

Research on the Relationship between College Students' Psychological Resilience and Coping Style under the Perspective of Positive Psychology

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Abstract. Objective: To explore the status quo and relationship of college students' psychological resilience and coping style, and to make relevant suggestions. Methods: A questionnaire survey was conducted among 450 college students in Shanxi Province using the Mental Resilience Scale and the Simple Coping Style Questionnaire. Results: (1) There is a significant difference in the psychological flexibility of college students in terms of gender, subject, and whether they are class committees; (2) There is a significant difference in the coping styles of college students in terms of gender, subject, and independence; (3) There is a significant positive correlation between college students' psychological resilience and positive coping styles; (4) The psychological resilience has a certain predictive effect on coping style, and the predictive effect on the positive coping style is higher. Conclusion: When individuals experience difficulties, the higher the psychological resilience, the more likely they are to adopt a positive coping style; enhancing psychological flexibility is conducive to cultivating the positive and healthy psychological quality of college students.

1. Introduction

In recent years, college students have committed suicides and wounding incidents. People are pondering their grief and thinking about what is the real culprit? According to the survey, in the face of the rapid development of society, the setbacks experienced by college students are much higher than others. In the face of setbacks, some college students will have negative emotions and extreme behavior. In June 2017, at the Youth Health and Development Media Training Conference, Professor Lin Danhua of Beijing Normal University pointed out that to promote the development of positive psychological quality among adolescents, it is necessary to promote the development of psychological flexibility. Therefore, in the perspective of positive psychology, it is extremely important to study the relationship between psychological resilience and coping style. Psychological resilience refers to the psychological quality of an individual's active response to stress or disaster (Masten, 1994). Coping style refers to the negative impact of individuals in order to alleviate stress or frustration. The process of cognition and behavior is mainly divided into positive coping and negative coping (Huang Xiting, 2000). Through this survey, on the one hand, we can understand the psychological status of college students and provide a theoretical basis for college students' mental health education. On the other hand, they can help improve the level of psychological flexibility of college students, adopt correct coping styles, and better adapt to society.

2. Methods

2.1 Participants

Using a random sampling method, 450 college students from Shanxi Province were selected for questionnaire survey, and 439 valid questionnaires were used. The effective recovery rate is 97.6%, and the distribution of participants is as follows.

Table 1 Composition of the participants

	Classification	Number of people	Percentage (%)
Gender	male	175	40.0
	female	264	60.0
Subject	liberal arts	236	53.8
	science	203	46.2
Student source	town	121	27.6
	rural	318	72.4
Whether it is an only child	only child	70	15.9
	non-only child	369	84.1
Whether it is a class committee	committee	135	30.7
	non-class committee	304	69.3
Whether upper grades	higher grades	178	41
	lower grade	261	59

Note: Lower grades: freshman and sophomore grades; upper grades: juniors, seniors, and the same.

2.2 Research tools

2.2.1 Adolescent Mental Reinforcement Scale

The "Adolescent Psychological Resilience Scale" compiled by Hu Yueqin and Gan Yiqun mainly involves five factors, including a total of 27 questions. Each topic is divided into five levels, ranging from no match to full match. Minute. The internal consistency coefficient α of the total scale is 0.846, and the test-retest reliability is 0.83, indicating a significant level, and the external validity of the scale is high.

2.2.2 Simple Response Questionnaire

According to the "Simple Coping Style Questionnaire" compiled by Xie Yaning, there are 20 projects, which consist of two dimensions: positive response and negative response. The positive response includes 12 projects; the negative response includes 8 projects. Using a 4-point rating, "0" stands for "do not take" and "3" stands for "often taken". The internal consistency coefficient of the scale is α 0.74-0.75, which has good reliability and validity.

2.3 Statistical methods

Using SPSS17.0 statistical software, statistical methods mainly include T test, correlation analysis, and regression analysis.

3. Results

3.1 Research on the status quo of college students

Table 2 Analysis of Psychological Resilience on Demographic Variables

		M±SD	t
Gender	male	41.845 ± 7.078	4.786**
	female	38.213 ± 5.783	
Subject	liberal arts	38.718 ± 5.118	-2.679**
	science	40.769 ± 7.691	
Whether it is a class committee	committee	42.09 ± 7.36	4.308**
	non-class committee	38.592 ± 5.892	

Note: *P<0.05, **P<0.01, ***P<0.001, the same below.

It can be seen from Table 2 that there are significant differences in the psychological flexibility of college students in terms of gender, subject, and class committee. The psychological resilience of male and female is extremely significant, and the scores of female are lower than that of male. The psychological flexibility of liberal arts and science students is significantly different. The scores of science students are higher than those of liberal arts students; the psychological flexibility is also

significant in class committees and non-class committees. The level of psychological resilience of students who are class members is significantly higher than that of non-class students.

