

The Relationship between Left Behind Children's Life Stress, Loneliness and Happiness: The Mediating and Moderating Role of Psychological Capital

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Abstract. At present, China's GDP keeps rising, but the national happiness index has not been continuously increased, and there are differences in happiness among individuals of different ages. Especially, the mental health level of the Left-behind Students in adolescence is relatively low, so it attracts the attention of the society and the educational circles. In the absence of parents as guardians, the lack of psychological security of these children will also be included in one of the research concerns. This paper mainly examines the relationship between life stress and left-behind children's loneliness, well-being, and the role of psychological capital in this relationship. Through the analysis of specific data, this paper draws a conclusion, so as to reduce the pressure of Left-behind children's life and improve their well-being to make some theoretical discussion.

Keywords: left behind children, life stress, loneliness, happiness, psychological capital.

1. Questions Put Forward

At present, Chinese researchers have conducted a one-way study on adolescents' psychological capital (Ma Hongli, 2015), and some scholars have linked it with psychological loneliness and subjective well-being respectively (Shi Yanhua, 2015; Tang Jialin, 2012). The results show that the promotion of individual psychological capital helps to reduce loneliness and improve the subjective well-being. View happiness. But most of these studies are aimed at college students and middle school students, and there is little research on Left-behind children. Compared with college students and non-left-behind children, left-behind children's physical and mental development, psychological and social adaptation and subjective well-being level are mostly low. In order to pay more attention to the growth of left-behind children and put forward effective suggestions for their problems, this study will leave-behind children indeed. At the same time, this paper makes a systematic study on the psychological capital, life pressure, loneliness and well-being of the left-behind children, and explores the role of psychological capital in the relationship between life stress, loneliness and well-being of the left-behind children.

2. Research Process

2.1 Object of Study

The convenience sampling method was used to select the left behind children in four schools in XX province. A total of 463 questionnaires were returned from 500 questionnaires. The recovery rate of the questionnaires reached 92.6%. 18 invalid questionnaires were removed because of non-conformity and inconclusive handwriting. According to the situation of parents going out to work, 157 students were excluded, and 288 valid questionnaires were finally obtained. The specific situation is shown in Table 1:

2.2 Research Tools

The scale of adolescent life events compiled by Liu Xianchen and others, the scale of positive psychological capital compiled by Zhang Kuang and others, and the subscale of overall subjective well-being compiled by Zheng Xue and others were used for the investigation.

Table 1. basic situation of left behind middle school students

		N	Percentage
Sex	male	107	37.2
	female	181	62.8
grade	First day	33	11.4
	First two	48	16.7
	Junior middle school	32	11.1
	Grade ten	33	11.4
	Senior sophomore	140	48.7
	Third year in high school	2	0.7
Length of stay experience	Less than 1 years	90	31.3
	1~5	152	52.8
	6~10	22	7.6
Father's cultural level	More than 10 years	24	8.3
	Primary school and below	122	42.4
	High school level	150	52.1
Mother's cultural level	College or above	16	5.5
	Primary school and below	168	58.3
	High school level	113	39.2
	College or above	7	2.5

2.3 Research Findings

2.3.1 Gender Differences in Psychological Capital of Left behind Children

Table 2. gender differences in psychological capital of left behind children

	Male (M + SD)	Female (M + SD)	t
Self-reliance	11.19±2.96	11.61±2.91	-1.166
Express gratitude	8.3551±2.69	7.68±2.18	2.199
Tolerance and friendliness	10.33±2.92	10.36±2.66	-.167
Self-confident and enterprising	10.96±2.55	10.39±2.29	1.434*
optimistic	12.28±3.06	12.23±3.24	.163
PC total score	53.15±10.09	52.71±8.59	.751

Note: M means average, SD means standard deviation, PC total score is total score of psychological capital scale.

