

Research on Features and Mechanisms of Self-Identity Meaning-Making in Withdrawn Male University Students

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ABSTRACT

University stage is a critical period for individuals to explore and make their self-identity. Based on the observation from years of educational practice, male university students are found to be “inactive”. So this research investigates features and mechanisms of self-identity meaning-making in withdrawn male university students by means of narrative inquiry, intends to solve problems, tap and respect the development needs of individuals, and will hopefully provide a new perspective and theoretical reference for analyzing self-identity development of male university students.

Keywords: *Withdrawn Male University Students, Self-identity, Narrative Inquiry, Meaning-Making, Developmental Mechanisms*

1. INTRODUCTION

1.1. Origin of Research

1.1.1 Question from Education Practice-- “Inactive” Male University Students

The author teaches in a private university in Shanghai with students from all over the country. Many of them have labelled themselves as “losers” based on their university entrance examination scores, and they have been discouraged from seeking for their future and self-identity. Some students are able to adapt to university life and find their own direction after a period of self-adjustment and resetting of goals during their freshman year, while others may spend their four years at university complaining that they are “bored”, “uninterested”, “don’t know what they want”. They are unmotivated to study, to attend classes, uninterested in their major studies, and do things that have nothing to do with their studies such as looking at their mobile phones in class, or indulging in games and seldom doing healthy leisure activities, and are passive in their

interpersonal interactions, indifferent to others, and not interested in anything and also social activities. They spend their four years in this way and often hate their state, but are unable to change it. According to the author’s education experience, the latter case is more often observed in male students. Most of them do not actively get attention from their teacher, but when their teacher proactively communicates with them, they are willing to talk sincerely. They are also dissatisfied with their own state and often confused, knowing that they need to change and believing that they have to change, but they always end up with their heads in the sand and don’t. They seem to need more support and affirmation to make change happen, and their motivation may come from their teachers, counsellors, close friends, family or colleagues. This suggests that these students lack internal motivation.

University stage is a critical period for youths. The aim of university education is not only to impart knowledge and skills, but also to provide guidance on values and humanistic care, and to help students to become better. These “inactive” male students have the potential to grow and university education needs to be tailored to their intrinsic growth needs.

1.1.2 Question from Real-life Observations-- Is There Really a “Boy Crisis”?

“Mum’s boy”, “sissy”, “fancy boy”, “straight boy” have become a buzzword for young men in recent years, and boys’ education has gained increased attention from society.

The “boy crisis” was first identified in the 1970s in foreign educational circles, with the UK and the US dwelling on the phenomenon of boys lagging behind girls in terms of academic achievement and bringing the idea of “boy crisis”. In 2009, Sun Yunxiao et. al introduced the “boy crisis” to China for the first time, pinpointing that it is a “global crisis” and extending “boy crisis” beyond academic field to physical, social, and psychological aspects. In other words, it also includes the so-called “psychological crisis”, “physical crisis” and “social adaptation crisis” in addition to “academic crisis” of falling behind in school^①. The “boy crisis” has gradually become a social issue that is of concern to all countries beyond Western counterparts.

“Boy crisis” is controversial in the field of education, but the study of the self-development of male university students is relevant in light of our cultural and social needs, and this research will hopefully provide some suggestions and reflections on the issue of raising boys.

1.1.3 Question from Culture Difference-- The Development Difficulties of “Socially Withdrawn Youths”

“Socially withdrawn youth” first gained attention in Japan during the 1990s, and the lifestyle of these youths is seen as a sign of social withdrawal. The term “socially withdrawn” (also translated as “shut-in”) originated from the Japanese word “引きこもり” (pronounced “Hikikomori”), which in English is translated as Social Withdrawal and called “cocooning” or “home recluse” in Taiwan to describe a group of young people who have been living in seclusion at home for six months or more and are not in school, employment or working. A Japanese survey (2016) suggests that there are 541,000 “socially withdrawn youths” aged 15-39 in Japan, most of whom are men aged 20-30, and many scholars hold that socially withdrawn youths hamper the development of Japanese society^②. “Social withdrawal” was first found in Japan, yet in recent years, it has become prevalent in many other countries and regions such as Korea, Hong Kong, Taiwan, the US and France as a major psychosocial problem afflicting modern adolescents, and is gradually being identified as a new ‘syndrome’ of adolescence. A survey in Hong Kong (2014) showed that young people make up 1.9% of “socially withdrawn youth”. Chen Kangyi and Lu Tierong (2014) studied the negative emotions and deviant behaviors of socially withdrawn youth in Hong

