

# **Research on the implementation effect of mental health courses for higher vocational students in China based on positive psychology theory – Taking Hangzhou Vocational and Technical College in China as an example**

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## **Abstracts**

Discuss the practical results of the theory of positive psychology. Methods: select China Hangzhou vocational and technical college of 280 students in school as a research object, and to grade, professional and gender basic conditions are divided into experimental group and control group, in positive emotions, relationships, input, achievement, meaning of mental health education activities, comparison and analysis of two groups of students to participate in the activities before and after learning burnout and subjective well-being. According to the statistics of the research data, it was found that: (1) before attending the activity, there was no significant difference between the scores of low mood, sense of achievement and improper behavior in the two groups ( $P > 0.05$ ), and there was no significant difference after participating in the activity.(2) Before participating in the activity, there was no significant difference in the energy, worry about health, depression, happiness, relaxation and tension, life satisfaction and interest, and control scores of emotion and behavior ( $P > 0.05$ ), which improved after participating in the activity, and the experimental group was higher than the control group ( $P < 0.5$ ). Conclusion: in view of the specific situation of Chinese vocational college, based on positive psychology theory as the main guiding ideology of college students 'mental health education activities, can effectively reduce the students' learning burnout, enhance subjective well-being, and then improve students' learning enthusiasm, improve psychological state, worth more promotion and application of mental health education practice in colleges and universities.

**Keywords:** Positive Psychology Theory; College Students' Mental Health Education; Learning Burnout; Subjective Well-Being

## **Introduction**

In China, with the increasing demand for talents in today's society, its positioning is more comprehensive, which not only requires outstanding physical and intellectual quality, but also gradually pays attention to the psychological quality. Therefore, colleges and universities also pay special attention to the psychological quality training of contemporary college students in the talent training. Now in the mental health education of colleges and universities will have related courses, attention to the student's mental health is usually at the time of new admission, most of the traditional mental health education is more students in daily study and life problems will focus on, to the students' psychological attention will also because after the problem will focus on it, less actively, early to implement mental health education to prevent negative thoughts. Positive psychology theory advocates the exploration

of people's advantageous character, such as courage, gratitude, transcendence, wisdom, etc. Its goal is to cultivate people's positive qualities and then improve subjective well-being. In recent years, it has been used in mental health education and achieved remarkable achievements [4]. Therefore, this study analyzes the application value of various mental health education activities with "happiness" under the guidance of PERMA model of positive psychology.

## Literature review

In the PERMA model theory, namely the welfare theory, Martin Seligman believes that the realization of comprehensive and sustainable happiness is the realization of the five element dimensions of positive emotion, input, interpersonal relationship, meaning and achievement. The initials of the five elements constitute the PERMA model. Rich and prosperity is the golden standard of well-being, and prosperity is the goal of positive psychology. The five elements of the PERMA model constitute the ultimate choice of free people: positive emotions (Positive Emotion), input (Engagement), interpersonal relationship (Relationships), meaning (Meaning) and achievement (Accomplishment); each of the five elements has intrinsic value and return, development, experience and display. Positive emotions are divided into more than ten kinds, such as joy and gratitude, These emotions come from the internal and external stimuli to meet individual needs; Inagement is when an individual is committed to study and work, Often expressed as a state of concentration, Now you can feel happiness; Interpersonal ships means that people live in a social relationship, This relationship gains support and connection in society, Interpersonal communication is one of the most basic human social activities; Meaning is subjective feelings about an event, Meaning comes from constant happiness; There is no size of achievement, When dealing with something that is interesting or challenging, Individuals can still exert their abilities to produce a sense of accomplishment.

