



## Psychological Crisis of systematic Analysis and Management

### Strategy of University in Shandong of China

Yao Sun and Wasin Phromphithakkul

School of Management, Shinawatra University

Email: 63402047-3@st.siu.ac.th

RECEIVED January 11, 2023

REVISE April 16, 2024

ACCEPTED April 19, 2024

#### Abstract

This Article aimed to study psychological crisis of systematic analysis and management strategy of university in Shandong of China. A target population of 134,580 college students studying in six universities in Yantai, Shandong Province was selected. A purposive sampling method was used to draw a sample of 439 according to the formula of Yamane equation, and the instrument used to collect data was a questionnaire. In this paper, a quantitative study was conducted using questionnaires. The tools used for the analysis were demographics, correlation analysis and AMOSS.26 analysis. Results: stressful life events ( $57.88 \pm 20.58$ ), psychological vulnerability ( $49.68 \pm 13.87$ ), psychological crisis ( $(10.2 \pm 10.07)$ ), total score of stressful life events was positively correlated with psychological crisis performance score ( $r=0.605, p<0.05$ ) and with total score of psychological vulnerability ( $r=0.0.735, p< 0.05$ ); psychological The total psychological vulnerability score was positively correlated with the psychological crisis performance score ( $r = 0.716, P<0.05$ ). Psychological vulnerability partially mediated the relationship between life events and psychological crisis, with a partial mediation effect of 0.301, accounting for 71.32% of the total effect. Conclusion Stressful life events can have both a direct effect on psychological crisis of college students and an indirect effect on psychological crisis through the level of psychological vulnerability. We should actively pay attention to the effects of stressful life experiences on college students' psychological well-being, reduce the sources of stressful crises, strengthen mental health education, and adopt suitable Strategy for psychological crisis management in colleges and universities. it can be concluded that the factors that cause the psychological crisis of Shandong college students in China mainly include four aspects. 1. Personal reasons 2. Family factors:3. School factors 4. Social factors.

**Keywords:** Stressful Life Events, Psychological vulnerability, Psychological Crisis

Management Strategy

#### Introduction

The management of psychological crisis response of college students is an important part of college management. In recent years, with the development of society, the incidence of



psychological crisis events among college students has increased significantly (Wuran et al,2019). College students are generally under greater pressure in academic, employment, life and interpersonal aspects, and if individuals have insufficient self-coping ability and lack of effective and professional psychological guidance, it is very easy to lead to extreme psychological crisis events. Some studies have shown that suicide is the first cause of death among college students who die unnaturally every year (47.2%), among which the problem of psychological crisis among college students has received more and more attention from researchers (Zhenbin, Y.& Yan L..(2015). The current society is increasingly competitive, college students' mental health problems are on the rise, and the situation of school psychological crisis management work is getting more and more severe. (Yonghui. L.(2019). Constructing and improving the psychological crisis response management system for college students is a matter of students' life safety and healthy growth, the harmony and happiness of families, and the stable development of schools, so schools, society and families all attach great importance to college students' mental health work.

There are many studies on psychological crisis management strategies in China, but most of them are repetitive studies with little significance. This study selects "psychological crisis of college students in Yantai, Shandong Province" as the research object, and combines the unique situation and characteristics of college students based on previous studies, using psychological vulnerability theory as a mediating variable to analyze college students' psychological crisis behavior, which is a rarely touched area. The study aims to build a suitable and effective management system, and to provide theoretical support for the psychological crisis management strategy in colleges and universities.

Psychological crisis is a state of psychological imbalance that occurs when an individual faces a sudden or significant life adversity and is a stress response (Caplan G. (1970). Psychological crisis vulnerability is a concept that describes an individual's ability to withstand psychological crisis and is used to describe an individual's vulnerability to the stress of a crisis, a property that exists in an individual before a psychological crisis occurs (Ruchlewaska A, et al. (2016). Some studies have shown that life events can predict psychological crises (Hongsu, Y. et al .(2017). It has also been suggested that psychological crisis vulnerability can be a key predictor of psychological crisis (Kwon J H, et al (2011). Therefore, in this study, the data were analyzed using a quantitative research analysis with the target population of students enrolled in six universities in Yantai City, Shandong Province. By exploring the relationship between life event stress, psychological crisis vulnerability, and psychological crisis, this study provides a basis for psychological crisis management strategies for college students.

