

Research on the Analysis of Freshmen's Mental Health Survey in a Finance University

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ABSTRACT

A finance university in China adopted the form of online testing, using the College Students Mental Health Screening Scale to evaluate the psychological status of all 2020 freshmen. The testing results showed that there were 274 students who have got first-level psychological problems, accounting for 8.69% of the total students measured, and 425 students with secondary psychological problems, accounting for 13.52%, of which the proportion of girls with psychological problems is slightly higher than that of boys. The psychological counseling teachers of this university conducted face-to-face interviews with students with obvious psychological problems, and gave specific suggestions according to individual measures.

Keywords: Mental Health, College Students Mental Health Screening Scale, Interview.

1. INTRODUCTION

In order to fully understand the overall mental health of 2020 freshmen, improve their mental health awareness, and help students to get through the "adaptation barrier" when they first enter university, the Mental Health Center of a Finance and Economic University in Mainland China conducted a mental health survey on freshmen from October 26th to October 30th, 2020. The scale used in this census is the Chinese "College Students Mental Health Screening Scale" compiled by the Institute of Developmental Psychology of Beijing Normal University. Based on previous research and the experience of other institutions, this scale can comprehensively assess the psychology of college students. health status. The census test platform is a Chinese college student mental health evaluation system developed by Higher Education Press. Students can choose to log in on a computer or mobile phone to facilitate students to complete the psychological census.

The total number of 2020 freshmen is 3152, including 935 boys and 2217 girls. The results of this census show that around new students in 2020, 3151 are actually tested, with a coverage rate of 99.96%. The test results show that there are 274 students with first-level psychological problems, accounting for 8.69% of the total number of people tested, and 425 students with second-level psychological problems, accounting for

13.52% of the population. It can be conducted that the students of this university still have certain hidden dangers in terms of mental health.

2. TESTING TOOLS

This census adopted the form of online testing, and selected the Chinese College Students Mental Health Screening Scale to evaluate the mental health of freshmen.

The Mental Health Screening Scale for College Students in China is based on the psychological characteristics of Chinese college students and the actual needs of Chinese college psychological evaluation. It develops, compiles and tests a mental health screening tool suitable for our contemporary background. The scale has a total of 96 items, divided into three levels of screening, with a total of 22 screening indicators. The first-level screening is a screening for serious psychological problems, including two indicators of serious psychotic symptoms such as hallucinations, suicidal behavior and intention. The second-level screening is a screening for general psychological problems, divided into internalized psychological problems and externalized psychological problems. In this category, internalized psychological problems include anxiety, depression, paranoia, low self-esteem, sensitivity, social fear, and somatization. Externalized

psychological problems include dependence, hostile attack, impulse, compulsion, Internet addiction, self-harm. There are eight indicators for eating problems, sleep disturbances. The third-level screening is a developmental disturbance screening, including five indicators for school adjustment difficulties, interpersonal disturbances, academic pressure, employment pressure, and love disturbances. The primary and secondary screenings are the core of the screening of students' mental health problems, while the tertiary screening mainly reflects the source of students' psychological distress and suggests possible potential psychological problems.

3. TESTING RESULTS AND ANALYSIS

According to the results of Mental Health Screening Scale for Chinese College Students, in this census, the test results showed 274 people with first-level psychological problems, accounting for 8.69% of the total number of people tested, 426 people with second-level psychological problems, accounting for 13.52% of the total number of people tested, and 556 people with third-level psychological problems, accounting for 17.64% of the total number of people tested. There are 12 results are wasted and the rest of 1884 results found no mental problems

Table 1. Detection Rate For Key Items of Suicide Intention

Item	Number of people tested	Number of people detected	Detection rate 2020	Detection rate 2019	Detection rate 2018
Want to commit suicide	3125	238	7.5%↑	6.1%↑	4.1%

Table 2. Detection Rate of Psychological Problems at First-Level in the University

	Total Number	First-level psychological problems	Percentage of first-level
Fresh Students	3152	274	8.69%
Male	935	75	8.02%
Female	2217	199	8.98%

Table 3. Detection Rate of Psychological Problems at Second-Level in the University

	Total Number	Second-level psychological problems	Percentage of second-level
Fresh Students	3152	423	13.52%
Male	935	141	15.08%
Female	2217	282	12.72%

