



Psychological Consultation Service at Chinese University in the COVID-19 Era: A Case Study of Zuni University, Guizhou Province, China

Li Tang^(✉)

Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep,
Bangkok, Thailand
658240200407@mail.rmuth.ac.th

Abstract. The global epidemic (COVID-19) has significantly impacted current college students' studies and lives. COVID-19 had a particularly negative impact on the students of Zunyi Normal University in Guizhou Province, revealing abnormal mental health in dozens of students, affecting regular education and teaching, and seriously impacting family life. However, research on this topic is still insufficient, affecting students' mental health development and causing negative social consequences. As a result, this paper focused on the tests and psychology of 10,000 students experiencing psychological stress using SPSS software and invited well-known psychologists to provide psychological health counseling to students experiencing psychological stress. Meanwhile, the grid psychological management mode was used in conjunction with reality to conduct systematic and in-depth practical exploration. According to the findings, closed management, busy learning reports, and passive and unwilling choices were the primary causes of students' mental health. On the other hand, the use of expert guidance, grid management of head teachers and counselors, and careful cooperation of families and universities all played a positive role in improving students' mental health. As a result, the findings of this study are significant in enhancing the mental health of college students and are worthy of being cited.

Keywords: Students of university · Psychological health · Counselling and investigation · COVID-2019

1 Introduction

1.1 Background and Rationale

College psychology is a branch of psychology that studies the psychological activities and laws of college students in an educational setting. Its research objectives are primarily two: First, college students; then, efficient teachers. College students are idealistic young people with a high cultural level. However, when they deal with puberty, their thoughts and emotions fluctuate considerably, and they are prone to psychological stress (Bandura, 1982; Yaolm, 1985; Zhang and Feng, 2006). As a result, the mental

health of college students has always been a major concern for the international community, which is critical to improving the quality of college education. However, as society has advanced, college students' mental health issues have become more prominent. Distribution scholars have conducted relevant research on it from the following aspects: (1) genetic factors: inheritance refers to the phenomenon that a specific parent characteristic is expressed in the offspring through genes. (2) Influencing factors of a family: a family is an organizational form of social relations consisting primarily of a husband and wife, as well as parents, children, and other relatives. It is the fundamental unit of individuals' most common, fixed, and long-term social life through group life and will impact students' psychological development. (3) School factor: the school is a purposeful, systematic, and organized social institution run by full-time staff with the direct goal of influencing college students' physical and mental development. When college students graduate, a portion of their living arrangements must be dependent on the school's management. As a result, the school will have an impact on their mental health. (4) Social and environmental factors: scientific and technological progress, social and economic conditions, political system, and other development levels will also have a specific impact on the psychology of college students. Scholars' research has revealed the influence and restriction of College Students' mental health development (Bower and Hilgard, 1981; Qian, 1994; Shu, 2021; Dong, 2021). However, the psychological health of contemporary college students still presents complicated changes, especially under the influence of COVID-19. Students frequently experience frequent mental health abnormalities due to the limitations of their learning styles and daily work and rest time, which has seriously harmed their physical and mental development. For example, a mental health survey of students at Zunyi Normal University in Guizhou Province discovered that psychological stress among students is increasing during the epidemic. In this regard, some researchers have used questionnaires to conduct research and analysis. However, it still lacks an in-depth discussion of college students' psychological health problems using statistics, multiple linear regression, and other analysis methods (Dong, 2021). It is necessary to conduct relevant research and hold relevant discussions.

1.2 Research Questions

Given the current pressure situation of students at Zunyi Normal University, the poor mental health of college students is on the rise, affecting student development and education management. In this regard, it is planned to conduct psychological health testing and analysis of students exposed to COVID-19 to reveal the distribution characteristics and laws of psychological health of college students exposed to COVID-19 and provide essential information for students' psychological guidance.

1.3 Research Hypotheses

According to the research needs, it is assumed that under the COVID-19 epidemic, the psychological stress of college students is only closely related to its source, influence, and manifestation. Other factors will not be analyzed and discussed. If the relevant survey data conform to the statistical analysis principle, applying multiple linear regression can reveal the relevant change rules.