Kong^③. Wang Yishu (2017) studied the relationship between problem behaviors and personality traits among socially withdrawn youths^④. In the past two years, typical cases of “socially withdrawn youth” have been reported in the Chinese media and raise heated debates on social phenomena such as the “NEET”. The particular phenomena or problems in the development of youths in the Japanese culture, which is close to our own, may give us some insights and warnings to understand the development challenges of university students in China.

1.1.4 Question from Self-study—University Stage is a Critical Period for the Development of Self-identity

Personality psychologists unanimously agree that self-identity is a lifelong task of exploration for individuals^⑤. University stage is a critical period for the formation of life outlook, values and worldview, and also for the development of self-identity. One of the important functions and goals of a university is to create a good campus environment so that students can improve their personality and develop well. The gender differences in self-identity are an important issue of concern to researchers. The present research findings on the formation, development and distribution of self-identity among male and female university students differ from each other, but most scholars believe that different aspects of self-identity may have different psychological meanings for men and women, and that gender differences may exist in areas such as socio-politics, religious beliefs, gender roles and interpersonal interactions, etc. This research sheds light on self-identity development among male university students based on the observation that these students are inactive, with a view to providing theoretical reference for the characteristics, mechanisms and interventions of self-identity development among such students.

1.2 Research Objectives and Implications

The research targets male university students based on the observation that some of them are “inactive”. Some scholars have identified the state of these students as “boredom syndrome” and “procrastination syndrome”, while others have defined the social withdrawal behavior as a coping style, personality trait and self-identity style^{⑥,⑦}. The former may solidify the view that ‘problem behavior is central to this stage of development’, while ignoring the normal psychological and behavioral changes that young people inevitably experience as they explore and experiment with themselves. It is necessary to tap and satisfy individuals’ needs amid self-identity development. The latter mostly use scales to measure abstract characteristics and are less likely to address the real, concrete processes of

self-identity development. The research that emphasizes and focuses on interactions and ecology is of high importance.

This research targets the socially withdrawn students themselves and intends to identify their state and development demand. Such students may seem alike in action but differ in inner demand and development level. This presents a call to tap students' inner demand for self-identity development and provide them with favorable cultural and social environment so that they can develop well at the critical period.

2. RESEARCH METHODOLOGY

2.1. Selection of Methods

This research adopts the narrative inquiry method, in which one's past, present and future are correlated through narratives, and one's life experience interacts with his or her growth, and explores the features and mechanisms of self-identity meaning-making in withdrawn male university students.



Figure 1 Research Flowchart Based on the Narrative-oriented Inquiry Model

The research strictly follows the narrative-oriented inquiry model proposed by Hiles et al. (2007), and the research flowchart is shown in Figure 1 above. Research questions and research methods were identified, research participants were recruited, narrative textual materials were collected, data were coded, analyzed and interpreted, and finally appropriate ways were chosen to present the findings and discussions, with theories and experience involved throughout. There was also exhaustive discussion and consultation with the coordinating coders and analysts, taking into account the consensual qualitative research approach proposed by Hill (2005)[®].

2.2. Research Framework

Guided by the narrative-oriented inquiry model and consensual qualitative research approach, this research attempts to classify withdrawn male university students according to their meaning-making features, explores the features and mechanisms of self-identity

meaning-making in these students, analyzes the influence of individual growth experience on self-identity, and then devises an effective way for natural intervention. The research framework is illustrated in Figure 2 below.