## Research Objectives

1. To study factors affecting the psychological crisis effects on university students in shandong, China.
2. To analyze the relationship between stressful life events, psychological vulnerability and psychological crisis among chinese university students.



3. Exploring strategies to help manage college students' psychological crisis behaviors.

## Literature Review

Psychological crisis has a huge impact on college students' life, study, and work, and stressful life events are both a direct crisis source leading to the generation of psychological crisis (Hongsu, Y. et al. (2017). and can indirectly trigger the generation of psychological crisis through the mediating variable of psychological vulnerability. Therefore, this study, based on the synthesis of the current state of research on college students' psychological crisis and preventive intervention, college students' psychological crisis behavior, and college students' mental health management, combines the basic theories of stressful life events theory, psychological vulnerability theory, and psychological crisis to analyze the relationship between stressful life events, psychological vulnerability, and psychological crisis, so as to propose targeted management strategies for college students' psychological crisis management strategy research is of great significance.

Stressful life events are negative stressful changes that occur in an individual's familiar original life pattern, causing depression such as loss and despair (Jia Z.,(2009) Individuals experience many physical and psychological changes during college. Such as the establishment of romantic relationships, career planning, and changes in learning styles, which may lead to a variety of different stressful events. Continued stress may have a negative impact on academic performance and other aspects of life (Li. L.(2018).

Psychological vulnerability is a response mode closely related to personality traits, which affects individuals' social interactions and health-related behaviors, and produces inappropriate responses (Jess P, et al.(1998) Psychological vulnerability has a negative impact on college students, reducing their ability to adapt to maladaptive environments and making them more likely to develop psychopathology (Sequeira CA, et al.(2017) College students are facing more and more pressure from academics, interpersonal relationships, and employment, and homicides or suicides due to psychological problems such as Ma Jiajue and Yang Yuanyuan are gradually increasing (Hong, Z. et al (2010) Studies have shown that psychological vulnerability (a tendency to have psychiatric symptoms or inadequate interpersonal relationships, etc.) is associated with various diseases and may be an independent risk factor for premature death Eplov LF, et al. (2005). Psychological fragility is an important aspect of contemporary college students' mental health problems. Affected by family, school, and social environment, college students lack correct self-awareness, there is a certain gap between expectations and reality, and the imbalance of physical and psychological development leads to psychological fragility (Yiming, D. & Xiu. A.(2016).Therefore, it is particularly important to evaluate the psychological vulnerability of college students, give timely intervention and treatment, and improve their physical and mental health.

Psychological crisis is a manifestation of psychological cognition, that is, after the parties encounter an emergency, their own cognitive level and the external resources they have mastered cannot cope with the psychological dilemma caused by the event and without timely and effective

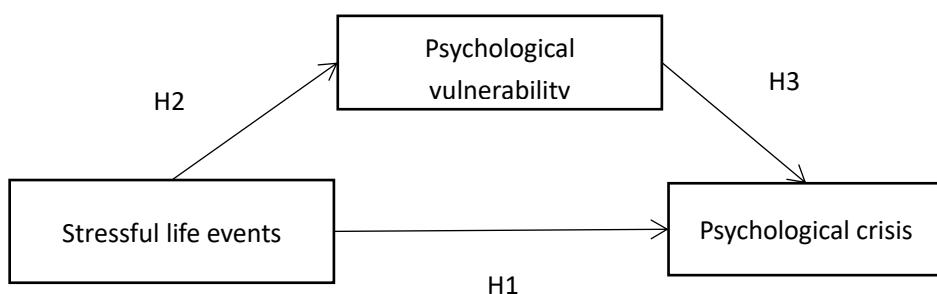


crisis intervention. An abnormal state of mind.