1.4 Research Objectives

Does COVID-19 affect the psychological pressures placed on students from their families and communities? It is unclear if the students' mental health problems result from the stresses of school and life or whether they are merely addicted to modern online drama.

This paper discussed the psychological pressure of college students from the following aspects: learning motivation (enthusiasm for participating in practical activities) and the attitude of participating in class work (communication attitude and classroom performance with classmates).

Previous research has revealed numerous factors influencing college students' psychological stress. However, because of the epidemic, their psychological impact factors are not well understood. As a result, relevant research and discussion are conducted on the following topics: family influence factors, social influence factors, physical influence, economic condition influence, affection, and communication among classmates.

It is intended to carry out cultural construction to meet the needs of students, stimulate their cognitive connotation research, promote constructive learning discussion, improve their self-efficacy, and train them to reflect actively. Furthermore, we will actively investigate the healthy development of student mental health and create a positive campus culture using these enlightening and stimulating methods.

1.5 Scope of the Research Study

This study mainly aims at the students of Zunyi Normal University in Guizhou Province to carry out mental health research under the control of COVID-19. Therefore, the content of the study primarily focuses on the source, influence, and manifestation of mental health.

1.6 Limitation of the Research Study

The test data was collected only from students at Zunyi Normal University in Guizhou Province, and the sample data was only 10,000 from Zunyi Normal College, which was a small sample size. As a result, the research findings may have specific limitations, and additional in-depth research to explore similar topics is required.

2 Design of the Study

Through the questionnaire survey, 10,000 mental state data were collected, and statistical analysis was performed on the collected data. SPSS statistical analysis is a widely adopted mathematical technique for the study of psychology that has been implemented in numerous fields. Characteristics, development trends, group differences, individual differences, and the interaction between groups can be investigated by statistical analysis. This study primarily applies cluster analysis and analysis of variance to sample data.

3 Results

3.1 Influence of College Students' Psychology

The psychological quality of contemporary college students has an important impact on the development of the social economy, which has attracted the wide attention of the whole society. In order to study the psychological quality of college students, the students at our university spontaneously organized surveys and tests on the first-year students of Zunyi Normal University and other schools in Southwest China. They carried out data analysis and information summaries. Overall, many factors affect college students' values and psychological quality. According to the study's findings, the following factors influenced values and psychological quality among people's wishes: family variables account for 95% of people's desires, school education elements account for 83%, social environment factors account for 86%, friends' factors account for 70%, literary works (books, movies) account for 59%, and other factors account for 28% (Fig. 1). Clearly, the influences on college students' values and psychological qualities are complicated and can be classified into external and internal causes.

Second, the data results were analyzed from an overall perspective. The influencing factors are of two types: external and internal. It is difficult for college students because they have just begun university life. Students must adjust to new regional characteristics, new learning methods, new groups, and varying levels of comprehension. This is a significant departure from their previous learning experiences. Positive and negative effects from schools, families, and society will undoubtedly affect the values and psychology of students (Fig. 1 and Fig. 2).

3.2 College Students' Satisfaction and Mood

Based on the analysis of College Students' satisfaction and psychological emotions, it was discovered that the majority of respondents have a positive attitude toward a future life, and a significant number of respondents have specific plans for their future, as well as relatively straightforward employment orientations. Furthermore, the vast majority of them are psychologically positive. The questionnaire survey results were analyzed as follows: 1. Have a sound plan for college life. According to the survey data analysis, most college students have made short-term and long-term plans for their college lives. 39.13% of students wanted to have a strong love and enrich their love life in their (short-term) planning before graduation. 73.04% of students desired to achieve academic success, study seriously and compete for a scholarship. 76.52% chose to expand their personal interests and broaden their connotation. Another 53.91% of students wanted to work part-time to help their families and prove themselves while exercising. 45.22% of the students desired to dress up and alter their appearance. In general, most students want to improve themselves, either internally or externally, during their four-year college life, and they hope to change and improve through short-term planning.

