

A Study on the Effect of Group Psychological Counseling on Improving College Students' Social Adaptability

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Abstract—Objective: this paper studies the effect of group psychological counseling on the improvement of college students' social adaptability and provides theoretical basis for the improvement of college students' mental health. **Methods:** a total of 84 second-year undergraduates were randomly selected as subjects. One group received 8 weeks of group counseling on cognitive behavior, and the other group was the control group. After the group cognitive behavior counseling, the two groups of students used the Chinese college students adaptation scale to evaluate the level of individual social adaptability. **Results:** the scores of students in the experimental group in interpersonal relationship adaptation, emotional adaptation, learning adaptation, career adaptation and satisfaction were higher than those in the control group, and the difference between the two groups was statistically significant ($P < 0.05$). **Conclusion:** group psychological counseling is of great significance to improve the adaptability of college students.

Keywords: college students, group psychological counseling, social adaptability, cognitive behavior

I. INTRODUCTION

Group counseling is currently a relatively efficient way of psychological counseling. College students with similar psychological characteristics and similar interpersonal psychological problems can not only reduce social anxiety level and improve social adaptability through practice and exposure in groups, but also achieve self-growth in this process.[1]A large number of empirical studies at home and abroad have proved the effectiveness of group counseling, especially for those who have similar psychological distress

and similar development problems, group counseling is of special efficacy and application value.[1]Group counseling is also known as group counseling, group counseling or group counseling. Group counseling can promote individuals to know themselves through observation, learning and experience in group communication. Group counseling can develop a good life adaptation process by adjusting and improving relationships with others, learning new attitudes and behaviors. As a kind of psychological counseling, group counseling can not only treat some special groups' psychological problems to a certain extent, but also effectively help normal people to prevent various psychological problems. Group counseling can correct people's unreasonable beliefs through cognitive reconstruction. It can also teach people problem-solving strategies and behavioral skills. College stage is a critical period for the formation of individual self-awareness and psychological coping style. Good cognitive behavior habits will greatly affect students' ability to adapt to society. It also plays an important guiding role in students' future development. This study attempts to explore the impact of cognitive behavioral training on college students' social adaptability by using cognitive behavioral training as an intervention. This study hopes to improve the social adaptability of college students through cognitive behavioral training and provide some practical basis for the research on mental health in colleges and universities.

II. OBJECTS AND METHODS

A. Object

In the form of voluntary registration, 84 second-year undergraduates were selected as the experimental subjects. Among them, 40 males and 44 females were divided into two groups according to the principle of random allocation. The experimental group received 8 weeks of cognitive behavioral group training on social adaptability for 2 h/ time. In the control group, basic mental health education lectures were given. Neither group had received any form of cognitive behavioral training before. There was no significant difference in age, gender and major between the two groups ($P>.05$).The experimental group was homogeneous with the control group.

B. Methods

The guiding ideology of the group counseling program is based on the cognitive behavior theory. Group counseling programs can enhance students' self-knowledge and discover their strengths in interpersonal communication and problem solving. Students can establish positive self-belief and learn to face themselves positively through group counseling. The content of the scheme is mainly designed according to the factors that affect college students' adaptability. In this study,

the Chinese college students' adaptation scale was used to evaluate the level of individual social adaptability [3].The Chinese college students' adaptation scale is divided into seven aspects: interpersonal relationship, emotional adaptation, learning adaptation, self-adaptation, campus life adaptation, career selection adaptation and satisfaction. Exploratory factor analysis and confirmatory factor analysis show that the scale has good structural validity.

C. Statistical methods

Statistical results were analyzed by SPSS 16.0 statistical software. The measurement data were expressed in the form of mean \pm standard deviation and were tested by t test. The difference was statistically significant when $P<0.05$.

III. RESULTS

A. Comparison between experimental group and control group before training

The college students adaptation scale was used to compare the experimental group with the control group. There was no significant difference between the two groups in the comparison of each factor, so the two groups had homogeneity in terms of relevant adaptability. The data results are shown in "Table I".

TABLE I. COMPARISON BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP BEFORE TRAINING

Project	Experimental group	Control group	t
<i>Interpersonal relationships</i>	32.56 \pm 5.87	33.59 \pm 6.11	-1.123
<i>Emotional adjustment</i>	29.43 \pm 7.51	29.70 \pm 7.66	-0.143
<i>Learning adaptation</i>	34.56 \pm 6.46	35.13 \pm 6.29	-1.457
<i>Self-adaptive</i>	28.45 \pm 5.11	27.68 \pm 6.35	-0.865
<i>Campus life</i>	26.87 \pm 5.37	25.56 \pm 6.98	-0.922
<i>Career adaptation</i>	30.56 \pm 6.78	30.47 \pm 6.68	-0.443
<i>Satisfaction</i>	15.21 \pm 3.56	14.78 \pm 3.19	-0.656

B. Comparison between experimental group and control group after training

After cognitive behavior group training, the scores of the experimental group in interpersonal relationship adaptation, emotional adaptation, learning adaptation, job selection

adaptation and satisfaction were higher than those of the control group. There was a statistical difference between the two groups. There was no significant difference in the other two aspects (self-adaptation and school life), and the statistical results were shown in "Table II".

