18 ± 1.56	-2.272 *
Be Nice to people	1.35 ± 1.55	1.24 ± 1.36	0.417
Heterosexual intercourse	2.33 ± 1.68	1.90 ± 1.78	1.344
Total score of interpersonal distress	8.17 ± 4.21	8.26 ± 3.87	-0.124

Table 6 The grade difference of interpersonal distress

Factors	Freshman (n = 43)	Sophomore year (N = 47)	Junior year (N = 30)	F
The act of talking	2.14 ± 1.67	2.02 ± 1.76	1.63 ± 1.65	0.821
Make friends	3.40 ± 1.59	3.19 ± 1.24	1.7 ± 1.53	13.738 * *
Be Nice to people	1.21 ± 1.30	1.53 ± 1.65	1.00 ± 1.23	1.348
Heterosexual intercourse	2.21 ± 1.58	2.00 ± 1.82	2.03 ± 1.74	0.176
Total score of interpersonal distress	8.95 ± 3.79	8.74 ± 4.05	6.37 ± 3.77	4.593

Problem Solving Outcomes

From the university level, it should make more departments cooperate with each other to establish a more comprehensive mental health intervention system and pay more attention to students' mental health from more dimensions. At this stage, in many cases only with the psychological departments are taking measures, and other departments are not linked to it. Therefore, one-way breakthrough effect is not often obvious. Moreover, psychological problems have complicated factors, and the ways of intervention should be varied, which need to be carried out by different subjects.

From the Mental Health Education Center level, it should establish a sound psychological counseling work security system, under the orderly guidance of psychological education work. At present, the initiative of mental health education is not strong, most of them only serve the university students who come to seek help on their own initiative, and many students who need help may not dare to seek help because of the stigma, therefore, mental health education center which involved in students was too narrow, mental health knowledge should be popularized to a single student level. In fact, the whole process of counseling should be grasped to help students more effectively, and the ethics of the center should be strengthened, and pay attention to the principle of confidentiality.

From the individual point of view of students, as the main body to alleviate their problems, should learn to use appropriate methods, use external resources to help themselves out of the quagmire, better accept themselves. Now when students encounter problems, they often keep the problems to themselves and

don't want to ask for outside help. It's easy to worsen the problem. Students should make use of external resources timely, such as parents and friends' support, will be of some help. At present, the academic pressure is great, many students are only concerned about the results, and ignore other aspects. Students should understand to all round development, pay attention to quality improvement, in order to become a complete and healthy person.

Conclusion and Discussion

This paper discusses the psychological health, interpersonal distress and psychological intervention program of college students, and draws the following conclusions:

(1) Mental Health Problems of college students: the mental health problems of college students generally exist, although the overall average score is high, but it is fortunate that the average score of college students has not reached the level of psychopathy. The scores of the severity of psychological problems of the college students were ranked as interpersonal sensitivity, obsessive-compulsive symptoms, depression and anxiety. The average scores of somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, phobic anxiety, paranoid ideation and Paranoia in female students were higher than those in male students, the scores of interpersonal sensitivity, depression, anxiety, phobia and Paranoia were significantly different, but the score of male was higher than that of female only in hostility. This study clearly showed that there were no significant differences in the mean scores of somatization, obsessive-compulsive symptoms, phobia and psychosis among the three grades.

However, there were significant differences in interpersonal sensitivity, depression, anxiety, hostility, terror, and with the increase of grade, the average score was relatively lower, psychological problems changed into a relief trend.

(2) The problem of interpersonal communication of college students: the problem of interpersonal perplexity is common among the college students. 54.20% of the college students have no interpersonal perplexity, and 39.20% of the college students have mild or moderate interpersonal perplexity, the proportion of students with serious interpersonal problems is 6.70% , which shows that the severity of interpersonal problems should be paid attention to. According to four-dimension scores, the most serious problem is the problem of communication and friendship, follow by the problem of heterosexual communication, then the problem of communication behavior, and finally the problem of dealing with people. There are gender and grade differences in interpersonal problems. There is a significant difference between girls and boys in communication and making friends, and the average value of girls is 3.18. It can be seen that women have more trouble in communication and maintaining relationships. This study clearly showed that the average of the total scores of interpersonal distress in three grades gradually decreased from freshman, sophomore to junior, which were 8.95 ± 3.79 , 8.74 ± 4.05 , 6.37 ± 3.77 respectively. There are significant differences in the average scores of interpersonal factors among different grades, and the average values gradually decrease, so the interpersonal problems in the lower grades are relatively more, with the increase of

age, interpersonal problems will gradually become harmonious.