3.2. Results of Second-level Screening

The secondary screening is a general psychological problem screening. A total of 425 people were screened. They were divided into internalized psychological problems and externalized psychological problems. The internalized psychological problems included anxiety, depression, paranoia, low self-esteem, sensitivity, and social interaction. Seven indicators of fear and somatization were screened for a total of 53 people. The externalized psychological problems included eight

3.1. Results of First-level Screening

The first level of psychological problems is mainly for the screening of severe psychological symptoms, mainly for the screening of severe psychotic symptoms such as hallucinations, suicidal behavior and intentions. Among them, 199 students may have suicidal intentions, and 36 students have hallucinations and delusions. There were 39 people with suicidal intentions, hallucinations, and delusions.

As shown in Table 1, there are 238 students who have light business plans and intentions among the 2020 freshmen, accounting for 7.5% of the total number of students measured. Compared with the 2017 and 2018 census data, it can be found that light business plans and intentions have increased significantly.

The possible reasons are as follows. Firstly, there are the negative influences brought about by the past growth experience. Secondly, there is the psychological confusion or even the psychological obstacle before the university has not been solved and continued to the university. Thirdly, the psychological flexibility is low. Freshmen are prone to face certain adaptation problems when they first enter university. The above factors need to be further understood and paid attention to.

indicators of dependence, hostile aggression, impulse, compulsion, Internet addiction, self-harm behavior, eating problems, and sleep disturbance. There were 59 people screened out.

Among the 2020 freshmen, 4.97% took the initiative to ask clear questions, which is a relatively low percentage, which is a slight increase from 3.96% in 2019, but is relatively the same as 4.28% in the 2016 census. This shows that quite a few students know that they have problems, but for various reasons (perhaps

lack of knowledge or embarrassment) are reluctant to ask questions. For this reason, mental health education and publicity work has a long way to go, and there is still a lot of work to be done urgently.

3.3. Results Analysis

As shown in Table 2, among the 274 new students who were screened for first-level psychological problems, 75 were boys, accounting for 8.02% of the total number of boys; 199 were girls, accounting for 8.98% of the total number of girls.

As shown in Table 3, among the 423 new students who were screened for secondary psychological problems, 141 were boys, accounting for 15.08% of the total number of boys; 282 were girls, accounting for 12.72% of the total number of girls.

The third-level screening mainly reflects the source of students' psychological distress and suggests possible potential psychological problems.

Among the first-level psychological problems, the abnormal rate of the Grammar and International Trade Department was 9.88% and 9.55%, respectively. In addition, in the second-level psychological problems, the abnormal rate of the International Trade Department was 16.87%, which was significantly higher than the hospital average of 13.52%.

4. FURTHER SCREENING AND INTERVIEW

Combining the above data, 274 and 425 students were detected for first-level and second-level psychological problems. Taking into account the limited human resources and the limitations of the scale itself, the Mental Health Center of the Student Office conducted a further screening of the test results. As shown in Table 4, after sorting and processing, students who may have depression, suicide risk, and abnormalities in multiple indicators at the same time are screened out as first-class abnormal students and interviewed by the mental health center. Besides, those with abnormal individual indicators are classified as second-class abnormal students. The counselor conducts an interview. The rest are the third level of abnormal students, and the counselor usually pays attention to them, and there is no need to interview immediately.

Table.4. Classification of Further Screening

Category	Number (people)	Interviewer
Level 1	210	Psychology Center
Level 2	119	Counselor
Level 3	About 400	usually pay attention

Among them, there are 329 abnormal students in the first and second categories who need to be interviewed.

Due to the diverse professional backgrounds of the instructors, in order to ensure the effect of the interview, all the instructors participating in the interview will be given relevant training before the start of the interview, and the talk precautions and skills will be explained in detail. At the same time, it explains the identification and diagnosis of some common psychological problems of college students, which will help the counselor complete the interview of the second-level abnormal student and the judgment of grade classification.