With the continuous expansion of enrollment in colleges and universities, this issue has aroused widespread concern in the whole society. Some scholars in our country have begun to focus on the origin of the psychological crisis of college students. Studies have shown that objective emergencies and personality problems of college students are the biggest factors leading to psychological crisis. (Zhe. C.(2001) and other scholars have emphasized that the root cause of the psychological crisis of this group lies in the conflict between individual ideals and ideals in daily life. (Daoming. C.(2006). And others believe that the psychological crisis of college students is due to the disharmony or even conflict between the individual family education environment and the postnatal social growth environment. At the same time, (Xinxing, D. & Qian. C.(2006).pointed out that the inconsistency between the self-worth and the mainstream thought of the society is also the cause of this problem. (Duan Xinxing, Cheng Qian, 2006) Introduced recent foreign research results into China, and combined with the specific conditions of domestic college students, introduced methods suitable for psychological crisis intervention of college students in my country. (Haiyan. Z.(2008). provided feasible preventive measures for psychological crisis for college students through a large number of case studies believed that the early warning mechanism should include four systems: student mental health survey, student mental health report, psychological counseling record analysis, and student psychological crisis assessment. Based on the background of the mental health of college students, a detailed psychological crisis early warning indicator system was formulated.

Therefore, based on previous research results and theories, this study assumes that stressful life events and psychological vulnerability are important factors affecting psychological crisis, in which stressful life events are independent variables, psychological vulnerability is a mediator variable, and psychological crisis is a dependent variable . Quantitative methods are used to analyze whether there is a significant relationship between stressful life events, psychological fragility, and psychological crisis, so as to propose targeted strategies for psychological crisis management in colleges and universities.

## Conceptual Framework



**Figure 1** Conceptual Framework



## Research Hypothesis

- H1. Stressful life events are positively correlated with psychological crisis among college students
- H2. Stressful life events and psychological vulnerability are positively correlated
- H3. Psychological vulnerability mediates the effect between stressful life events and psychological crisis

## Research Methodology

### 1. Population and Sample

This study used a questionnaire survey method with a target population of 13,450 college students enrolled in six universities in Yantai, Shandong Province, China. The sample size was calculated according to Yamane (1973), and a sample size of 439 was obtained.

### 2. Instrument of this research

The questionnaire used in this study consists of four parts, which are the demographic data of the respondents, and the Youth Self-evaluation Life Events Scale (Xin Hongxin, 2015), which includes 5 dimensions: "Interpersonal relationship, learning pressure, loss, punishment, family Adaptation"; the Psychological Vulnerability Scale (Yuxin, G.(2019).includes three dimensions "physical and mental symptoms, mental symptoms, and interpersonal relationships"; and the Hamilton Depression Scale (Hamilton, 1960) includes five dimensions; "somatization, Weight, cognitive impairment, sleep, mood".

### 3. Data collection

Using anonymous forms of online questionnaires, questionnaires before the establishment of a special subject support team, a unified training of investigators, before the survey to ensure the informed consent of the respondents, the use of a unified guidance language detailing the purpose and methodology of the test and the principle of confidentiality, the questionnaire is filled out by the respondents themselves.

### 4. Data analysis

SPSS 26.0 and AMOS .26.0 statistical software were used to perform descriptive statistics, reliability analysis, validated factor analysis, validation analysis, Pearson correlation analysis, and mediating effect test.

## Research Results

### Demographic analysis

In this study, the ASLEC scores ranged from 27 to 135, with a mean score of  $(57.88 \pm 20.58)$ . 439 college students (142 males and 297 females) had negative life events, and the frequency of occurrence was 100%, i.e., all college students investigated had negative life event experiences. Among them, 11 cases (2.9%) had almost no influence, 197 cases (44.8%) had mild influence, 152 cases (34.6%) had moderate influence, and 78 cases (17.8%) had more than severe influence.



MVQ scores ranged from 22 to 110, with a mean of  $(49.68 \pm 13.87)$ , the higher the score of psychological vulnerability, the more serious the degree, obtained by applying the percentile method, with P50 as the cut-off point, the number of 233, accounting for 53%, indicating that the number of people with a moderate level of psychological vulnerability above the severity of 53% ( $MVQ \geq 44$  points).

