



Research on The Impact Path of The Social Support Comprehension Ability of International Students in China on The Crisis

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Abstract

To explore the degree of crisis vulnerability and coping methods of international students in China, and to understand the internal relationship between support and crisis. Methods: In study 1, a sample questionnaire survey was conducted among international students in 10 universities across the country, and the coping style scale, the perceived social support scale and the crisis vulnerability scale were used to evaluate before and after the intervention. The results showed that international students were seeking help ($t=-2.31$, $p<0.05$), problem solving ($t=-0.41$, $p<0.05$), rationalization ($t=-0.06$, $p<0.05$) three coping styles and friend support factor ($t=-0.06$, $p<0.05$). $=2.37$, $p<0.05$), there was a significant difference. The second study, conducted psychological counseling intervention for international students from Jinan University in China, the results showed that negative coping played a complete mediating role between social support and psychological vulnerability. Conclusion: Developmental group psychological counseling can effectively improve the ability of international students to solve problems and seek help.

Keywords: *psychological counseling; international students in China;*

1 INTRODUCTION

According to IE data, the number of students studying in China from 2013 to 2020 showed an upward trend year by year, from 328,000 in 2013 to 492,000 in 2019. The new era breeds new opportunities, and studying in China shoulders more important responsibilities and missions. The mental health status of international students in China and the level of ability to prevent and respond to psychological crises need to be further explored. International students studying in different places in China are faced with pressures such as academics, interpersonal relationships, cultural adaptation and living customs [1] [2]. They are more likely to have psychological crises, and their mental health needs to be paid more attention. Mental crisis refers to the psychological imbalance that occurs when an individual faces sudden or major life adversity [9]. Group counseling is a form of psychological counseling carried out in a group situation, which belongs to one of the methods of crisis intervention. Knowing, exploring, accepting, adjusting and improving relationships with others, and learning new attitudes and behaviors to

develop a good adaptive helping process³. Therefore, this study intends to select developmental group psychological counseling as the intervention method. Studies have shown [6] [7] [8]. that developmental group psychological counseling is one of the important ways of mental health education in colleges and universities, which can promote the healthy growth and all-round development of college students [5]. And developmental group psychological counseling has a positive impact on members' cognition, emotion and coping style, can enhance members' self-confidence, and is conducive to the establishment of new positive behaviors [3] [4].

To sum up, this study hypothesizes that through developmental group psychological counseling for international students in China, it can effectively improve their interpersonal sensitivity, anxiety, fear, depression and other psychological problems, and promote them to adopt a more positive way to deal with psychological crises and effectively improve their handling. capacity for mental problems.

2 RESEARCH METHODS

The actual measurement process of this research is divided into two stages. The first stage is to conduct a general survey on the distribution of questionnaires to international students in China. The second stage is based on the survey results of the first stage. Developmental group counseling.

2.1 Research objects

In this study, overseas students from China were the research objects, and the cluster sampling method was adopted to distribute questionnaires to universities with international student groups across the country. Finally, the questionnaires from ten universities, Jinan University, South China University of Technology, Shandong University, Beihang University, Chongqing University, and Chongqing Jiaotong University were returned. There were 469 questionnaires from universities, Beijing Foreign Studies University, South China Normal University, Soochow University and Jiangxi University of Finance and Economics, of which 465 were valid questionnaires, and the recovery rate was 99%. Among the 465 samples, 213 males accounted for 45.8%, and 252 females accounted for 54.2%.

2.2 Research tools

This study used the Coping Style Scale (62 items) compiled by Xiao Jihua et al., the Perceived Social Support Scale (12 items) compiled by Zimet et al., and the Crisis Vulnerability Scale (15 items) compiled by G Parry. A combined questionnaire was used to measure the study, with a total of 89 items.

2.3 Research Proposal

The research analyzes the feasibility and effectiveness of the prevention of psychological crisis of international students in colleges and universities through developmental group psychological counseling. The results of the control group and the control group were compared to verify the applicability of developmental group psychological counseling in adjusting the four aspects of life stress, vulnerability, coping style and social support perception of international students in China, and put forward countermeasures and suggestions. The members will be divided into three groups, A, B, and C, with 9-10 people as one group. Each group psychological consultation is led by three senior psychological consultants, and the members of the group will be "sandwiched". Group counseling. The frequency is once a week, a total of 6 times. Designing "Who am I", "Where am I from", "Where am I", "Present difficulties", "My fantasy" and "I Where am I going to" 6 topic. Two months after the end of the experiment, the members' feedback on related activities was collected and a follow-up study was conducted.

3 RESEARCH RESULTS

3.1 The results of general test analysis

The scores of immature coping styles (such as self-blame, fantasies, withdrawal, etc.) of international students are higher, and their problem-solving behaviors are lower than the reference interval. The overall standard deviation is relatively large, and there are significant differences between individuals. There is room for further improvement in the mental health status of international students and the analysis of various table coefficients is shown in Table 1.