The interview was completed within two weeks after the end of the measurement. The counselor worked hard to conduct interviews with a total of 210 people, mainly to understand the students' life, study, emotions, interpersonal adaptation status after entering the university, and the test. Some sensitive items are verified, such as whether there is any thought of committing suicide. Through the return visit, it was found that the students' problems mainly involved the following aspects: interpersonal relationship processing, emotional control, learning adaptation, career planning, etc. The results of classification are shown at Table 6. Among them, there are 9 people who have suicidal tendency and need continuous consultation (Class A); there are 52 people who have serious mental health problems and need intermittent follow-up by counselors, and inform the school psychological counseling settings to guide them to seek psychological counseling when necessary (Class B); the rest are those who are currently well-adapted and have no symptoms and do not need consultation (Class C). From Table 5, we can see the trend of change in the past three years. Among the results of the 2018 and 2019 census interviews, 9 people and 10 people need continuous consultation, and 17 people and 28 people need counselor attention or regular interviews, respectively. It can be seen that the incidence of psychological abnormalities and distress among freshmen in the 2020 grade has increased compared with previous years. After interviews, it was found that the types of freshmen's psychological problems have gradually diversified compared with previous years, requiring the mental health center and counselors to pay close attention.

Table 5. Summary of Interview Results

Class	Level of Attention	2020	2019	2018
A	Continuous consultation is required	9	10	9
B	Consult if necessary	52	28	17
C	Well adapted	268	152	100

5. SUGGESTIONS AND CONCLUSION

In this study, we have the following conclusions:

First, the overall mental health of freshmen in

finance and economics colleges is good, but there are certain psychological risks. In recent years, colleges and universities have paid more attention to the mental health of students, the publicity of students' mental health education has been greater, and the initiative of students to ask for help has also increased. The analysis found that some of the students come from rural areas, and the number of students with family financial difficulties accounted for more than a quarter of the total. The proportion of poor students is relatively large, they are burdened by family expectations, and they are more prone to inferiority complex, sensitivity, depression, and interpersonal disorders. Problems, a large proportion of poor students also pose challenges to mental health education.

Second, the mental health of girls is slightly lower than that of boys. There are differences in the mental health of students of different genders. There are two possible reasons. One is that the ratio of male to female students in finance and economics colleges is about 1:4. The number of female students is much higher than that of male students. Problems such as living ability have always been common problems in psychological counseling. The other reason is that there are physical and psychological differences between men and women and the influence of social factors. Girls generally face greater employment pressure and competitive pressure than boys. Girls are psychologically vulnerable, sensitive, passive, dependent, and emotionally delicate. These factors will cause girls to have lower levels of mental health than boys, and are more likely to experience tension, anxiety, depression and other emotions when facing various events. Psychological problems.

Therefore, we are giving the suggestions below:

Firstly, strengthen the education of mental health knowledge. Make full use of publicity media such as school newspapers, radio stations, TV stations, and the Internet to promote mental health knowledge, maintain close contact with students' parents, and actively strive for parents to cooperate with the college's psychological crisis intervention work to create a healthy, progressive and life-loving atmosphere. To do a good job in student psychological crisis intervention should be based on education and focus on prevention. We must vigorously carry out life value education among students and guide them to love life, love life, and treat life kindly.

Secondly, establish a mental health education and consultation center for college students, and establish the three-level early warning network. The center is specifically responsible for the promotion and popularization of mental health knowledge throughout the hospital, conducts a psychological survey of freshmen, and arranges timely interviews with freshmen with abnormal test results, establishes and improves student psychological files, and focuses on tracking

people with abnormalities Intervention with psychological crisis. The center should conduct psychological crisis intervention training for psychological counseling teachers, all student staff, counselors, student leaders, class psychological committee members and the backbone of the Student Mental Health Association in a planned way to continuously improve their psychological crisis intervention capabilities.

Finally, establish a rapid response mechanism for crisis intervention and suicide prevention. Once the school discovers suicide or injury to others, it immediately activates the crisis intervention and suicide prevention rapid response mechanism. The school is responsible for rescuing students who commit suicide or injuries and send them to the hospital in time. For students who have committed suicide or harmed others, if they need to be hospitalized, their parents will be notified to send the students to a professional mental health care institution for follow-up treatment; if they go home and recuperate for treatment, they will benefit their psychological recovery, and their parents will take them after their condition is stable. Take home for recuperation and treatment; students who return to school due to strong suicidal ideation or attempted suicide should be accompanied by their parents. The school arranges for close supervision of class leaders, student party members, or roommates, and formulates preparedness plans for possible crises to prevent the student's psychological condition from deteriorating at any time. The Psychological Center shall periodically evaluate the degree of its crisis.

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