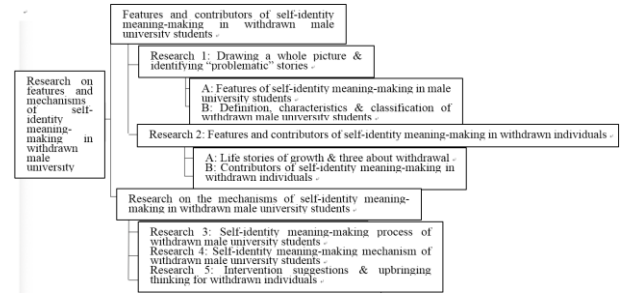


Figure 2 Research Framework

2.3. Research Participants

Participant recruitment was executed by means of advertisement and classroom presentation at a university. 80 male sophomores and juniors were planned to be recruited. 75 copies of questionnaire were collected, and 8 participants were excluded from the study due to illegible information. In the end, 67 participants were counted. The participants wrote their autobiographical reports on manuscript paper, averaged around 1,200-1,300 words. Each record was coded and scored independently by two main testers, all of whom were university teachers backgrounded in psychology, with a reliability of 0.74-0.86.

3. RESEARCH FINDINGS

3.1. Definition and Characteristics of Withdrawn Male University Students

In the dictionary, retreat means: (1) to retreat backwards; (2) to shy away from; (3) to retire. Elude means: (1) to get out of the way, to avoid; (2) the non-participation of an investigator or judge in the investigation or trial of a case because he or she has an interest or other relationship in the case. This research uses the term "withdrawal" to describe the fear and evasive mentality of individuals, which coincide with the traits of inactive male university students in their studies, life or interpersonal interactions, i.e. retreating, evasive and inactive.

The research found that the trait of withdrawal is mainly reflected in laziness in behavior, indifference in emotion and confusion in intention. There are mainly three types of withdrawal, i.e. state withdrawal, trait withdrawal and traumatic withdrawal. The specific characteristics are shown in Table 1.

Table 1 Characteristics of Three Types of Withdrawal Male University Students

No.	Type	Difference	Characteristics
1	Trait withdrawal	Seek stability, "don't want to act"	Tend to remain unchanged in self-positioning, attribute success and failure to themselves, lack interest in and motivation for ongoing exploration, remain to be stimulated.
2	State withdrawal	Want to but fail to act	Intend to but fail to act, face self-identity crisis, doubt themselves, have no clear directions, stop short of action, but still have potential for growth in the long run.
3	Traumatic withdrawal	Almost "cannot act"	Once got hurt and frustrated seriously in mind and took defense measures overly, which remain influential in every aspect of life and form a coping manner. Appropriate psychological intervention or social support can be conducive to their growth.

3.2. Features of Self-identity Meaning-Making in Withdrawn Male University Students

The narrative content is classified thematically by event themes, descriptions, emotional feelings and mental state, understanding and reflection on the event or others in the event, beliefs or self-knowledge behind the event, the impact of the event on oneself, gains from the event, new self-knowledge after the event, etc. The themes are associated to refine the central one to self-identity, and then the characteristics of self-identity is analyzed(11)-(15). For representativeness and typicality, 30 participants were selected from the existing samples, and their life stories finally fall into two main categories: growth life stories and withdrawn life stories. Participants in growth life stories tend to be in a sound state of self-identity. Withdrawn life stories fall into three categories: life stories in a stable state, life stories in a development state and life stories in a crisis state.

3.2.1 Self-identity Meaning-making in Trait Withdrawn Students: Life stories in a Stable State

Trait withdrawn participants tend not to develop and change much in their life stories, and hold a stable, critical, and consistent view of their identity; they do not become better or worse and pursue stability. Of course they will inevitably get involved in any present activities and those to come, though they may not seem to change their self-perception when looking forward to future. The results are shown in Table 2.

Table 2 Table of Narrative Themes Coded for Trait Withdrawn Life Stories in a Stable State

Category	Sub-category	Theme Events
Monotony and blandness	Content with the present state	1. Be less demanding and more moderate about themselves. 2. Feel good with themselves, maintain current status and have no real drive for change. 3. Be able to cope with, but not excel in, academic performance and interpersonal interactions.
	Extrinsic motivation	1. Be able to complete various tasks; 2. Maintain harmonious relationships in interpersonal interactions; 3. Easily engage in things that interest him/her, but do not have enough self-control and crave external pressure or prodding.
Sense of belonging	Get attention	1. Have a stable social support system; 2. Have close family ties and believe that their values and outlook on life are mainly influenced by their families; 3. Care about social evaluation and desire to gain recognition and attention from others.