(1) Positive emotion is the first element of the PERMA model theory and the first element of the theory of "real happiness". It contains all the common variables of subjective well-being, such as pleasure, ecstasy, ecstasy, etc. Seligman calls the successful life on this element "happy life".(2) Investment refers to being in it and carrying out some activities wholeheartedly. Like positive emotions, it can only rely on subjective evaluation, such as whether it feels that time has stopped, whether it is completely attracted by the task, and whether it has lost self-awareness. Seligman called the life of the goal "a life of commitment."(3) Interpersonal relationships discuss not only your feelings about interpersonal relationships, but also what others feel about yourself. Seligman believes that helping others is the most reliable way to improve happiness and can achieve positive interpersonal relationships.(4) Meaning refers to belonging and serving something you think is more important than yourself, understanding your greatest strengths and applying them to find a sense of belonging in your career. which is not only your sense of meaning, but also the degree to which you truly belong and serve the great mission.(5) The extension of achievement is the "achievement of life", that is, the achievement as the ultimate pursuit of life. People want to do something, rather than doing nothing. In order to achieve success, people must feel that they can control the environment around them. Achievements can be objective, such as honor or rewards, it can also be a subjective sense of achievement. The educational concept of positive psychology advocates that education should return to human

nature and reduce the utilitarian mentality. Positive education can help improve students' initiative and make the educational process a positive process of seeking knowledge.

## Research Methods

### 1. Study subjects

Select 295 freshmen of grade 2023 from Hangzhou Vocational and Technical College as the candidates, To ensure the accuracy of the experiment, Before the formal experiment, students with different levels and types of mental illness through the college psychological test system, Finally, 2802023 freshmen who passed the hospital psychological testing center were retained as the final study subjects, Of the 140 subjects in the experimental group, 68 men and 72 women; Of 180 controls, 69 men and 71 women; Students in both groups were from 18 to 21 years old; By gender and age ( $P > 0.05$ ), Have a high comparable value.

### 2. Research methods

Students in the control group receive the traditional mental health education mode, participate in the course of "Mental Health Education for College Students" routinely arranged by the college, and give special lectures on the mental health problems often encountered by students, as well as the psychological center of the college to open individual psychological counseling and group psychological counseling for students in need.

Experimental group need to increase under the guidance of PERMA model, according to the advantages of character, positive emotions, relationships, investment, achievements, meaning and other six dimensions to carry out all kinds of mental health education activities, activities are: speech contest, performance appreciation, positive books sharing, hand-painted, poetry appreciation, symposium, etc., for a month.

### 3. Scale design

(1) Learning burnout: According to the College Students 'Learning burnout Scale, students' learning burnout is evaluated before and after participating in activities. This scale includes three dimensions: emotional enthusiasm (8 items), sense of achievement (6 items), and improper behavior (6 items).

(2) subjective well-being: according to the PERMA compiled by Martin Seligman and others refers to the number of happiness, a total of 23 items, including positive emotions, input, relationships, meaning, achievement, PERMA well-being index, negative emotions, self-rated health level and loneliness nine subscale, among them, the positive emotions, input, interpersonal relationship, meaning, achievement is the five pillars of PERMA happiness. Positive emotional factor (3 item), input factor (3 items), interpersonal relationship (3 items), meaning factor (3 items), achievement factor (3 items), negative emotional factor (3 items), self-rated health level factor (3 items), loneliness factor (1 item).

The questionnaire adopts the "0-10" scoring method, which represents the different degrees of "never-always" respectively. The higher the score, the higher the level of the corresponding dimension.

## Result

Analysis was performed using the SPSS 23.0 software. Measurement data with normal distribution are expressed as ( $\bar{x} \pm s$ ) and t test; qualitative data are expressed as [n (%)] and X<sup>2</sup> test;  $P < 0.05$  is statistically significant.

Available from Tables 1 and and Table 2:

1. The comparative analysis of the pretest data between the experimental and control groups is shown in Table 1. By the t-test of independent samples, there was no significant difference between the experimental group and the control group in emotional enthusiasm, achievement perception and improper behavior.

2. The comparative analysis of learning burnout between the experimental and control groups is shown in Table 2. By independent sample t-test, it is found that there was no significant difference between the experimental group and the control group in emotional enthusiasm, achievement perception and improper behavior.