HAMD scores were 0-24, with a mean of  $(10.2 \pm 10.07)$ , of which 11 cases (2.5%) were in the higher group, 105 cases (4.9%) in the higher group, 252 cases (57.4%) in the middle group, and 71 cases (16.1%) in the lower group. 71 cases (16.1 %).

### Pearson Correlation Analysis

**Table 1** Analysis of the correlation between stressful life events and psychological crisis among college students

Projects	Interpersonal Relationships	Study Stress	punished	loss	Family Adaptation	Total Score1
Somatization	.485**	.447**	.496**	.515**	.564**	.581**
weight	.148**	.187**	.199**	.221**	.260**	.240**
Cognitive impairment	.504**	.450**	.484**	.512**	.545**	.576**
Sleep	.373**	.362**	.283**	.254**	.391**	.364**
Emotion	.540**	.519**	.455**	.467**	.574**	.577**
Total Score3	.536**	.506**	.498**	.510**	.599**	.605**

\*\* ( $p < 0.01$ ) Significance

Pearson correlation analysis showed that the correlation between the total score of stressful life events and each dimension score and the total score of psychological crisis and each dimension score were statistically significant ( $p < 0.01$ ), and the correlation coefficient between the total score of stressful life events and the total score of psychological crisis was the largest ( $r = 0.605$ ,  $p < 0.01$ ).

**Table 2** Analysis of the correlation between stressful life events and psychological vulnerability

Projects	Interpersonal Relationships	Study Stress	punished	loss	Family Adaptation	Total Score1
Physical	.587**	.574**	.625**	.616**	.711**	.716**
Mental	.675**	.640**	.609**	.600**	.705**	.730**
Interpersonal Relationship	.602**	.577**	.550**	.553**	.575**	.648**
Total Score2	.663**	.638**	.643**	.636**	.724**	.753**

\*\* ( $p < 0.01$ ) Significance



Pearson correlation analysis showed that the correlation between the total score of stressful life events and each dimension score and the total score of psychological vulnerability and each dimension score were statistically significant ( $p<0.01$ ), and the correlation coefficient between the total score of stressful life events and the total score of psychological vulnerability was the largest ( $r=0.753$ ,  $p<0.01$ ).

**Table 3** Analysis of the correlation between psychological vulnerability and psychological crisis

Projects	Physical	Mental	Interpersonal Relationship	Total Score2
Somatization	.697**	.672**	.506**	.690**
weight	.306**	.254**	.227**	.287**
Cognitiveimpairment	.650**	.633**	.481**	.648**
Sleep	.448**	.485**	.404**	.482**
Emotion	.635**	.662**	.526**	.663**
Total Score3	.706**	.704**	.550**	.716**