3.2.2 Self-identity Meaning-Making in State Withdrawn Male University Students: Life Stories in a Development State

Table 3 Table of Narrative Themes Coded for State Withdrawn Life Stories in a Development State

Category	Subcategory	Theme Events
Ambivalence, doubt	Not content with the present state	1. Feel dissatisfied with their present state; 2. Be willing to change but not eager to act; 3. Be able to cope with academic performance and interpersonal interactions but will consciously and actively avoid interaction with others.
	Be struggling mentally	1. Be highly reflective about themselves; 2. Understand but do not blindly follow social evaluation, and strike a balance between self-identity and social identity.
Sense of purpose	Seek for change	1. Evaluate things and people more according to their own standards or

		criteria, and have the need and motivation to explore their growth goals; 2. Have a stable outlook on life, values and worldview, and also explore and make further choices.
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State withdrawn participants, as shown in Table 3, have an unclear self-positioning in their life stories, and feel confused and distressed between self-positioning and external evaluation. They may consciously avoid social interactions and know what they do. They have motivation for growth and are mining their potentials to further identify their identity.

3.2.3 Self-identity Meaning-making in Traumatic Withdrawn Male University Students: Life Stories in a Crisis State

The life stories of traumatic withdrawn participants are prone to crisis, which can become an obstacle and threat to their personal development. They may lose development qualifications as they constantly retreat and lack self-control. They cannot devise effective solutions to conflicts and events and have no clear positioning about themselves. They lack self-recognition and affirmation and tend to be pessimistic when telling stories. They worry about “getting worse” or “failure” and lack the motivation for development. These could seriously affect mental health. See the details in Table 4.

Table 4 Table of Narrative Themes Coded for Traumatic Withdrawn Life Stories in a Crisis State

Category	Subcategory	Theme Events
Evasion, denial	Frustration	1. Academic-related setbacks, such as university entrance exams, senior high school exams, etc.; 2. Discomfort with university studies and life; 3. Poor experiences in interpersonal communication and interaction; 4. Lack self-control and have procrastination; 5. Conflicts in upbringing or in the family.
	Psychological gap	1. Large contrast between the ideal self and the real self; 2. Large contrast between the past self and the real self; 3. Many negative feelings and evaluations from outside and oneself
Sense of security	Refusing to face up	1. Feel rational about oneself; 2. Content with present state but not satisfied with oneself; 3. Intend to change but have not taken any actions; 4. Do something to make oneself fulfilled.

3.3 Self-identity Meaning-making Process in Withdrawn Male University Students

3.3.1 Self-identity Meaning-making Process of Trait Withdrawn Male University Students

—Preliminary orientation, limited exploration, self-regulation

In the life stories in a stable state, when confronted with conflicts between experience and reality, trait withdrawn participants would have a strong motivation to gain recognition and attention from others. But if they cannot maintain prior self-positioning or behavior pattern, they will feel upset or otherwise. They may lose confidence after they’ve found that they cannot meet their expectations through comparison, and tend to underestimate their potential and ability. They appear to be less inquisitive and often try to get attention and recognition from others in the field they are unfamiliar with, without deep dive into meaning making. When striving to change the facts they think impossible to change, they will actively adjust their mentality and change the action plans and goals they set earlier to attune the direction preliminarily.

Figure 3 below shows the multiple self-positions model diagram and the positioning and re-positioning process of trait withdrawn male university students, with fewer dots in the internal circle and more black and grey dots in the external circle. This means that participants have fewer descriptive comments on themselves internally and rely more on external viewpoints, and that participants position themselves more dependent on external views. The blue arrow line represents external influence from teachers, parents, classmates and other important people, especially from those who are authoritative. As a main internal motivation, belongingness promotes the dialogue between inside and outside. Whether in the past or present, these people tend to address problems in an assimilationist way and have less internal conflict. They are calm in narration and take things as they are. They build the impact of events on themselves as driven by the sense of belongingness, and lack the passion to make attempts and further exploration.