**Table 1** Comparison of preburnout data between experimental and control groups

dimension	ventri		backside		t	P
	M	S D	M	S D		
Emotional enthusiasm	0.727	0.645	0.627	0.425	1.981	0.246
Sense of achievement	0.562	0.544	0.513	0.394	1.187	034.2
failure of good behavior	0.456	0.424	0.326	0.351	1.512	0.617

pour:\* $p < 0.05$ ; \* \*  $p < 0.01$ ; \* \* \*  $p < 0.001$

**Table 2** Comparison of posttest data between experimental and control groups

dimension	ventri		backside		t	P
	M	S D	M	S D		
Emotional enthusiasm	0.647	0.545	.5014	0.431	Emotional enthusiasm	0.127
Sense of achievement	0.672	0.424	0.623	0.378	Sense of achievement	0.342
failure of good behavior	0.562	0.524	0.926	0.451	failure of good behavior	0.562

pour:\* $p < 0.05$ ; \* \*  $p < 0.01$ ; \* \* \*  $p < 0.001$

From Table 3 and Table 4: before the activity, there was no significant difference in low mood, low sense of achievement, improper behavior and total score between the two groups ( $P > 0.05$ ), and both decreased after the activity, and the experimental group was significantly lower than the control group ( $P < 0.5$ ), see Table 3.

Before participating in the activity, there was no significant difference in the energy, health worry, depression, happy mood, relaxation and tension, life satisfaction and interest, and emotion and behavior of the two groups ( $P > 0.05$ ), and improved after participating in the activity, and the experimental group was higher than the control group ( $P < 0.5$ ), see Table 4.

Experimental group and control group subjective well-being refers to the number table test data comparative analysis, as shown in table 3, the independent sample t test found that in the subjective well-being refers to the number table, the experimental group and the "negative emotions" factor only significant difference, the experimental group significantly higher than the control group, other factors have no significant difference.

2. The experimental and control groups refer to the ratio of the measured data in the quantitative table

For the comparative analysis as shown in Table 4, the paired sample t-test found significant differences in input factors, adult factors, negative emotion factors and loneliness factors of the experimental group in the PERMA happiness index chart, and no significant differences in other factors. Specifically, the post-test level of input factor was significantly higher than the pre-test level, the post-test level of achievement factor significantly higher than the pre-test level of negative emotion factor significantly lower than the pre-test level, and the level of loneliness factor significantly lower than the pre-test level.

**Table 3** Comparison of pre-test data between experimental and control groups

dimension	ventri		backside		t	P
	M	S D	M	S D		
Positive mood	7.127	1.345	7.527	1.545	-0.981	0.346
put into	6.722	1.544	7.623	1.394	-1.187	0.274
interpersonal relation	7.166	1.224	7.926	1.451	0.512	0.517
meaning	7.122	1.417	7.872	1.617	-0.654	0.533
achievement	6.054	1.331	6.654	171.3	-1.791	0.327
Negative emotions	7.311	1.142	7.012	1.912	0.187	0.045
Self-rated health	4.123	2.045	4.123	2.045	0.214	0.718
aloneness	7.125	1.425	7.125	1.425	0.911	0.843

pour: \* $p < .05$ ; \* \*  $p < .01$ ; \* \* \*  $p < .001$

**Table 4** Comparison of subjective happiness posttest data between experimental and control groups

dimension	ventri		backside		t	P
	M	S D	M	S D		
Positive mood	7.127	1.345	7.527	1.545	-0.981	0.247
put into	6.722	1.544	7.623	1.494	-2.187 <sup>**</sup>	0.174
interpersonal relation	7.166	1.224	7.926	181.4	0.512	0.419
meaning	7.122	1.417	7.872	1.617	-0.654	0.612
achievement	6.054	1.331	6.654	1.371	-1.791 <sup>**</sup>	.3041
Negative emotions	7.311	1.142	5.012	1.912	3.187 <sup>**</sup>	.0036
Self-rated health	4.123	2.045	4.123	2.045	-0.214	0.312
aloneness	7.125	1.425	7.125	1.425	2.911 <sup>**</sup>	0.643

