I N F L U E N C E O F P S Y C H O L O G I C A L H E A L T H E D U C A T I O N A N D B E H A V I O R A L S U G G E S T I O N O N P O S I T I V E P S Y C H O L O G I C A L Q U A L I T I E S O F C O L L E G E S T U D E N T S

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Abstract

College students should nurture positive psychological qualities, and thus develop the right outlook on the world, life and values. On campus, these qualities are mainly cultivated through psychological health course and the behavioral suggestion in the classroom. Therefore, this paper aims to disclose the impact of psychological health education and behavioral suggestion on the positive psychological qualities of college students. First, the positive psychological qualities and psychological health education were examined theoretically. Then, a questionnaire survey was carried out among 500 sophomores from two colleges in central China’s Hubei Province. All the students had attended a psychological health course before the survey. The psychological changes of the subjects through the course were analyzed in details. The results show that psychological health education and behavioral suggestion promote the formation of positive psychological qualities of college students; psychological health education shapes positive psychological qualities in cognitive, interpersonal, and emotional dimensions. The research results shed light on the reform of psychological health education in colleges.

Key words: Psychological Health Education, Behavioral Suggestion, Positive Psychological Qualities, Questionnaire Survey.

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INTRODUCTION

College students are the reserve force for China’s socialist modernization construction and the great rejuvenation of the Chinese nation. Therefore, the psychological health of college students has an important impact on the stability of the society and its sustainable development. At this stage, college students in China are facing fiercer competition and more intense survival and employment pressure. The psychological illness of college students occurs sometimes, and their overall psychological health conditions are worrying (Bell, Johns, Rose et al., 2006). Improving the psychological adjustment ability of college students, cultivating positive psychological qualities of college students, and shaping healthy psychological qualities of college students have become the focus of moral education in colleges and universities (Rosen, Solai, Huege et al., 2013). Psychological health course is the main front for cultivating positive qualities of college students, and the psychological health education and behavioral suggestion in the classes are the main approach to promote the formation of positive qualities of college students, therefore, studying the impact of psychological health education and behavioral suggestion on the formation of college students’ positive qualities is of important theoretical and practical significance (Choi, Wong, & Fong, 2017; Kash, Zhang, Cine et al., 2014).

In terms of teaching direction, methods, content and means, the reform of psychological health...
education has already achieved fruitful results: the introduction of positive psychology provides a theoretical guidance for the goal of focusing on the prevention method of psychological health education, and meanwhile taking psychological problems and diseases into account; and the teaching contents such as potential development, behavioral suggestion, creativity cultivation, subjective well-being stimulation, and self-efficacy have been applied in the psychological health course (Olze, Szczepak, Haupt et al., 2011). At the same time, positive qualities have been included in the scope of positive psychology, and domestic scholars have elaborated and concluded from multiple aspects, such as the connotation, structure, function, and cultivation methods of positive qualities (Chida & Steptoe, 2008). By reviewing relevant research and investigating the current situation of the cultivation of college students’ positive psychological qualities, it is found that the psychological health course in colleges and universities has an important role in the formation of positive qualities. However, the current research lacks the theoretical and practical combination of the relationship between the two.

This paper intends to demonstrate the influence of psychological health education on the formation of college students’ positive qualities through empirical research, it adopts literature review, questionnaire survey and mathematical statistics to conduct empirical research on college students, with the psychological changes of college students as indicators, it analyzes and summarizes the relationship between psychological health education and the formation of positive qualities from the cognitive, interpersonal and emotional dimensions, finally, it makes a conclusion of the role of psychological health education on the cultivation of college students’ positive psychological qualities, and puts forward suggestions for the psychological health education in colleges and universities.

**THEORETICAL BASIS**

**Overview of positive psychological qualities**

Positive psychology is the theoretical basis for cultivating the positive psychological qualities of college students. Positive psychology aims to make individuals have healthier psychology and happier life by exploiting their potentials and positive qualities (Ritsher, Ihle, & Kanas, 2005). The study of positive psychology was initiated from the 1990s, it advocates to treat people’s potentials, motivations and abilities with a more positive, open, and appreciative attitude; and its main research directions include positive personal traits, active social organization system, and experience of positive emotions (Duan, Xiao, Zhao et al., 2009; Hefner & Eisenberg, 2009).

The core of positive psychological qualities is virtue and strength, and these are qualities that can help people overcome psychological illness and they provide a buffer for their life. Positive psychological qualities include optimism, hope, gratitude, satisfaction, happiness, concentration, etc., they are a collection of individuals’ positive qualities, and these are important qualities for the survival and development of human beings.

