

Analysis of the Influence of Left-behind Experience on College Students' Psychology and Behavior

-- Take Anhui University of Finance and Economics as an Example

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Abstract

Since 2004, left-behind children, the first batch of left-behind children have entered universities. Due to the lack of parents' guidance in psychological development in the character shaping period, it is easy to produce cognitive and psychological deviation, and the academic circle generally recognizes that the left-behind experience has a negative impact on the personality and mental health of college students. This project takes Anhui University of Finance and Economics as the research object, through the form of online questionnaire and case interview, based on the life cycle theory, retrospective survey and psychological scale analysis, comparing and analyzing the psychological characteristics, self-worth and self-confidence of college students with left-behind experience. Finally, the countermeasures are put forward to help the mentally healthy mental growth of college students.

Keywords

Mental Health; Psychological Characteristics; A Sense of Self-worth.

1. Introduction

In recent years, the research of domestic scholars on left-behind children is mainly carried out from the research on the background of the problem of left-behind children, the situation of left-behind children, the education of left-behind children, the "socialization" of left-behind children, the psychological research of left-behind children and the moral quality of left-behind children.

The distribution of research on left-behind experience college students mainly focuses on psychology, sociology, pedagogy and demography. In the study of psychology, the psychological status of left-behind college students and ordinary college students is generally compared and analyzed. In psychology, quantitative research methods of differences are mostly used. At present, there are generally big differences in the conclusions.

In practical significance, since 2004, the state issued the Several Opinions of the CPC Central Committee and the State Council on Strengthening and Improving the Ideological and Moral Construction of Minors, which began to strengthen the attention to left-behind children. In 2021, the proportion of children of migrant workers will only reach 23.1 percent. In the process of social transformation and urbanization in China, left-behind children, as a special group, have been concerned by the society. As time goes by, the early "left-behind children" have grown into adults. It is of practical significance to analyze the mental health of college students with left-behind experience. In addition, college students with left-behind experience are often psychologically vulnerable, such as anxiety and depression, which will seriously affect their learning mood and behavior, and affect their career development.

2. Literature Review

2.1. Content Overview

Left-behind experience is an important factor that causes the difference in the mental health of college students. From the influence of left-behind experience on personal mental health, it can be seen that the mental health level of most college students with left-behind experience is relatively lower (Cai Tianhao, 2021). Most believe that the left-behind experience will have a negative impact on the life of the researcher. His research direction focuses on the negative effects such as "difficulties", "emotional" and "problems".

So from the social perspective of attention of left-behind experience college students' social support system, interpersonal communication, self worth and other related problems with theoretical and practical significance mainly discusses the left-behind experience of college students on their psychology and behavior, to achieve this goal, from two aspects of theoretical analysis and empirical investigation, mainly includes the following contents:

2.1.1. Introduction

The first part serves as the introduction. The literature analysis method is mainly used to sort out the relevant domestic research content, review the research status, summarize the deficiencies in the relevant research in the current academic circle, and confirm that the targeted research on this group, and it is urgent to build effective protection measures.

2.1.2. Theoretical Overview

The second part is to summarize the relevant concepts of left-behind experience college students and the supporting theories studied in this paper. It explains "left-behind children" and college students with "left-behind experience", and expects to seek support from social, economic development, the evolution of thought, and the theory of need level

2.1.3. Behavior Analysis

The third part is the investigation and analysis of the psychological and behavioral characteristics of left-behind experience students. This part is the main body of the article, introduces the research ideas, methods and field investigation, select the students as the sample, through the design questionnaire (senke personality questionnaire (EPQ) and symptoms since the scale (SCL-90)) and combined with interviews to statistical analysis has the impact of college students' psychology and behavior, combined with field investigation visit, analysis of the root cause.

3. Research Technique

3.1. Research Technique

3.1.1. Literature Analysis Method

Through China, Anhui university of finance and economics library and other related literature reference website, related to the left-behind experience related literature, and read the relevant works, and analyze the relevant data, sorting, summary, help paper writing to provide reference theoretical data.

3.1.2. Questionnaire Survey Method

Design left experience university psychology and behavior questionnaire, to the school students sampling, sampling questionnaire survey, then the research results of the final data analysis, from the effective questionnaire left-behind experience college students' psychological and behavioral characteristics, and summarizes the problems, analyze the reasons, for the paper last related solutions, measures to provide strong support, at the same time provide valuable data for future research.

3.1.3. Interview Method

At the same time of issuing, recycling and sorting out the research questionnaires. The stratified method was conducted for college students with different grades, different genders and no majors (about 30 people), so as to deeply understand the psychological development path and influencing factors of college students with left-behind experience.

4. Existing Conditions and the Basis of the Research Work

4.1. Advisor

The project instructor has strong scientific research ability and many professional knowledge reserve. He has presided over a number of scientific research projects. With the assistance of the instructor, the project will proceed smoothly.

4.2. Group Members

Team members have abundant spare time, and their own writing ability is strong, have a strong paper writing ability

4.3. Research Team

The members of the research team are from students of different majors. Interdisciplinary disciplines are conducive to the integration of multiple resources and the play of various advantages. Communication from different perspectives and diversified thinking are conducive to research. The team members have excellent results, and are skilled in the use of CNKI, have strong data analysis ability, rich experience in the competition, have strong paper writing ability, and can constantly put forward new ideas and new ideas in the project, so that the paper writing is diversified.

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