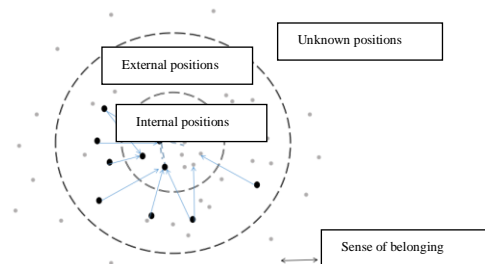


Figure 3 Multiple Self-positions Model Diagram and the Positioning and Re-positioning Process of Trait Withdrawn Male University Students

3.3.2 Self-identity Meaning-making Process of State Withdrawn Male University Students

—Ambivalence, doubt, extensive exploration, self-anchoring

In the life stories in a development state, state withdrawn participants show a good narrative coherence and clear temporal sequence. They constantly build a stable and consistent connection between the past and present. They may have doubt when their self-evaluation contradicts with that from others. When their personal experience differs greatly from reality, they will think and evaluate based on their own criteria and keep away from external evaluation. When things may not seem the same as previous self-positioning or behavior pattern, they will also feel upset or otherwise, but still will position themselves according to their own criteria. The retreating behavior is a conscious defense strategy. The attempt to explore more about oneself, and the intention and motivation to change are purposeful. The ideal or satisfactory state of growth has not yet been achieved.

Figure 4 showcases the multiple self-positions model diagram and the positioning and re-positioning process of state withdrawn male university students. There are more dots in the internal circle, which means the individuals have clearer evaluation on themselves in the inner position. Black dots are more than grey dots, which means there are more dialogical self-positions. Black and grey dots are scattered in the external circle, which means that the individuals accept or deny external views by comprising them with their own's, and their self-evaluation matters more. The blue arrow line indicates the internal position has a bearing on external position, in which the sense of purpose is the main internal motivation and influences the dialogue between external and internal positions, internal and internal positions, dialogical and non-dialogical positions. Whether in the past or present, the individuals have more ambivalence and doubt from conflicting experience, and deal with issues mainly by critical reflection. They model the impact of event on themselves under the drive of sense of purpose and have the need to make various attempts and further exploration. But they retreat from their ambivalence and doubt on themselves and have the need and motivation for change though they haven't taken any actions.

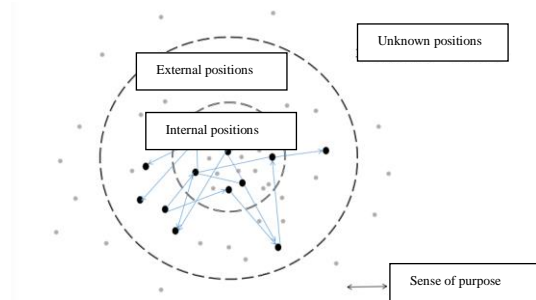


Figure 4 Multiple Self-positions Model Diagram and the Positioning and Re-positioning Process of State Withdrawn Male University Students

3.3.3 Self-identity Meaning-making Process of Traumatic Withdrawn Male University Students

—Experiencing distress, self-indulgence, suffering distress

In the life stories in a crisis state, traumatic withdrawn male university students will feel very distressed when their own experience conflicts sharply with reality, and refuse to face up. They will let it be or take a passive approach to the issue. They will choose to gain sense of achievement or satisfaction from games, interpersonal interactions or club activities, etc. to offset pressure. As a result, they may get a diffuse negative emotional experience and form a negative self-evaluation.

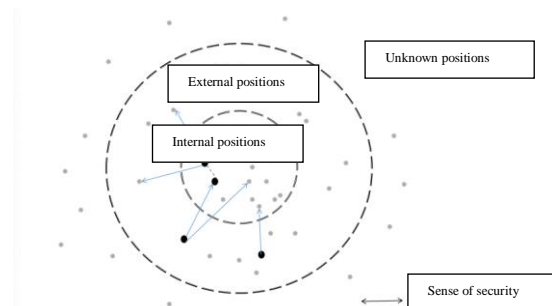


Figure 5 Multiple Self-positions Model Diagram and the Positioning and Re-positioning Process of Traumatic Withdrawn Male University Students