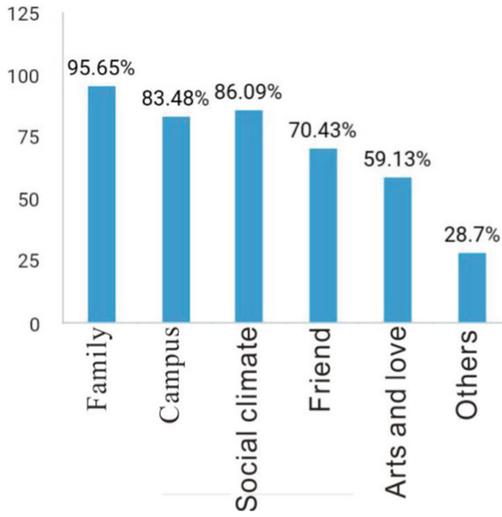


Fig. 1. Investigation and analysis of psychological influencing factors

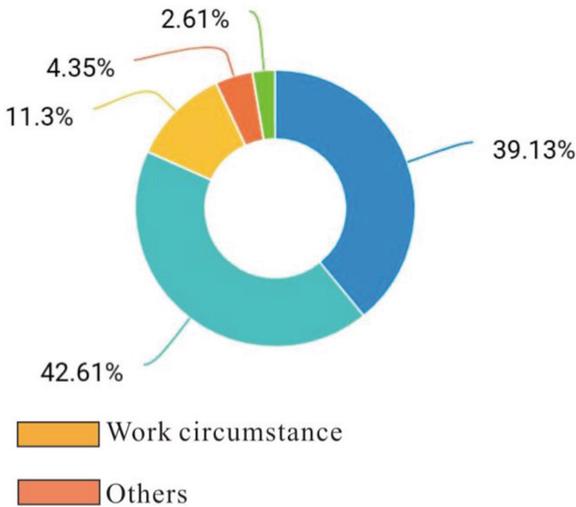


Fig. 2. Influence of employment on psychology

3.3 Impact of Future Planning on Present Life

The future is unknown. We have no knowledge of what will occur in the future. We only have access to the present and the history. However, as for future planning, we can boldly imagine the future is bright.

There is no plan to do things. A blind man rides a lousy horse and walks a few steps without tripping. He thinks that he has reached the Yangguan road and is complacent. This is a terrible and dangerous lesson. A clear understanding of the future and proper

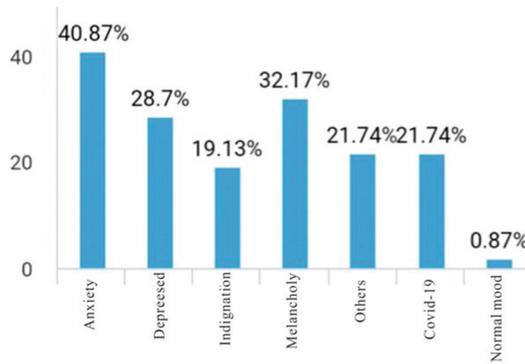


Fig. 3. Emotional expression of College Students under COVID-19

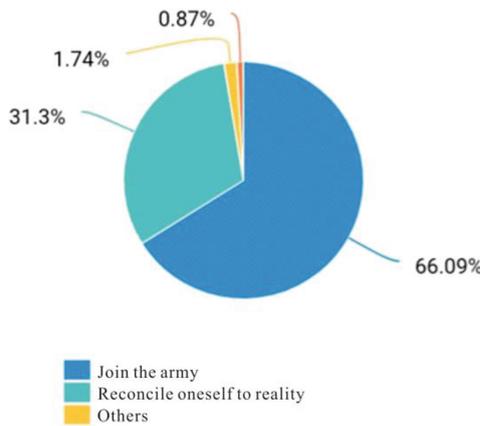


Fig. 4. The attitude of college students facing difficulties in the epidemic situation

planning will gradually affect living conditions. People who feel confused about the future will always be affected by trivial matters intermittently, and they will not be able to concentrate on their lessons. They will gradually lose confidence and determine the final result negatively (Fig. 3).