As can be seen from Table 2, the left-behind children of different genders have reached 0.05 level of gratitude and self-confidence and enterprising, indicating that left-behind children's gratitude and self-confidence and enterprising are significantly different in gender.

2.3.2 Grade Differences in Psychological Capital of Left behind Children

Table 3. differences in psychological capital among left behind children

	Grade one (M + SD)	Grade 2 (M + SD)	Grade 3 (M + SD)	Grade ten (M + SD)	Sophomore year (M + SD)	F
Self-reliance	12.42±3.63	12.33±2.39	9.72±2.09	10.73±1.75	10.94±1.89	4.089**
Express gratitude	7.13±2.03	7.97±2.53	6.42±1.82	10.55±2.50	7.90±2.18	8.024***
Tolerance and friendliness	9.77±2.30	10.97±2.71	8.00±1.75	12.00±2.80	10.24±2.71	6.706***
Self-confident and enterprising	10.90±2.56	10.56±2.24	9.35±1.78	10.73±2.82	10.75±2.52	1.698
optimistic	13.13±3.52	12.33±2.85	9.57±2.27	11.60±2.47	12.42±3.25	4.246**
PC total score	53.18±10.41	54.20±8.03	42.92±7.70	55.53±6.16	52.97±9.16	6.896***

Note: ***p<.001, **p<.01, *p<.05, M means average, SD means standard deviation, PC total score is the total score of the Mental Capital Scale.

Table 3 is the result of the difference test of Left-behind children's psychological capital. From the table, we can see that left-behind children's self-reliance, sense of gratitude, tolerance, friendliness, optimism and cheerfulness have significant differences in the grade variables, in line with the original hypothesis. The scores of self-reliance, tenacity, optimism and cheerfulness of the first grade students were slightly higher than those of the other grades, and the scores of gratitude and tolerance and friendliness of the first grade students were significantly higher than those of the other grades. In addition. The total score of psychological capital of Left-behind middle school students also has significant difference in grade, and the score of senior one students is significantly higher than that of other grades.

The results showed that there were significant differences in self-reliance and tenacity among the Left-behind Students of grade three, grade one and grade two ($P < 0.05$), grade one and grade one, grade two, grade three and grade two ($P < 0.01$), and grade three, grade two and grade two ($P < 0.01$). There were significant differences in optimism and cheerfulness between the Left-behind Students of grade three and grade one, grade two and grade two ($P < 0.05$), and there were significant differences in total scores of psychological capital between the Left-behind Students of grade three and grade one, grade two, grade one and grade two ($P < 0.01$).

2.3.3 Correlation Analysis of Loneliness of Left behind Children

Table 4. loneliness analysis of left behind children

	Pure loneliness	Social perception ability	Peer relationship evaluation	Social unsatisfactions	Aloneness
Problem solving	-.256**	-.376**	-.279**	-.290**	-.360**
Seeking social support	-.230**	-.345**	-.283**	-.318**	-.354**
Rationalized interpretation	-.162**	-.307**	-.172**	-.201**	-.259**
Problem oriented positive coping style	-.254**	-.411**	-.299**	-.328**	-.392**
Exercise patience	.279**	.034	.275**	.223**	.238**
escape	.218**	.121**	.186**	.194**	.215**
vent	.101*	.001	.094*	.083*	.081*
Fantasy / denial	.284**	.104**	.242**	.304**	.272**
Pointing to emotional passive coping style	.313**	.093**	.282**	.289**	.287**

Note: the correlation coefficient * $p < 0.01$, * $p < 0.05$ is shown in the table.

From Table 4, the total score of loneliness and its dimensions were negatively correlated with the total score of problem-oriented positive coping style and its dimensions ($p < 0.01$). Loneliness score and its dimensions were negatively correlated with escape, fantasy / denial, and negative coping style ($p < 0.01$). Pure loneliness, peer relationship evaluation, social unsatisfactory, loneliness and tolerance were negatively correlated ($p < 0.01$). There is no correlation between the ability of social perception and endurance. Pure loneliness, peer relationship evaluation, social unsatisfactory, loneliness and vent were significantly correlated ($p < 0.05$). There is no correlation between the ability of social perception and venting.