Figure 5 is the multiple self-positions model diagram and the positioning and re-positioning process of traumatic withdrawn male university students. There are fewer black and grey dots in the inner circle, which means that the individuals have many vague negative evaluations on themselves in internal position. The black and grey dots are also fewer in the external circle, which means that the individuals gain fewer evaluations from outside. They were less engaged in self-identity meaning-making and their internal drive mainly comes from their sense of security. Such enclosed self-defense strategy makes it difficult to diversify internal position and bring in external position, hence hampering the dialogue. Whether in the past or present, the individuals

are accustomed to evading issues. With internal conflicts not yet resolved, they have done less in meaning-making for previous experience to promote personal development, but would rather evade or deny issues and seldom make active attempts and exploration.

4. RESEARCH CONCLUSIONS AND SUGGESTIONS

4.1. Mechanism of Self-identity

Meaning-making in Withdrawn Male University Students

Based on the above research findings, a narrative model of self-identity meaning-making in male university students is created as shown in Figure 6. Amidst conflict resolution, external supporting resources can make a difference through the dialogue inside an individual and these resources mainly include upbringing (family structure and functioning, etc.), important people (parents, family, friends, lovers, teachers, etc.), cultural resources (hobbies such as reading and music, etc.), personal experiences (successes or landmark events, hurtful or threatening negative events, etc.), use of fantasy as a coping method (self-control, sense of boundary between fantasy and reality, etc.). Highly enterprising participants (promising for growth) would talk about the influence of event on themselves and their gaining, while less enterprising participants (traumatic withdrawn) have less complexity in self-identity meaning-making and focus on the event itself and personal feelings. Trait withdrawn participants haven't taken further attempts in self-identity meaning-making, while state withdrawn participants are still exploring the meaning of self-identity.

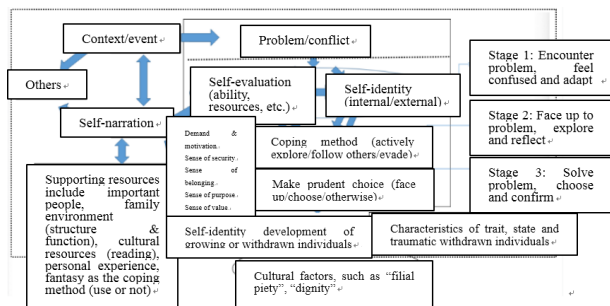


Figure 6 Narrative Model of Self-identity Meaning-making in Male University Students

In Stage 1, individuals make choices based on self-evaluation and recognition; in Stage 2, individuals make choices based on their execution and control ability; in Stage 3, individuals make choices directly or after thorough consideration. These three stages are reversible and interactive. Individuals may have different focuses during self-identity meaning-making as their motivations (sense of security, belonging, purpose, value) vary, which make a difference throughout conflict resolution. Trait withdrawn male university

students have no in-depth experience in Stage 1 and Stage 2 and haven't made further exploration, which can be characterized as preliminary orientation, limited exploration and self-adjustment. State withdrawn individuals are still in Stage 1 and Stage 2 and have not yet reached Stage 3, mainly characterized by ambivalence, doubt, extensive exploration and self-anchoring. Traumatic withdrawn individuals are mainly in Stage 1, experiencing distress, indulging themselves and suffering distress. Attribution, reflective criticism and comparison are the main contributors to the self-identity meaning-making. Individuals explore self-identity by defining the meaning of other people, scenarios and events, in which process self-innovation and commitment are also made. Therefore, if individuals can make the meaning for the impact of others or events and their gaining at high level, they will find it easier to explore self-identity; if the meaning is too abstract or has nothing to do with real life, this will hamper the formation of self-identity. When individuals explore more about themselves and raise self-awareness, the formation of self-identity will be easier; with self-commitment, individuals can better understand their feelings and acts and raise self-awareness, or in other words, if individuals adjust, change or abandon previous self-awareness as appropriate, or are open to change in meaning-making process, they may form self-identity more easily. Furthermore, macro-cultural factors can also contribute to self-identity meaning-making by edging into the micro environment where individuals stay.