Planning for the future will make me more self-disciplined, and I will no longer behave as I want and let nature take its course. They must exert maximum effort when things are going well; there is no alternative. If we create a solid plan and implement it, we will undoubtedly see some progress. We can only identify the flaws at this level through introspection, allowing us to rectify the prior deficiencies as much as feasible promptly. No of the current time, it is never too late to stop time loss (Fig. 4).

3.4 Outlook on Life and Values

According to the survey data, 6.09% of the students have no feelings about college life and even regret it. They may have failed the college admission exam and did not enroll

at the desired university. They lament the fact that they did not study more diligently or retake their studies. Regarding their future, these students are uncertain. They are pleased with the status quo, despite their unwillingness to change it. 25.22% of the students felt degenerated and disliked attending high school. After entering the University, the learning environment changed utterly, requiring students to adapt their learning approaches. Without the pressure of the college admission exam and the strict limits of teachers and parents, many students begin to degenerate and think negatively.

On the other hand, 57.39% of the students felt they had gained something in college. After enrolling in college, students have numerous opportunities for self-improvement. They possess ample free time. They can engage in a variety of engaging activities. In practice, they should be able to learn many new and valuable things. Unfortunately, this also reflects the negative side of college students. Only 11.3% of students are enthusiastic about college life (Fig. 4). These students are comfortable with the current quo, believing that the university is completely unrestricted and that they can waste as much time as they choose, resulting in a loss of motivation to improve themselves.

Negative emotions often appear after going to college. According to survey data, only 21.74% of college students have no negative emotions and the majority experience negative ones. 40.87% of them reported feeling restless. Some students are sober and degenerate without studying or making any effort, while others improve by reading and learning. Others would rather spend the entire day in the library preparing for the CET-4 and CET-6 (College English Test Bands 4 and 6) and postgraduate entrance examinations. As a result, the gap between the two types of people who began with identical backgrounds is widening. 28.7% of the students felt dejected and sad. The gap between peers and the difficulties of love and complex social interaction demotivates them. They become sadder and more depressed when deprived of simple and happy times. 19.13% of students felt irritated frequently. It is said that the university is a small society. Students who have recently left their hometown and enrolled in the university will confront numerous situations that make them feel unjust. Without the protection of their families, they have been subjected to unprecedented treatment. This distinction may be challenging for them to accept. 32.17% of college students often feel depressed. Adulthood is attained upon enrolment in the university. Love is attractive and desirable for college students who have recently reached maturity but are still adolescents. Without the supervision of adults in middle school, many young people with spring in their hearts have begun a long-anticipated relationship, but love is not always sweet and romantic. If rejected, they might become depressed and distracted. Even some college students will lose themselves in love and become preoccupied with it (Table 1). This makes their academic experience increasingly hostile. Other negative feelings were experienced by 21.74% of the students. In general, the majority of college students experience negative emotions in every part of life.

In addition, many college students lack the ability to transform stress into motivation and eliminate negative emotions. All of these factors contribute to the negative psychological side of college students. The comprehensive survey analysis reveals that modern college students are dissatisfied with college life and have a poor understanding of their psychological emotions. Consequently, they are unable to establish their own goals and significance, feel unmotivated, and have a negative outlook on life.

Table 1. Logistic regression analysis of influencing factors of College Students' mental health (Cited from Guo et al., 2020)

Main influencing factors of mental health in COVID-19	β	X^2	P	95% CI
Knowledge of COVID-19	-1.664	1.785	0.009	0.318
Attention to COVID-19	-1.146	6.793	0.16	3.085
Campus closed teaching	1.127	5.855	0.24	0.656
Government action for COVID-19	-0.421	1.378	0.015	2.484
Degree of family concern for students	-1.229	8.563	0.003	0.25
Degree of teacher concern for students	-0.273	1.143	0.286	0.756
Degree of friend concern for students	-0.842	8.007	0.045	2.321

β = Regression value when constant is 0. X^2 = Coefficient of determination. 95% CI = confidence interval

4 Measures to Improve the Mental Health of College Students Under the Influence of Covid-19

In the current form of reform and opening, the psychological quality of college students is deteriorating. Weak psychological capacity makes it increasingly difficult to withstand the pressure of all aspects of society as social reform and change has accelerated. Therefore, the psychological quality of college students needs to be strengthened for them to adapt to the current pressure and the rising social-psychological demands.