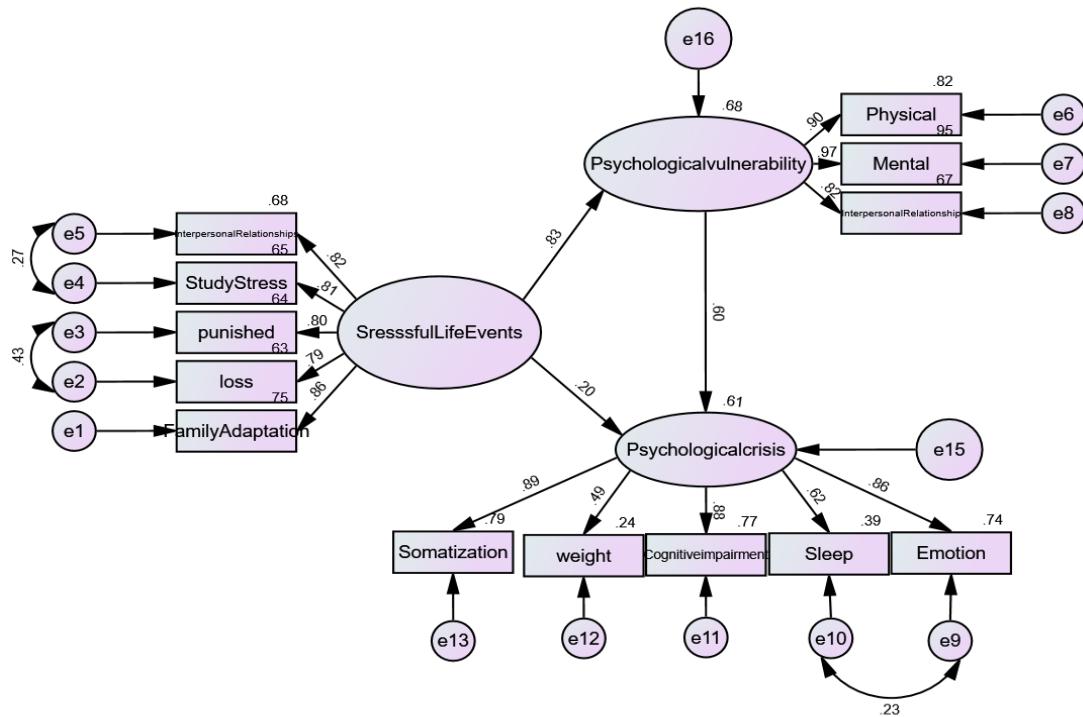
\*\* ( $p<0.01$ ) Significance

Pearson correlation analysis showed that the correlation between total psychological vulnerability score and each dimension score and total psychological crisis score and each dimension score were significantly positively correlated ( $p<0.01$ ), and the correlation coefficient between total psychological crisis score and total psychological vulnerability score was the largest ( $r=0.716$ ,  $p<0.01$ ).

### Reliability and validity analysis

We conducted reliability tests. This study used the Cronbach's coefficient to test the reliability of the data obtained from the survey. The reliability analysis shows that the overall alpha value of the questionnaire is 0.976, the Cronbach's alpha value of the independent variable stressful life events is 0.960, the mediator variable's psychological vulnerability is 0.956, and the dependent variable's psychological crisis's Cronbach's alpha value is 0.920. A Cronbach's alpha value greater than 0.8 indicates that the reliability of the test or scale is very good, Chen Xiaohua (2016). In the KMO and Bartlett tests in this study, the Bartlett test Sig of this scale was 0.000. The overall KMO value was 0.970. The KMO value of the independent variable stressful life events was 0.963, the KMO value of the mediator variable psychological fragility was 0.963, and the KMO value of the dependent variable psychological crisis was 0.947, which indicated that the validity of the test or scale was very good.

## Intermediary Effect



**Figure 2** Structural model of psychological crisis

RMSEA = 0.078 CFI = 0.967. TLI = 0.957. GFI = 0.927.  $\chi^2 / df = 3.645$ . SRMR = 0.0373

The correlation among the three variables of stressful life events, psychological fragility and psychological crisis was statistically significant (all P values  $<0.05$ ), which met the conditions of the mediation effect test. Taking stressful life events as the independent variable, psychological crisis as the dependent variable, and psychological vulnerability as the mediating variable, a structural equation model was established and AMOS 26.0 was used to test the mediating effect. The model fitting index results showed that RMSEA = 0.078 CFI = 0.967. TLI = 0.957. GFI = 0.927.  $\chi^2 / df = 3.645$ . SRMR = 0.0373, showing that the model is good (Wen Zhonglin, 2004), using the Bootstrap method to test the mediating effect of psychological crisis vulnerability on stressful life events and psychological crisis in college students, the results show that life The 95% CI confidence intervals of the indirect effect, direct effect, and total effect of the event on psychological crisis do not include 0, all  $Z > 1.96$ , and the partial mediation effect structural equation model of psychological crisis vulnerability is established, and the partial mediation effect is 0.301, accounting for 71.32% of the total effect. The analysis results of the mediating effect of psychological crisis vulnerability are shown in the table.



**Table 4** The test of the mediating effect of psychological vulnerability between stressful life events and psychological crisis

Latent Variables	Point estimate	Product of coefficients	95% CI		
			SE	Z	Lower-Upper
Stressful Life Events-Psychological crisis	0.301	0.044	6.84		0.222—0.394***
Stressful Life Events-Psychological crisis	0.122	0.051	5.90		0.017—0.22**
Stressful Life Events-Psychological crisis	0.422	0.033	9.12		0.362—0.22**

In summary, all the hypotheses have been accepted as shown on Table 5.