**Psychological health course**

To implement the policy of the Ministry of Education of emphasizing psychological health education, colleges and universities have set up psychological health and behavioral suggestion course according to the social requirement (Sontag-Padilla, Woodbridge, Mendelsohn et al., 2016). The course covers the contents of multiple aspects such as introduction to psychological health, interpersonal psychology and adaptation, emotional disturbance and control, love psychology and adaptation, learning psychology and adaptation, etc.

Psychological health course is a main way for college students to cultivate positive qualities and improve their psychological qualities. It is also a compulsory course for college students at this stage (Hiscock, 2011). Through the teaching activities such as psychological health course and classroom behavioral suggestion, the shaping of college students’ health psychology has achieved good results. Healthy psychological qualities have become a criterion for assessing whether college students can adapt to society other than the level of knowledge. Therefore, psychological health education of college students is receiving more and more attention in colleges and universities.

**EMPIRICAL STUDY ON THE IMPACT OF PSYCHOLOGICAL HEALTH EDUCATION ON POSITIVE QUALITIES**

The empirical research ideas are: research hypotheses - teaching experiment - questionnaire survey - data statistics and analysis - draw conclusions - demonstrate hypotheses. First, the research gives the hypothesis that psychological health education and behavioral suggestion can promote the formation of positive qualities of college students; second, according to the research
Table 1. Evaluation form for the positive psychological qualities of college students

| Sequence | Questionnaire items (After attending mental health education classroom) |
|----------|------------------------------------------------------------------------|
| Q1       | I pay more attention to the surrounding things, and my curiosity is stronger. |
| Q2       | I know myself more correctly and grasp the status quo. |
| Q3       | I learned to adjust my emotions and be able to adapt to the environment. |
| Q4       | I can be more flexible in thinking about problems from different angles. |
| Q5       | I pay more attention to positive aspects when I look at the problem again. |
| Q6       | I prefer to learn new things. |
| Q7       | I am more active to listen to various types of lectures. |
| Q8       | I improved my habit of hesitating. |
| Q9       | I will try to avoid behaviors that are inconsistent. |
| Q10      | I learned to respect other students. |
| Q11      | I know how to face upset and face bravely. |
| Q12      | I will not give up easily when I do things. |
| Q13      | I realized the importance of being sincere when treating my classmates, learned to take the initiative to interact with people. |
| Q14      | I will try to help others actively. |
| Q15      | I am more actively involved in various activities. |
| Q16      | I learned to think about other people's feelings when I refused others. |
| Q17      | I seriously reflect on my own emotional experiences. |
| Q18      | I can treat them with kindness and kindness in good faith. |
| Q19      | I believe that smile is the best business card. |

Table 2. Psychological health course satisfaction survey

| Sequence | Questionnaire items (After attending mental health education classroom) |
|----------|------------------------------------------------------------------------|
| S1       | A. follow the classmates; B wants to know more about psychological knowledge; C interested in psychological knowledge; D closely related to the major |
| S2       | Through class, do you think that mental health education has reached the expectations? A yes; B partly; C not reached; D don't know |
| S3       | What do you want to get through the mental health education class? A. learn more about psychological; B knows more about myself; C learns to respect others; D don't know |
| S4       | Do you use the knowledge you have learned in mental health education to solve problems in your life? A yes; B no; C sometimes; D don't know |
| S5       | Are you impressed by a certain story or a teacher's sentence in the class? A yes; B no; C seems to have D don't know |
| S6       | Do you think that the content of the mental health education course is what you expect to learn? A yes, all of them; B mostly; C partly; D no |
| S7       | In addition to the content of the mental health education class, do you want to learn more topics? A yes, wants to learn more; B it is enough; C wants less; D not clear |
| S8       | What is the main form of the mental health education class? A classroom teaching; B case study and group discussion; C behavior training; D others |
| S9       | What is your favorite form of class for mental health education? A case study and group discussion; B role play; C behavior training; D team coaching or other |
| S10      | Which factor do you think will best interest you and improve your learning? A teacher class style; B topic content; C the fun of the case D; classroom activities |

ideas, teaching experiment is carried out to demonstrate the research hypothesis, and the changes in the positive qualities of college students are analyzed from the cognitive, interpersonal and emotional dimensions.

**Experiment design**

(1) Subjects. A total of 500 sophomores from two ordinary colleges in Hubei Province were selected as experimental subjects. In order to exclude the impact of gender, major and other factors on the subjects, the male-to-female ratio was 1:1, and the ratio of liberal arts majors to science majors was 1:1 as well; all subjects had participated in the psychological health course set by the schools, and a total of 500 questionnaires were distributed.