3.2 Research on the status quo of coping styles

Table 3 Analysis of the status quo of college students' coping style

		Positive coping style	Negative coping style	Total response method
Gender	male	22.905±5.053	10.267±4.315	33.172±7.367
	female	22.667±5.283	11.736±3.899	34.403±7.131
t		0.383	1.09**	0.889
Subject	liberal arts	22.16±5.129	11.436±3.841	32.596±7.025
	science	23.463±5.18	10.545±4.261	34.007±7.26
t		-2.146*	-2.33**	-2.869
Whether it is an only child	only child	22.804±4.703	10.891±4.084	33.696±6.036
	non-only child	22.754±5.28	10.959±4.077	33.713±7.437
t		0.06	-0.103**	-0.015

As can be seen from Table 3, the positive response method score is much higher than the negative coping style. Negative coping has differences in gender, female will take more negative coping; positive coping and negative coping have significant differences in different disciplines, and relative to liberal arts students, science students will take more positive coping styles; there are differences in the negative coping style among the only child.

3.3 Research on the relationship between psychological resilience and coping style

3.3.1 Correlation analysis between psychological resilience and coping style

Table 4 Analysis of the Correlation between College Students' Psychological Resilience and Coping Style

	Positive coping style	Negative coping style
Psychological resilience	0.275**	0.029

It can be seen from Table 4 that psychological resilience is significantly positively correlated with positive coping styles, indicating that the higher the level of psychological resilience, the more likely it is to adopt a positive coping style.

3.3.2 Regression Analysis of Psychological Resilience and Coping Style

Table 5 Regression Analysis Table of College Students' Psychological Resilience and Coping Style

Dependent variable		Beta	t	R ²	Adjust R ²	F
Positive coping style	Psychological resilience	0.275	4.850	0.076	0.072	23.521**
Negative coping style	Psychological resilience	0.029	0.490	0.001	-0.003	0.240

As can be seen from the table of 5, the psychological elasticity can explain 7.2% of the positive response, of which F=23.521, Sig=0.00, indicating that the relationship between the independent variable and the dependent variable is significant, and a linear regression equation can be established.

4. Discussion

4.1 Analysis of the characteristics of college students' psychological resilience and coping style

There are differences in gender and discipline between college students' psychological resilience and coping style. The score of female students' psychological resilience is significantly lower than that of male, and the negative response of female students is higher than that of male, which is consistent with some research results (Gao Dengfeng, 2008; Gao Changsong, 2012; Zhu Yumei, 2011). Affected by traditional Chinese thoughts, the society places greater expectations on male, so that male can exercise themselves, so the level of psychological resilience is higher; while female are more likely to seek protection, their ability is weaker, and once they seek help, it is easier to take negative coping style. The psychological flexibility level of science students is higher than that of liberal arts students. Because the thinking system of science students is more clear, the situation is

calmer and the self-control ability is strong, while the liberal arts students are more delicate, more emotional and emotionally volatile.

Psychological resilience is different in the class committee, which is consistent with the results of previous studies (Chen Yi, 2014). The possible reason is that students who are in the class committee have more opportunities to express themselves and experience themselves, so they are relatively non-class students. In terms of, the level of psychological resilience is higher. The coping style is significantly different in whether or not the only child, and the only child is more likely to adopt a negative coping style, which is consistent with some research results (Cheng Wei, 2014). It may be because the one-child child has a weak sense of independence and has limited ability to choose to avoid and retreat to solve the problem.

4.2 Analysis of the relationship between college students' psychological resilience and coping style

From the correlation regression analysis, the psychological resilience and coping style are generally positively correlated, and the psychological resilience is significantly positively correlated with the positive coping style. At the same time, the psychological resilience corresponding to the mode has a certain predictive effect, the prediction effect of the positive coping style is higher than that of negative coping styles. This is consistent with the findings of most scholars (Wei Xue, 2014; Zhang Zhi, 2005; Zhang Su, 2010; Wang Zhenchun, 2011). College students with higher levels of psychological resilience will adjust their mentality and change their plans in the face of setbacks and be able to look at everything positively and optimistically. People with low levels of psychological resilience have poor psychological endurance and are always negatively and pessimistic. Everything is particularly prone to negative emotions, so it is easier to take a negative response.

5. Conclusion

(1) There is a significant difference in the psychological flexibility of college students in terms of gender, subject, and whether they are class committees; (2) There is a significant difference in the coping styles of college students in terms of gender, subject, and independence; (3) There is a significant positive correlation between college students' psychological resilience and positive coping styles; (4) The psychological resilience has a certain predictive effect on coping style, and the predictive effect on the positive coping style is higher.

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