(3) The intervention program to alleviate the psychological and interpersonal problems of college students: the University should make more departments cooperate to establish more comprehensive mental health intervention system, and pay more attention to students' mental health problems from more dimensions. The mental health education center should establish a sound psychological counseling work guarantee system and carry out psychological education work under the guidance of orderly and ethical, facing all students. For instance, from the early stage of free assessment of psychological tests, mental health knowledge popularization lectures and publicity, mental health education activities, to the mid-term personal counseling, group counseling, crisis intervention, and all follow-up records need to be fully covered. Students themselves should learn to use resources to solve some psychological problems caused by the reality, usually take part in a variety of sports, actively develop interests, to help them exercise a healthy body, transfer attention, and so on. These are all good aids in solving psychological problems.

Based on the ERG theory, when one or more needs of college students are satisfied, they may have a positive psychological state because of motivation, while when one or more needs of college students can not be satisfied, it may lead to psychological imbalance, resulting in negative psychology, which is the frustration of demand. Frustration will have different effects on different individuals, and college students will have different psychological problems. If a college student is affected by the economic

situation and living conditions, tight life and heavy burden. It is easy to produce too much pressure, anxiety, and problems for a long time to somatization. If college students' need for belonging and Love are thwarted, they will easily flinch or act aggressively in interpersonal relationships, and then have problems in interpersonal communication, communication and so on, they may end up depressed or paranoid.

Attribution bias refers to the tendency to make certain mistakes or cognitive distortions in explaining the causes of an action. One of these biases is the actor-observer effect, which has been supported by empirical evidence suggesting which we tend to find reasons for our actions in different ways. The way we do depends on whether we are talking about our own actions or the actions of others. The actor-observer effect is a psychological phenomenon studied in social psychology, which was proposed by Edward Jones. It refers to the tendency of people to attribute their own behavior to circumstances or external factors, while attributing the behavior of others to stable personal tendencies (i. e. internal factors) . It is worth mentioning that the actor-observer effect occurs when the action or the outcome of the action is negative. In other words, this effect implies the fact that we tend to “ Blame” others for their negative behavior, while we “Excuse” our own behavior, look for an external or situational factor to explain the negative consequences of our actions. In other words, to some extent, this will be a way of “ Shirking” our responsibilities, so the effect, while occasionally protecting ourselves, is to throw relationships out of balance, causing interpersonal difficulties.

Based on the perspective of positive psychology, we should pay

attention to the mental health intervention and education of college students in order to form good self-awareness and self-evaluation as well as improve their mental health level and problem-solving ability. It is the great significance to explore the intervention program of college students' mental health based on the perspective of positive psychology, and it is also the important way to improve the level of college students' mental health.

Deficiencies and outlook

This study has some deficiencies. Due to the geographical constraints, 120 college students from Weifang Nursing Vocational College were selected. The number of participants was small and the representation of participants was not strong, so the generalization of the results was limited. In the research method, although this article uses the empirical research to carry on the research to the university student psychological distress and the interpersonal distress present situation, however, because of short research time, we can only do the horizontal research, unable to follow up and do further research.

In the future, we can improve the representativeness of the sample and increase the sample size. We can use the online questionnaire to collect the information from the students in different areas, and improve the generalizability of the research conclusions. The longitudinal study was added to the study to track the changes of mental health and interpersonal distress of college students, and to compare the results of different time periods to improve the data validity. Moreover, we can discuss the changing rule of the mental health problem and interpersonal perplexity of college students.

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