Table 1. The mean and standard deviation of the 465 student census surveys

Variable	Mean	Standard Deviation	Reference Interval	Number of Terms	Alpha Coefficient	
Coping Styles	Problem Solving	0.26	0.17	0.60-0.75	11	0.60
	Help	0.55	0.30	0.15-0.30	10	0.52
	Self-blame	0.41	0.21	0.25-0.40	10	0.82
	Fantasies	0.39	0.23	0.30-0.45	10	0.66
	Back-off	0.43	0.22	0.25-0.40	11	0.63
	Rationalization	0.56	0.20	0.25-0.35	11	0.63
Understanding Social Support	Family Support	20.36	4.74	12.3-20	4	0.87
	Friend Support	18.37	4.86	12.3-20	4	0.89
	Other Support	18.48	4.96	12.3-20	4	0.81
	Overall Score	57.21	12.60	37-60	12	0.92
Stressful Events	Family	32.53	11.22	11-35	10	0.93
	Development	12.39	4.55	5-10	5	0.79

Learning	35.20	10.47	5-10	12	0.90
Living and Social	76.50	21.77	11-35	27	0.94
Crisis Vulnerability	8.51	3.19	5-10	15	0.60

In this experiment, each sub-scale has good reliability and validity and the alpha coefficient is between 0.60 and 0.94, which meets the requirements of psycho-metrics. According to the survey data, the scores of the immature coping styles of international students are higher, and the problem-solving behaviors are lower than the reference interval value; in general, social support is perceived as intermediate support; It's learning, family and development. The score of crisis vulnerability is in the range of being able to face most crises successfully, but there are also a small number of scores

in the range of being unable to maintain psychological balance under the shock of crisis events.

3.2 Pre and post test analysis results of the experimental group

In this study, SPSS 21.0 paired sample T test was used to analyze the pre- and post-test of each scale factor score of 29 international students in China. The results are shown in Table 2 below:

Table 2. Pre- and post-test analysis of each scale factor score in the experimental group ($\bar{x} \pm s$)

		Pre-test	post-test	t	p
Coping Styles	Problem Solving	0.77±0.10	0.86±0.13	-0.41*	0.039*
	Help	0.50±0.19	0.68±0.21	-2.31*	0.048*
	Self-blame	0.43±0.29	0.39±0.28	0.62	0.684
	Fantasies	0.59±0.22	0.61±0.19	-0.61	0.545
	Back-off	0.55±0.17	0.42±0.19	1.03	0.110
	Rationalization	0.42±0.17	0.47±0.17	-0.06*	0.029*
Understanding Social Support	Family Support	36.17±8.76	35.83±8.42	0.17	0.87
	Friend Support	79.28±16.51	79.93±19.96	0.28	0.78
	Other Support	13.86±4.94	13.79±4.61	0.16	0.43
	Overall Score	38.38±6.55	36.14±8.59	1.05	0.30
Stressful Events	Family	8.24±3.30	8.66±2.92	-0.54	0.59
	Development	58.69±8.10	63.15±12.64	-0.79	0.48
	Learning	20.86±2.90	20.41±4.62	0.52	0.61
	Living and Social	18.72±3.61	23.14±5.08	-0.05*	0.05*
Crisis Vulnerability		19.10±3.83	19.82±4.37	-0.90	0.28

Note: *p<0.05, **p<0.01, ***p<0.001 the same below

It can be seen from the table that the help-seeking and rationalization factors in the coping style scale and the friend support factor in the perception social support scale were statistically different before and after the test (t=-2.31, p<0.05). It shows that after developmental group psychological counseling, members' positive coping style and ability to perceive social support have been improved.

3.3 Post-test analysis results of the experimental group and the control group

Half a year after the end of the experiment, we distributed questionnaires to the experimental group and the control group, and used SPSS21. The scale factor scores were analyzed, and the results are shown in Table 3:

Table 3. Factor analysis of each scale of 29 samples from the experimental group and the control group ($\bar{x}\pm s$)

		Control group	post-test	t	p
Coping Styles	Problem Solving	0.24±0.12	0.76±0.13	-16.00***	0.00***
	Help	0.46±0.20	0.58±0.21	0.76	0.45
	Self-blame	0.55±0.23	0.41±0.28	0.06	0.96
	Fantasies	0.38±0.21	0.61±0.19	-4.42***	0.00***
	Back-off	0.39±0.16	0.60±0.19	-4.67***	0.00***
Understanding Social Support	Rationalization	0.58±0.18	0.47±0.17	2.43*	0.02
	Family Support	35.59±10.71	35.83±8.42	-0.10	0.92
	Friend Support	72.48±21.16	77.93±19.96	-0.96	0.34
	Other Support	32.41±10.87	13.79±4.61	8.49***	0.00***
	Overall Score	11.07±4.86	36.14±8.59	-13.68***	0.00***
Stressful Events	Family	20.55±3.70	20.41±4.62	0.13	0.90
	Development	19.93±3.87	21.14±4.08	2.72	0.04***
	Learning	19.41±3.78	17.90±4.37	1.42	0.16
Living and Social	8.52±2.54	8.66±2.92	-0.19	0.85	