**Table 5** Hypothesis testing

Hypothesis	Results
H1:Stressful life events are positively correlated with psychological crisis among college students	Accepted
H2:Stressful life events and psychological vulnerability are positively correlated	Accepted
H3:Psychological vulnerability mediates the effect between stressful life events and psychological crisis	Accepted

## Discussions

The results show that college students' life events and psychological crisis are positively correlated, and stressful life events can positively predict the performance of college students' psychological crisis, that is, college students who experience more life event stress have a higher risk of psychological crisis, which is consistent with previous research conclusions (Yangang. N.(2011) Stressful life event stress is a risk factor for individual development. Excessive stress will lead to a sensitization effect on individual vulnerability, thereby increasing the level of psychological crisis vulnerability (Mingjin. X.(2016) The results also show that psychological vulnerability plays a partial mediating role in the impact of college students' life events on psychological crisis, that is, the impact of life events on psychological crisis is either direct or



indirect by changing the vulnerability of college students' psychological crisis. Stressful life events experienced by individuals can easily lead to psychological imbalance, but people with high psychological vulnerability are more likely to have psychological crises, and people with low crisis vulnerability may resist crises (Yan, L. et al. (2014)

The results also show that psychological vulnerability plays a partial mediating role in the impact of stressful life events on psychological crisis of college students, that is, the impact of stressful life events on psychological crisis is both direct and indirect by changing the psychological vulnerability of college students. The theory of cognitive behavioral therapy believes that individual responses are directly or interactively affected by stressors and personal factors (Suhua.G.(2018). The mediation effect is the part of the effect produced by the intermediary variable in addition to the effect produced by the direct effect of the independent variable on the dependent variable in the multivariate analysis. The study of the mediation effect can not only explain the mechanism behind the relationship, but also integrate existing research or theories, which has significant theoretical and practical significance, thus providing a theoretical basis for the proposal of relevant strategies. Stressful life events experienced by individuals can easily lead to psychological imbalance, but people with high psychological vulnerability are more likely to have psychological crises, and people with low crisis vulnerability may resist crises (Yangang, N. et al .(2010)

To sum up, stressful life events of college students can not only positively predict the occurrence of psychological crisis, but also indirectly affect the occurrence of psychological crisis through the level of psychological vulnerability. Psychological fragility mediates the positive effects of life events on psychological crisis. Facing the same stressful life events, different individuals have different crisis tolerance. College students are a vital force in the development and construction of the country, and the psychological crisis intervention work in colleges and universities plays an important role in protecting the lives of college students, maintaining campus stability, and building social harmony. It is suggested that in the process of preventing psychological crisis, the possibility of psychological crisis of college students can be effectively reduced by reducing the level of psychological vulnerability, which has important theoretical and practical significance for improving the level of mental health (Shu C. et al.(2016).

## Conclusion

According to the data analysis of the questionnaire survey, it can be concluded that the factors that cause the psychological crisis of Shandong college students in China mainly include four aspects. 1. Personal reasons: personality problems, environmental adaptation problems, and interpersonal problems; 2. Family factors: different education methods, family financial difficulties, discord between parents, and discordant family atmosphere; 3. School factors: entering university for the first time, not Adapt to independent learning, not suitable for the major studied, and study pressure. 4. Social factors: rapid changes in the environment, employment problems, and the guidance of bad public opinion.



## Recommendation

Based on the above research and analysis, the author puts forward some strategies for managing the psychological crisis in Shandong University in China.

- 1) Improve the institutional construction of college students' psychological crisis prevention.
- 2) Improve the system construction of college students' psychological crisis prevention.
- 3) Strengthen the guidance of college students to choose a reasonable way to deal with the psychological crisis.
- 4) Intervene in the management of college students' psychological crisis and family crisis sources.
- 5) Strengthen the construction of college students' psychological crisis emergency response.
- 6) Establish a high-quality psychological crisis intervention team in colleges and universities.
- 7) By reducing the level of psychological vulnerability, the possibility of psychological crisis of college students can be effectively reduced.