pour:\*p<.05; \* \* p<.01; \* \* \* p<.001

## Conclusion and Recommendations

Positive psychology focuses on the study of the science of happiness, happiness and development of ordinary people. It advocates treating things with optimism, appreciation, open and active attitude, emphasizing people's subjective initiative on the basis of humanistic theory and psychoanalysis, and stimulating people's internal positive theories so that they can grow up happily. In recent years, positive psychology has been widely used in psychology and mental health education.

Positive psychological intervention has significantly improved the level of college students 'positive emotions, investment, interpersonal relationship and achievement, and improved students' happiness to a certain extent. Nowadays, the integration of positive psychology concepts, theories and applied technologies into the mental health education of college students in higher vocational colleges can achieve better results.

Positive emotion is one of the three fields of positive psychology research. People are born to pursue happiness, but in the complicated real world, there is always a lot of interference, especially the negative and negative interference always takes too much attention from human beings, so that people ignore those beautiful things in life. Positive psychological intervention is to encourage people to pay attention to positive good things, cultivate and improve individuals 'ability to find and pay attention to good things in life, so that individuals' focus on life and work will gradually turn to positive and positive aspects, and overcome the negative preferences of the brain, so as to experience more positive emotions. The 21-day positive psychological intervention practice makes students gradually focus on life and work to positive and realize positive emotions from daily things. When these positive emotions accumulate to a certain extent, the whole emotional state of the individual will change.

Overcoming loneliness research has found that good social support is crucial to the physical and mental development of teenagers, who will develop good psychological adaptability, social learning ability and a balanced and sound physical and mental state in the environment of social support. Maintaining good interpersonal relationships with parents, lovers, siblings, friends, etc., can help individuals establish a strong immune system to deal with negative emotions, enabling individuals to get out of difficulties more quickly and improve happiness.

Positive psychological intervention exercises encourage students to discover the importance of positive relationships and obtain different positive experiences in different positive relationships. These positive experiences in turn promote students to establish more active positive relationships, forming a virtuous circle. These positive relationships bring different positive emotions and experiences to students, gain more social support, and overcome loneliness.

Active engagement means that individuals put interest, curiosity, concentration, determination and vitality into study and life. A large number of studies have shown that positive engagement is positively associated with their happiness, learning ability and academic performance. Flow is defined as a peak experience of forgetting oneself, forgetting the passage of time, and the unity of man and man when the individual is fully immersed in valuable activities. In order to experience the blessing flow, one is to require the individual skills to match the current challenges, and the other is to require the perceived challenges and skills to be above the individual average level, otherwise it will experience several states other than the blessing flow, such as indifference, boredom, relaxation, control, anxiety and so on.

Positive psychological intervention exercises can improve students' positive input, create and feel more happiness experience, help students get rid of negative emotions, produce positive emotions, improve efficiency, gain growth, and then improve happiness and life satisfaction.

Positive achievement refers to the development of individual potential to help them achieve meaningful goals, so as to improve students' ability to achieve valuable goals, their persistent drive from difficulties and setbacks, and their ability to achieve competitiveness and achievements in important areas of life. Barbara Friedsen has proved through experimental research that positive emotions help stimulate individual creativity and improve their thinking flexibility, and achieving valuable goals can improve their positive emotions and happiness.

To sum up, in view of colleges and universities to carry out the theory of positive psychology for college students' mental health education activities, can effectively reduce the students' learning burnout, enhance subjective happiness, and improve students' learning enthusiasm, improve psychological state, positive psychological intervention practice, students focus on their achievements in various aspects, and experience positive emotions, improve the happiness of the individual, these different achievements, can improve the students' positive mood and happiness, is worth in the mental health education practice in colleges and universities promotion and application.

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