(2) Questionnaire design. 1) Positive qualities, In order to extensively investigate positive psychological qualities from cognitive, interpersonal, and emotional dimensions, this study adopts
literature review and other methods to design an evaluation form of college students’ positive psychological qualities, as shown in Table 1. The survey content of the evaluation form includes college students’ creativity, curiosity, enthusiasm, honesty, social wisdom and other positive psychological qualities. The subjects were asked to choose from five options according to their own situations, including “very consistent”, “consistent”, “do not know”, “not consistent”, and “not consistent at all”; and the students’ positive psychological quality status was calculated according to the five-point scale (Eisenberg, Speer, & Hunt, 2012; Primack, Land, Fan, et al., 2013). The psychological health course was set in the first semester of the sophomore year, before the end of the course, a questionnaire survey was conducted in the last lesson of the course. The subjects were asked to answer the questions according to their actual situation and SPSS17.0 was used for the questionnaire statistics.

2) Satisfaction of psychological health course, In order to understand college students’ satisfaction and expectations for the psychological health course, a questionnaire was designed as shown in Table 2.

(3) Experimental steps. The psychological health course for college students was set in the first semester of the sophomore year. Before the end of the course, a questionnaire survey was conducted in the last lesson of the course. The subjects were asked to answer the questions according to their actual situation. A total of 500 questionnaires were distributed, and 475 valid questionnaires were returned, and SPSS17.0 was used for the result statistics.

Result of the positive quality experiment and its analysis

(1) Cognitive dimension of positive quality. Cognitive dimension is a concentrated expression of college students’ positive qualities such as creativity, curiosity, thinking ability, and enthusiasm, etc. Question Q1 in Table 1 examines the changes in the curiosity of students, as shown in Table 3. From the survey statistics, we can find that, after the study of the psychological health course, the curiosity in the cognitive dimension of college students has been enhanced.

Figure 1 shows the statistics of the subjects’ answers for question Q4 in Table 1, from the data in the figure we can see that, the creativity in the cognitive dimension of college students has been enhanced greatly, most students said that when dealing with problems, they can think and solve the problems more flexibly from different angles, and their psychological qualities have been improved.

Table 3. Curiosity questionnaire statistics

| Option                  | Frequency | Percentage |
|-------------------------|-----------|------------|
| Very consistent with me | 283       | 59.6%      |
| Consistent with me      | 80        | 16.9%      |
| Not sure                | 78        | 16.5%      |
| Not consistent with me  | 26        | 5.4%       |
| Totally not consistent with me | 8     | 1.6%       |

Also, in terms of the enthusiasm for learning and thinking ability, the proportions of students who chose “very consistent” were over 50%, and were 61.5%, respectively.

(2) Interpersonal dimension of positive quality. The interpersonal dimension mainly refers to the three positive qualities of college students, honesty, courage and persistence, and enthusiasm. Questions Q11, Q12, Q13, and Q15 in Table 1 respectively investigated the honesty, courage, persistence, and enthusiasm, and statistics show that most students chose “very consistent” or “consistent”, as shown in Figure 2.

The influence of the psychological health course on the interpersonal dimension of college students is greater than that on the cognitive dimension, especially for the positive quality “honesty”, when answering questions Q10 and Q14 in Table 1, all students chose “very consistent” or “consistent”, as shown in Figure 2.
Table 4. Interpersonal dimension survey result

| Option     | Very consistent with me | Consistent with me | Frequency | Percentage |
|------------|-------------------------|--------------------|-----------|------------|
| Q11 (honesty) | 257                     | 210                | 467       | 98.3%      |
| Q12 (brave)   | 286                     | 164                | 450       | 94.7%      |
| Q13 (insist)  | 235                     | 163                | 398       | 83.8%      |
| Q15 (passion) | 271                     | 164                | 435       | 91.6%      |

Figure 2. Honesty survey result

From the statistical data we can see that, after college students had participated in the psychological health course, although there are certain differences in the emotional dimension, overall, the positive qualities have been improved greatly.

The statistics of the cognitive, interpersonal and emotional dimensions show that college students’ psychological health education has a great impact on the formation of positive qualities of college students. Through theoretical studies, case analysis, psychological counseling, group discussion and other teaching activities in the psychological health course, students can better understand themselves, respect others, and understand the role of honesty, responsibility, and other qualities in interpersonal communication, also they would change their way of thinking about things, be more creative, and know better of love and being loved.

Teaching evaluation of psychological health course and result analysis

The purpose of teaching evaluation of psychological health course is to investigate students’ learning motivations, learning effect, and psychological changes, etc., and then adjust the teaching content and teaching methods according to the feedback of students to improve the teaching effect of the psychological health course.