- (1) The newspaper has a positive attitude. A positive attitude leads to ideal results. We also find that positive thinking is active in real life. When we encounter something, we should look on the bright side, avoid the negative side, and steer events in a positive direction. Numerous books demonstrate that positive thinking leads to a positive life.
- (2) Maintain a healthy and stable mood. Young people's temperaments are sometimes difficult to control. If they lose control, they will commit numerous foolish acts. However, with consistent effort, young people will become more rational when confronted with problems and will not succumb to impulses.
- (3) Strong willpower. Will is the psychological process of choosing, deciding, and carrying out an activity with a purpose. People with strong will often show a high consciousness, decisiveness, tenacity, and strength in action.
- (4) Have a sound and unified personality. Personality refers to the sum of stable psychological characteristics of an individual. Personality perfection means having a sound and unified personality. That is, what individuals think, say, and do is coordinated. First, the elements of personality structure are complete and unified. Have an accurate self-awareness, do not produce self-identity confusion, take a positive outlook on life as the core of personality, and take this as the centre to unify their own needs, goals, and actions.
- (5) Evaluate yourself correctly. Correct self-evaluation is an essential condition for college students' mental health. Therefore, college students should observe, identify,

judge, and evaluate themselves. Positivity can be achieved if students take the time to get to know themselves, appreciate who they are, and embrace who they are. This can be accomplished with a healthy dose of self-awareness, self-acceptance, and self-love.

- (6) Develop and maintain good interpersonal relationships. Maintaining a refined personality in communication, having self-knowledge and self-knowledge, and being neither humble nor overbearing is the foundation of career success and happiness. They can evaluate others and themselves objectively, use others' long-term work to compensate for their shortcomings and treat others leniently. Be willing to assist others and communicate more positively than negatively. As a result, communication motivation can be inspired.
- (7) Actively participate in practical activities. College students should actively participate in community activities and exert themselves in the melting pot of society to consistently improve their social skills. Community is a highly effective social practice. If you can play a specific position in the community, you can develop your talents and enhance your involvement and management skills while serving the students with more intent.
- (8) College students' psychological and physiological behaviors correlate with their psychological age. College students are unique parts in a specific age stage. College students should have psychological and behavioral traits commensurate with their ages and responsibilities.

The factors influencing college students' future employment inclination can be loosely categorized into external value and income. 42.61% of college students reported giving greater consideration to welfare and high salary when seeking future work. Intrinsic value factor: the opportunity for self-development. 39.13% of college students anticipate that their future employment will allow for self-improvement, accommodate their interests and hobbies, provide training chances for their autonomy, and allow them to go overseas. Therefore, these students are more concerned with the development possibilities of their future positions. Objective environmental factors: Few students favor an outstanding work environment and harmonious interpersonal ties. In general, the majority of college students prefer jobs with higher incomes or larger opportunities for professional growth (van Beijsterveldt et al., 2003; Nygren et al., 2005).

The survey found that today's college students generally have positive and healthy perspectives on the future, planning, and employee orientation. They have their own unique and correct values. Most of them aim to accomplish something through learning and continually strive to improve themselves through learning constantly.

5 Conclusion

In summary, the epidemic situation has a significant impact on college students' mental health, which should be addressed as soon as possible so that effective measures to improve college students' mental health can be implemented. This health issue among Zunyi Normal School students is important enough to warrant attention. Accordingly, the following measures are suggested:

According to an old proverb, there are many contradictions when we step back. If both sides can take a step back, the relationship around us will be in harmony. People will be full of positive energy and work more efficiently, so their psychological problems will be addressed. Therefore, it is proposed that schools.

Students need guidance. In addition to focusing on students' academic accomplishments, schools should also provide guidance for students' quality education and educate students with outstanding moral, intellectual, physical, artistic, and labour skills. Only when college students are more robust can they take over the previous generation's baton and become the country's mainstay in the future.