Note: * $p<0.05$, ** $p<0.01$, *** $p<0.001$ the same below

Data analysis showed that the control group and post-experimental test group were better at problem solving ($t=-16.00$, $p<0.001$), fantasy ($t=-4.42$, $p<0.001$), withdrawal ($t=-4.67$, $p<0.001$), and rationalization ($t=2.43$, $p<0.05$). There are significant differences in the four coping styles; and the scores of the family and development subscales in stress events have significant changes. Among them, the family stress events in the control group are significantly higher than those in the post-test group ($t=8.49$, $p<0.001$) while developing stress events was significantly lower than the post-test group ($t=-13.68$, $p<0.001$). As well as the friend support comprehension ability in the comprehension social support scale, the post-test score of the experimental

group was higher than that of the control group ($t=2.72$, $p<0.05$).

3.4 Factor path analysis

Social support has a positive predictive effect on positive coping ($\beta=0.238$, $P<0.05$); social support has no predictive effect on psychological vulnerability ($\beta=-0.006$, $P>0.05$); Psychological vulnerability had no predictive effect ($\beta=-0.101$, $P=0.046$); social support had a negative predictive effect on negative coping ($\beta=-0.363$, $P<0.05$); negative coping had a negative predictive effect on psychological vulnerability Predictive effect ($\beta=-0.455$, $P<0.05$), see Table 4:

Table 4. Path Coefficient Analysis

STDYX Standardization		Estimate	S. E.	Est. /S. E.	Two-Tailed P-Value
SS	BY				
	SS1	0.717	0.041	17.319	0.000
	SS2	0.675	0.045	14.841	0.000
	SS3	0.931	0.031	29.651	0.000
PC	ON	0.238	0.055	4.360	0.000
NC	ON	-0.363	0.051	-7.145	0.000
PV	ON	-0.006	0.063	-0.089	0.929
PV	PC	-0.101	0.051	-1.992	0.046
	NC	-0.455	0.052	-8.744	0.000
Intercepts					
	PV	8.154	0.351	23.213	0.000
	SS1	4.128	0.244	16.929	0.000
	SS2	3.591	0.180	19.973	0.000
	SS3	3.546	0.171	20.683	0.000
	PC	4.387	0.215	20.383	0.000
	NC	2.779	0.100	27.840	0.000
Variances					
	SS	1.000	0.000	999.000	999.000
Residual Variances					
	PV	0.792	0.043	18.410	0.000
	SS1	0.485	0.059	8.223	0.000
	SS2	0.545	0.061	8.979	0.000
	SS3	0.133	0.058	2.288	0.022
	PC	0.943	0.026	35.836	0.000
	NC	0.869	0.037	23.441	0.000

4 CONCLUSIONS

In this study, a large sample of data was collected on the psychological status of international students from ten colleges and universities, and a general understanding of the psychological status of international students in China was obtained, and the results were consistent with previous research. First, international students use more passive coping methods. When facing problems, they use more self-blame, fantasies, and withdrawal coping methods, rather than trying to solve problems. Second, the crisis vulnerability of most international students remains at a medium level. However, some international students have poor ability to deal with crises, and then have corresponding emotional problems; third, most of the stressful events of international students come from study life and interpersonal communication, and cultural exchanges and other obstacles make them more tense and sensitive to interpersonal relationships. Intervening in the form of developmental group counseling and conducting data analysis, it is found that the international students in the experimental group who participated in group activities have improved in the following aspects: (1) In terms of coping style, not only did the help-seeking factor reach a significant level in the pre-test and post-test, but the post-test group solved the problem. The coping style of the problem was also significantly higher than that of the control group, indicating that team members adopted a more active problem-solving method, which fully demonstrated the effect of group coaching. (2) According to the semantic analysis of the evaluation of group

members, it can be found that "happy", "friends", "enjoyment" and other positive words appear more frequently. In addition, in the process of group counseling, there will be social learning among group members, which will help members to improve their interpersonal skills, and at the same time, group cohesion will be formed and enhanced, which will make group members have a strong sense of belonging and identity. A very important experience in social life. (3) Correlation analysis shows that the crisis vulnerability of international students is negatively correlated with perceived social support. This shows that when individual international students face a crisis, if their vulnerability is higher, they will perceive less social support.

Due to objective reasons such as the time limit of the study and its own energy, there are still many problems to be improved in this study. For example, due to the small sample size and the small number of group consultations, this study did not obtain more significant pre- and post-test results, and the tracking of the members of the experimental group was only maintained for half a year. On the basis of expanding the sample, future research hopes to combine the differences of world culture and increase the number of corresponding group consultations, so as to better promote the mental health development of international students and get rid of the troubles caused by adaptation problems to a greater extent.

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