(1) Learning motivations. The statistical results of students’ answers to question S1 in Table 2 are shown in Table 5. It can be seen from the statistical results that nearly 80% of the students hope to learn related psychology knowledge by participating in the psychological health course, and they wish to improve their psychological qualities and ability to deal with psychological problems through the psychological health course.

Table 5. Statistical results of A1

| Option | Frequency | Percentage |
|--------|-----------|------------|
| A      | 35        | 7.3%       |
| B      | 188       | 39.5%      |
| C      | 179       | 37.7%      |
| D      | 73        | 15.5%      |
(2) Learning effect. According to the statistics of the answers to questions S2 to S8 in Table 2, more than 59% of the students think that the psychological health course has reached their expectations; nearly 80% of them expect to increase the special studies in the psychological health course; more than 95% of the students think that some knowledge in the psychological health course or a certain sentence of the teacher will have a certain impact on their psychological behavior in life.

(3) Teaching feedback. From the statistics of the answers to questions S9 to S11 in Table 2, we can see that the most popular teaching method for college students is case study. At the same time, the interestingness of the case and the teaching content is considered to be an important factor affecting the teaching effect.

The overall evaluation of college students for the psychological health course is positive, through the course, college students have learned psychology-related knowledge and cultivated their positive qualities.

**Influence of psychological health course on positive qualities**

The empirical research shows that the experimental result is consistent with the research hypothesis, that is, psychological health education and behavioral suggestion can promote the formation of positive qualities of college students.

(1) Cognitive dimension. During the psychological health course, through the processes of knowledge cognition, learning, screening and acceptance, and the teachers’ positive behavioral suggestion during the course teaching, students form new and positive self-concepts for themselves, questions, and classmates, etc. Through the promotion of psychological health course for the positive qualities of the cognitive dimension, students can actively deal with the problems and difficulties encountered.

(2) Interpersonal relationship dimension. In the process of specific classroom interaction in psychological health education, students have established more intimate teacher-student relationship and classmate relationship; through communication of psychological knowledge, they show more respect for others in the interpersonal communication. Psychological health course has promoted the formation of college students’ self-identity and sense of belonging, which is helpful for them to establish more harmonious interpersonal relationships.

(3) Emotional and behavioral dimension. Through psychological health education, college students’ emotional intelligence has been improved. They now understand that love and being loved are equally important, realize the responsibilities and obligations in the process of communication, and they value friendship, love and family more. The changes in the emotional experience have promoted the changes in college students’ positive behaviors.

**SUGGESTIONS FOR THE PSYCHOLOGICAL HEALTH COURSE**

The psychological health course plays an important role in promoting the cultivation of positive qualities of college students. Therefore, the psychological health education in colleges and universities in China needs continuous improvement.

In terms of the teaching content of psychological health course: improve the teaching objectives and teaching requirements; introduce theories of positive psychology to provide college students with a platform with multiple functions such as psychology knowledge education, positive quality cultivation, and mental disease prevention; enrich the psychological health course, expand teaching methods of psychological health education, and actively take in new teaching methods and apply them in the psychological health course; consolidate the educational status of psychological health education so that its importance could be recognized by people. In terms of faculty team for psychological health course: improve the professional quality of the faculty, strengthen the professional training of the teachers, and further raise the selection criteria and salary level of psychological health course teachers; perfect the setting and arrangement of the teaching content such as case study, group discussion, class communication, etc., and carry out classroom behavioral suggestion; actively learn new teaching methods to improve the interactivity and interestingness of psychological health course.

**CONCLUSIONS**

Contemporary college students are facing many stresses, such as academic pressure and employment pressure, so they are prone to psychological illness of varying degrees. Only when college students have certain positive psychological qualities can they smoothly adjust their psychological state and keep physical and mental health. The psychological health course is the main
way to cultivate the positive qualities of college students in colleges and universities. Through empirical experiment, literature review, questionnaire survey, statistical analysis and other methods, this paper analyzed the promoting role of psychological health education and behavioral suggestion in the formation of college students’ positive qualities. The main research contents and results of this paper are as follows:

(1) This paper concluded the promoting effect of psychological health education on the cognitive, interpersonal and emotional dimensions of college students’ positive qualities.

(2) Through the survey results of positive psychological qualities and evaluation of psychological health course, this paper confirmed the importance of psychological health education in the formation of college students’ positive qualities.

(3) Based on the literature review and empirical experiment, this paper proposed suggestions for the reform of psychological health education in colleges and universities.

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