It is advised that parents modify their educational concepts and alter the educational system that emphasizes intelligence while neglecting morality. Parents should not have a superiority complex. If parents can lower their posture and build a "friend" relationship with their children, it will be easier to interact with and comprehend the maturing psychological traits of youngsters. Thus, parents can effectively guide their children to develop positive experiences and values.

In short, students' mental health is in jeopardy under COVID-19 conditions. Therefore, based on policy guidance, dissemination of epidemic knowledge, real-time disclosure of epidemic information, rigorous analysis and evaluation of epidemic information, timely communication, and dialogue with students under psychological pressure, it is necessary to conduct certain practical activities on campus and regularly invite psychological experts for guidance. Additionally, schools, families, and society should collaborate closely to create a positive learning environment by minimizing college students' mental health problems and enhancing the quality of the campus setting.

Acknowledgments. Completing this paper is thanks to the patient guidance and warm help of teacher UTK_ISIC.

Authors' Contributions. The author Tang Li has finished writing this paper.

Bibliography

- American Psychological Association. (2022). (n.d.). Internet addiction. *In APA dictionary of psychology*. Retrieved April 24, 2022, from <https://dictionary.apa.org/internet-addiction>.
- Bandura. (1982). *Self-efficacy mechanisms in human agency*. American Psychologist.
- Bower, G. H. (1981)., *Hilgard E R.Theories of Learning (5th edition)*.Prentice-Hall, Inc.
- Chandler, N. (2020). *What's the difference between Sasquatch and Bigfoot?* HowStuff-Works. <https://science.howstuffworks.com/science-vs-myth/strange-creatures/sasquatch-big-foot-difference.htm>
- Chuli, S. (2021). *A study on the psychological stress and its influencing factors of doctoral students in key laboratories of colleges and Universities*. East China Normal University.
- Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>.

- Fagan, J. (2019). *Nursing clinical brain*. OER Commons. Retrieved January 7, 2020, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>
- Guo, J., Yang, L. C., Sun, Z. X. (2020). Analysis of Mental Health of College Students and Analysis of Influencing Factors during Epidemic of COVID-19: Take Some Universities in Beijing as an Example. *Academic trends and new perspectives*, 24, 196–202.
- Guoli, D. (2021). *Analysis and Countermeasures of mental health status and influencing factors of postgraduate students in a Medical University in Southwest China*. Chongqing Medical University.
- Guoyong, Z., & Wei, F. (2006). *Higher education psychology(Chinese)*. Chongqing Publishing House, 2006.
- https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1.
- <https://doi.org/10.1037/0000048-000identities/2020/3/7/21163193/internationalwomens-day-2020>
- Kamin, H. S., Lee, C. L., & McAdoo, T. L. (2020). *Creating references using seventh edition APA Style* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>.
- Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sports performance enhancement: Mental training for athletes and coaches*. American Psychological Association.
- Machado, J., & Turner, K. (2020). *The future of feminism*. Vox. <https://www.vox.com/>
- Nygren, B., Alex, L., Jonsen, E., Gustafson, Y., Norberg, A., & Lundman, B. (2005). Resilience, sense of coherence, purpose in life and self-transcendence in relation to perceived physical and mental health among the oldest old. *Aging mental health*, 2005, 9(4): 354–362.
- Obama, B. [@BarackObama]. (2020). *It is World Health Day, and we owe a profound debt of gratitude to all our medical professionals*. They are still giving [Tweet]. Twitter. <https://twitter.com/BarackObama/status/1247555328365023238>
- Qian Mingye, Q. (1994). *Psychological counseling and psychotherapy*. Peking University Press, 1994.
- Rutledge, P. (2019). The upside of social media. *The Media Psychology Blog*. <https://www.pamclarutledge.com/2019/03/11/the-upside-of-social-media>.
- van Beijsterveldt, C. E. M., Bartels, M., Hudziak, J. J., & Boomsma, D. I. (2003). Causes of stability of aggression from early childhood to adolescence: A longitudinal genetic analysis in Dutch twins. *Behav Genet*, 2003, 33(5): 591–605.
- World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*.
- Yaolm, I. K. (1985). *The theory and practice of group psychotherapy*. New York: Basic book, 1985.
- Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