## References

- Caplan G. (1970). *The theory and practice of mental health consultation*. New York: Basic. 18-19.
- Daoming. C.(2006).Analysis of College Students' Psychological Crisis and Intervention Strategies under the Background of Modern Societ. *Education Exploration*, 2006.4.
- Eplov LF, et al. (2005). Mental vulnerability as a predictor of early mortality. *Epidemiology*, 16(2): 226 -232.
- Hongsu, Y. et al .(2017). The mediating effect of reason for living on life events and suicide risk and the regulating effect of mindfulness. *Chinese Public Health*, 33(11). 1624-1627.
- Haiyan. Z.(2008). Preparing for rainy tim-College students' psychological crisis self-help. Beijing: Higher Education Press.
- Hong, Z. et al (2010). Research on the Vulnerability of College Students' Psychological Crisis and Self-correlation. *Journal of Ningbo University (Educational Science Edition)*,32 (6): 96 - 99.
- Jess P, et al.(1998) Neuroticism in relation to recovery and persisting pain after laparoscopic cholecystectomy. *Scandinavian Journal of Gastroenterology*, 33(5): 550 - 553.
- Jia Z.,(2009) Investigation Report on Negative Life Events of College Students. *Journal of Hetao University*, 6(03):97-101.
- Kwon J H, et al (2011).The effects of escape from self and interpersonal relationship on the pathological use of Internet games. *Commun Ment Health Journal*, 2011, 47( 1), 113-121.
- Shu C. et al.(2016). Analysis on the change of mental health status of freshmen in a higher



- vocational college. *Chinese School Health*, 37(11), 1725-1727.
- Suhua. G. (2018). Quantitative comprehensive analysis of the relationship between life events and mental health of Chinese college student. *Modern Preventive Medicine*, 45(10). 1812-1915.
- Li. L. (2018). *Research on the relationship between social anxiety, life events and psychological capital of adolescents*. Jinzhou Medical University, 2018.
- Mingjin. X. (2016) The mediating effect of spiritual belief on the relationship between life events and psychological resilience of college student. *Modern Preventive Medicine*, 43 (7): 1250-1252, 1260.
- Ruchlewaska A, et al. (2016). Working alliance in patients with severe mental illness who need a crisis intervention plan. *Commun Ment Health Journal*, 2016, 52( 1) : 102—108.
- Sequeira CA, et al.(2017) Evaluation of the psychometric properties of the Mental Vulnerability Questionnaire in undergraduate stdents. *Perspectives in Psychiatric Care*, 53(4): 243 -
- Xinxing, D. & Qian. C.(2006). Psychological crisis intervention for college students. Beijing: Science Press.
- Yuxin, G.(2019). Reliability and validity evaluation of the modified version of the Psychological Vulnerability Scale after Chinese translation.
- Yiming, D. & Xiu. A.(2016). brief analysis of the causes and countermeasures of the psychological fragility of contemporary college students. *Youth*,, (8), 208.
- Yan, L. et al.(2014) Influence of social and psychological factors on suicidal ideation among medical students. *Chinese Public Health*, 2014, 30(3): 269—272
- Yangang, N. et al .(2010) The relationship between the big five personality, coping style and psychological crisis traits of adolescents. *Psychological Science*, 33(3): 712-714.
- Yangang. N.(2011) The relationship between self-awareness, life events and psychological crisis traits of adolescents. *Chinese Journal of Health Psychology*, 19(4): 435-438.
- Yonghui. L.(2019). College students' psychological crisis intervention dilemma and coping strategies. *Chinese School Health*, 40(4): 486-489.
- Yuan W.,& Fei. Y.(2005). Interpretation of Psychological Crisis from the Perspective of Cultural Values. *Marxism and Reality*.6.
- Zhe. C.(2001). Intervention and Mediation of College Students' Psychological Crisis. *Journal of Henan Normal University (Philosophy and Social Science Edition)*, 2001.5.