TABLE II. COMPARISON BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP AFTER TRAINING

Project	Experimental group	Control group	t
<i>Interpersonal relationships</i>	41.66 \pm 6.90	34.45 \pm 6.87	4.645**
<i>Emotional adjustment</i>	34.35 \pm 6.18	30.77 \pm 8.68	3.229*
<i>Learning adaptation</i>	43.35 \pm 5.68	36.90 \pm 6.12	3.712**
<i>Self-adaptive</i>	30.25 \pm 4.78	31.34 \pm 5.45	1.430
<i>Campus life</i>	30.17 \pm 5.68	31.11 \pm 5.92	0.727
<i>Career adaptation</i>	36.26 \pm 5.95	31.37 \pm 4.46	2.711*
<i>Satisfaction</i>	20.23 \pm 2.64	16.18 \pm 3.21	3.619**

^a. Note: * $P < 0.05$; ** $P < 0.01$

IV. CONCLUSION

The results showed that the interpersonal skills of students in the experimental group were significantly improved after group counseling through cognitive behavior training, which was similar to the results of the same studies

[3]. By creating a positive group atmosphere, group psychological training enables members to learn from each other and motivate each other, so as to achieve unity in cognitive direction and remodeling in behavior. During the training, students should pay attention to self-monitoring and record the changes of psychological experience in different

activities to help them build reasonable and confident understanding ability and analysis ability of related behaviors. Activities including "trust tour" and "you and I are together" are designed to enhance students' understanding of the importance of interpersonal relationship and build up their interest and confidence in participating in activities [4]. In the past, the adaptation training emphasized the change of individual concept, but in the cognitive behavior group, more attention was paid to the behavior shaping based on the change of concept, so that students could master the practical application technology and learn to apply it in daily life. Mutual trust and mutual understanding among members are strengthened by building positive motivation and instilling reasonable beliefs in the group in terms of interpersonal relationship adaptation. As a positive experience, members' positive understanding of others is reshaped to a certain extent. Members should share with each other and interact with each other to make them clear their attitudes and ways of dealing with things in the aspect of emotional adaptation. Training can guide students to deal with the difficulties in emotional development, so as to lay a psychological foundation for their future interpersonal communication. In terms of learning adaptation, the students in the experimental group can correctly grasp the pace and direction of university learning through time management training and learning method cultivation techniques, so that their adaptation level can be improved well. In terms of career selection and adaptation, training techniques such as "career interest rainbow" and "my future is not a dream" can be adopted to help students clear the future career development direction [5]. Through a series of training activities, the cognitive group training improves the interpersonal skills of the members in general. The improvement of interpersonal communication skills is a systematic project. For example, the improvement of self-adaptive ability will involve deep psychological content, which is difficult to change rapidly in several trainings. The immobilization of habits in real life is not easy to change, which requires constant self-improvement and behavior reinforcement in daily life to change significantly [6].

The psychological socialization of college students includes the improvement of self-confidence, the improvement of interpersonal skills and the enhancement of social adaptability. Group counseling, as a form of psychological counseling, has been widely applied in the guidance of college students' psychological socialization education and has expanded the new carrier of college students' socialization.

A. Application in promoting self-confidence

Correct self-cognition plays a controlling and guiding role in individual socialization and is a prerequisite for individual development. College students are in a critical period of self-cognition development, and the realization of their socialization goal is marked by their correct understanding of their roles in society and their social responsibilities. Through self-cognition, people generate self-consciousness, self-concept and self-evaluation, accompanied by their own emotional experience. Through

self-cognition, people produce emotional experience for themselves, such as self-esteem, inferiority, self-love, self-abasement, etc., and show behavioral tendency towards themselves, thus forming self-attitude and attitude towards others or groups that have relations with them. The main problems in the development of college students' self-cognition are as follows, the conflict between ideal and reality. These include the conflict between ideals and realities, the contradiction between independence and dependence, the pursuit of perfection and excessive attention to external evaluation, etc. Through the design of a series of themed group counseling aimed at improving the level of self-confidence, create a warm, harmonious and trusting atmosphere, provide a relaxed but thought-provoking mode of self-exploration, and guide team members to know themselves. Through a series of training the goal of self-knowledge was achieved, which include observation, learning, experience, self-knowledge, self-exploration, and self-acceptance.

B. Application in improving interpersonal skills

A study by the Carnegie institution of technology tracked 10,000 people and found that 85 percent of a person's professional success, interpersonal skills and interpersonal skills accounted for 85 percent of their success. Intelligence and technology, which are generally considered critical, account for only 15% [4]. Thus, good interpersonal skills are an important foundation for success in modern society. In the process of interpersonal communication, on the one hand, the values, goals, ideals, habits and norms required by the society are transformed into stable behaviors and personalities. On the other hand, personal goals, motivations, needs and values can be realized. In the process of psychological socialization, communication is an essential condition, and good interpersonal skills are an important aspect of psychological socialization for college students. Today's college students, active in a certain "social circle", have a strong need to interact with them. As the only child, these students tend to pay attention to the pursuit of ideal social freedom in words and deeds. These students are self-centered, so they lack coordination and self-reflection when faced with interpersonal difficulties and interpersonal conflicts. Some data show that there are quite a few college students in our country who cannot meet their interpersonal needs, which seriously affects their psychological socialization.

C. Application in enhancing social adaptability

"Integrate into the group and adapt to the society" is one of the indicators of college students' psychological socialization. Due to the changes in living environment, educational environment and interpersonal environment, a large number of students are faced with difficulties in adapting to the environment. On the one hand, compared with the openness of high school, college students are required to actively go to society, understand society and accept social challenges. On the other hand, due to the gap between the ideal and the reality, and the complexity of the

social environment, college students often suffer from the anxiety of being unable to adapt to the social environment.

In view of the limitation of research time, the research still needs to follow the behavior change rule of the research object for a long time. The study also needs to evaluate the relevant uncertainties, which need to be improved in future studies.

ACKNOWLEDGMENT

In this paper, the research was sponsored by the Social science foundation project of Qiqihar medical college in 2019 (No.QYSKL2019-25).

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