4.2. Intervention Suggestions for Self-identity Meaning-making in Withdrawn Male University Students

In this research, intervention suggestions are based on the viewpoints from cultural psychology. Specifically, guided by microcosmic method, individuals get new experience by taking part in practical activities, extract self-positioning signs they get from actual scenarios, rebuild the private space between external and internal dialogue, internal and internal dialogue, external and external dialogue, change their way of act, and then fine-tune their self-positioning signs, so that they can achieve self-identity development.

4.2.1 Intervention Keynotes for Trait Withdrawn Individuals: Increasing "Present Input"

These withdrawn male university students seek for stability and "don't want to act". They remain unchanged in self-positioned and always attribute success or failure to themselves. They lack interest and motivation to explore and have not fully unlocked their potential. They appear to be strong outside yet weak inside, or in other words, their external position dominates and internal position matters less.

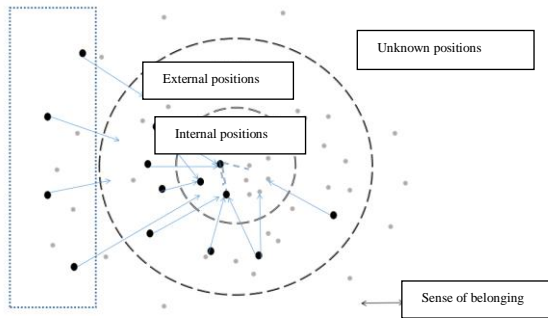


Figure 7 Intervention Hypothesis Based on the Multiple Self-positions Model for Trait Withdrawn Students

Figure 7 is a diagram of intervention hypothesis based on the multiple self-positions model for trait withdrawn students, who rely largely on external positions. Since university education aims to cultivate quality students, these male students should be given more opportunities and platforms to show their talents, to amplify their exploration scope, to approach more unknown fields or those they seldom explore, and to improve integration and openness of internal and internal dialogue, and internal and external dialogue, so as to enrich the meaning of self-identity and promote self-identity development.

Specifically, starting from natural intervention in campus culture, education managers such as counsellors, teachers and psychological counsellors can lead students to focus on “present input” during intervention. Trait withdrawn individuals are often passive but desire to get attention and show themselves. It is advisable to encourage these students to participate in various social activities, class management, club activities, internship, contests, etc. to explore more development opportunities. Supporting platforms for class activities and campus cultural activities can also be founded to call these students to show themselves, develop their ability, attitude, demand, interests and hobbies, and amplify their development scope. By increasing “present input” in self-identity, trait withdrawn students can make headway in self-identity meaning-making. All these are conducive to improving the enthusiasm of students, broadening their mind and unlocking their potential.

4.2.2 Intervention Keynotes for State Withdrawn Individuals: Provoking “Expectation for Future”

State withdrawn male university students have salient conflict inside and are facing self-identity crisis. They feel distressed, doubt and try to find their sense of purpose while making meaning for self-identity. They don't follow the trend blindly and have clear self-positioning. With no effective solutions to inside conflict, they have to retreat. They desire to change and find their development directions. These withdrawn individuals, the author believes, are those who “want to but fail to act” among “inactive” male university students. They typically characterize conflict in

intension and action. They are facing self-identity crisis. They doubt themselves and have no idea about where to go. They haven't taken any actions but boast potential to grow in the long term.

Figure 8 is a diagram of intervention hypothesis based on the multiple self-positions model for state withdrawn students, who can take a critical approach to external viewpoints and their own viewpoints weigh more. Internal and external dialogue and internal and internal dialogue bring them into self-identity crisis. In other words, the conflicts in the dialogue raise ambivalence and doubt, and force individuals to refuse to face up. They have strong desire and demand for change. As university education aims to cultivate quality students, it is advisable to encourage students explore in depth in the field closely related to them, set their development goals and unlock their potentials. By getting into the unknown field or those they haven't forayed, they can engender more dialogues between internal and external positions. With clear goals in mind, they are likely to take more actions, better identify the meaning of self-identity and advance self-identity development.