Through independent sample T test, the results as shown in Table 5, we can see that there are significant differences in gender variables in academic satisfaction of Left-behind children, and girls' academic satisfaction scores are significantly higher than boys. It can be simply inferred that girls are more likely to meet and find happiness in academic than boys.

2.3.4 Gender Differences in Subjective Well-being of Left behind Children

Table 5. gender differences in left behind children's subjective well-being

	Male (M + SD)	Female (M + SD)	t
Friendship satisfaction	16.71±3.83	17.47±4.09	-1.421
Family satisfaction	15.01±4.86	14.89±5.28	.164
School satisfaction	16.12±4.62	16.84±5.41	-.580
Academic satisfaction	17.33±4.29	19.24±5.01	-3.293**
Freedom satisfaction	12.46±2.96	12.98±3.27	-1.782
Environmental satisfaction	13.37±3.52	13.07±3.12	.696
Overall satisfaction	91.35±16.79	95.11±16.78	-1.601

Note: **p < .01, M mean value, SD means standard deviation.

3. Results Discussion

3.1 The Relationship between Life Stress and Left behind Children's Loneliness and Happiness

The scores of life events, interpersonal relationship and learning stress of the left-behind children and non-left-behind children were compared. The results showed that the scores of health adaptation factors of left-behind children were significantly higher than those of non-left-behind children ($t = 5.781, P < 0.001$). By comparing the scores of psychological capital and subjective well-being of the left-behind children and the non-left-behind children, the results showed that there was no statistical difference in the scores of psychological capital, subjective well-being, self-efficacy and optimism between the left-behind children and the non-left-behind children.

Through the investigation, we find that the life stress of left-behind children has a very significant effect on loneliness and a significant effect on psychological capital of Left-behind children. Therefore, through the mediation effect test, the psychological capital of rural left-behind children plays a part of mediating role between life stress and loneliness. This study uses the mediation effect test to verify the mediating role of psychological capital between life stress and loneliness of rural left-behind children, which is consistent with the results of some domestic studies with different groups and variables.

3.2 The Role of Psychological Capital in the Relationship between Life Stress and Loneliness and Well-being of Left behind Children.

This study shows that psychological capital is negatively correlated with life stress. Psychological capital is an individual's positive psychological quality, and life stress is a negative event that an individual encounters. Negative factors of external environment will have a negative impact on the individual's internal psychological state. When left-behind children encounter negative events and negative emotions such as interpersonal barriers and learning pressure, they will seriously affect their self-esteem and self-confidence, question their ability to achieve goals, and hold negative expectations for the results. There is a significant positive correlation between psychological capital and subjective well-being. This study also found that life stress was negatively correlated with subjective well-being, that is, the more negative life events individuals experienced, the lower their well-being, which was the same as previous studies. Life stress leads to changes in the environment around the individual, which results in subjective well-being.

At the same time, there was a positive correlation between life stress and loneliness of left behind children. The more negative events occur in life, the more stressful the left behind children are, so that they are more prone to loneliness. There is a negative correlation between psychological capital and loneliness of left behind children. Psychological capital, as a positive psychological resource, has the positive function of adjusting the psychological state of Left-behind children, so it also plays a certain role in regulating the pressure of life.

3.3 Suggestion

The moderating effect of psychological capital suggests that in the process of mental health education for left-behind children, we should not only create a good learning and living environment for them, pay attention to the difficulties and pressures they usually encounter, reduce their negative life events and negative emotions, but also strive to improve their own quality and ability. To develop their psychological capital, so that they can actively deal with negative events and negative emotions, which helps left-behind children experience lower stress, higher happiness.

Acknowledgements

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