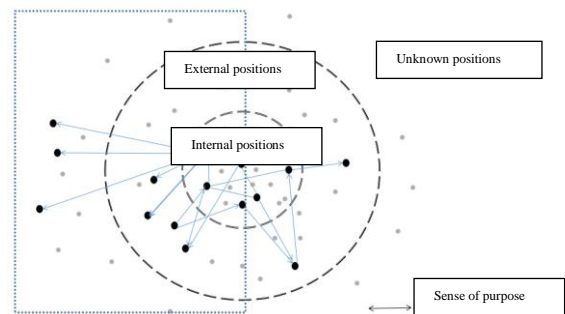


Figure 8 Intervention Hypothesis Based on the Multiple Self-positions Model for State Withdrawn Students

Specifically, starting from natural intervention in campus culture, education managers such as counsellors, teachers and psychological counsellors can lead students to form their expectation for future during intervention. It is also recommended to engage them in social activities, class management, club activities, internship, contests, career planning and design, class featured activities, campus cultural activities, etc. Meanwhile, male university students should be encouraged to take part in these activities according to their interests or competence, so that they can learn more about what they are interested in, fully unless their potential and interest, capture their personality trait and competence, and gradually set their development direction and goals. Some ritual ceremonies, such as bar mitzvah, friendship day, career experience day, etc., are also good ideas as they can be thought-provoking for students to plan for their future.

All in all, state withdrawn male university students can be guided to shed light on their “expectation for

future”, and better make the meaning, so as to address crisis issues. With external support, they can get their sense of purpose and unleash their potential.

4.2.3 Intervention Keynotes for Traumatic Withdrawn Individuals: Solving “Crisis of the Past”

Traumatic withdrawn male university students mainly characterize evading, denying and lacking sense of security. These individuals, the author believes, are who almost “cannot act” among those “inactive” male students. They said they had ever encountered crisis or threatening events. The term “traumatic” is agnostic to the trauma and stress-related disorders in psychogeny, but particularly denotes that the individual feels frustrated and hurt and hence overly defend himself or herself. This can impact all aspects of life and form a response manner. Appropriate psychological intervention or social support can boost their development.

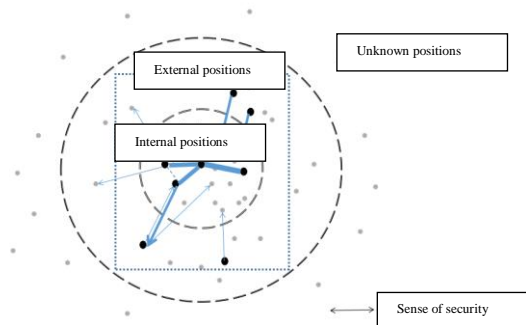


Figure 9 Intervention Hypothesis Based on the Multiple Self-positions Model for Traumatic Withdrawn Students

Figure 9 is a diagram of intervention hypothesis based on the multiple self-positions model for traumatic withdrawn students, who have fewer self-positions both inside and outside. They have no clear positioning about themselves but more negative evaluations. There are also fewer evaluations from outside. They used to be less engaged in self-identity meaning-making, and their motivation mainly comes from sense of security, with dialogues being constrained. Since university education aims to cultivate quality students, these students should be given more attention and evaluations from outside, so as to enhance internal and external dialogue and also internal and internal dialogue, solve the crisis of the past, introduce external positions to change internal positions, and finally promote self-identity development.

Specifically, education managers such as counsellors, teachers and psychological counsellors can guide and help students to deconstruct “crisis of the past” during intervention, and give them more care and help patiently and continuously. By establishing a stable and warm relationship between students and teachers, these traumatic withdrawn male students will open their mind and try to address the “crisis of the past”. According to

narrative psychology, everyone lives a text-based life, and one may encounter “problems” because he or she has too many stories that contradict with herself or himself. By deconstructing one can break down the “problematic story” and “reorganize” it to make the meaning of this part in the whole life and influence one’s self-awareness. Therefore, traumatic withdrawn male university students should be guided to separate themselves from the problem and interpret and rebuild their life from a new point of view. In other words, they should remake the meaning of prior crisis so that they can set footing at present stage and find their development goals for self-identity.

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