

The Practice of Positive Psychological Interventions on Students' Well-Being in the Model of Academy System—the Case of Xi'an Eurasian National University

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Abstract: The academy system model is effective in the context of education in the era of all-round education, and has positive significance for the cultivation of students' practical ability, innovation ability and social adaptability. But the problems of identity deprivation, time fragmentation, complexity of interpersonal relationships and other problems that appear under the model also bring challenges to student growth, if there is no timely guidance students are prone to low belonging, weak sense of happiness, confused anxiety and other mental health problems, which put forward higher requirements for student care education. The academy system model is effective in the context of all-round education, and has positive significance for the cultivation of students' practical ability, innovation ability and social adaptability. We first investigated the basic information, positive psychological qualities and the current state of well-being of 4374 students in Xi'an Eurasian National University, and then conducted a positive psychological intervention for 480 students using the method of Stochastic intervention experiments. The results of the experiment showed that positive psychological levels and well-being indices were improved through positive psychological interventions. The experimental results showed that students' positive psychological level and happiness index were improved through positive psychological intervention. This provides new ideas for the reform and innovation of the Academy System of caring education model.

1. Questions to ask

The reform of the Academy System is a new wave of college education reform in recent years, and the national Ministry of Education in its 2019 Opinions on Deepening the Reform of

Undergraduate Education and Teaching to Comprehensively Improve the Quality of Talent Cultivation clearly requires actively promoting the establishment of the Academy System student management model in colleges and universities. With the widespread application of the Academy System model, the synergistic mechanism operated by some colleges and universities is not perfect enough, so that students cannot find a solution path in time when they encounter problems, which in turn leads to a weak sense of belonging and a lack of happiness. It has been found that psychological care is a top priority, and well-being is an important indicator of psychological health [1], and enhancing well-being is a new perspective of psychological care education in colleges and universities.

Positive Psychological Quality is achieved by respecting, understanding, caring, trusting students and believing that they all have the ability to achieve success. By providing every student with the opportunity to obtain success, students can truly experience happiness in learning and life, and achieve the effect of motivating students to produce a sense of well-being and satisfaction, which ultimately leads to a happy life for them.[2] Studies have shown that Positive Psychology Interventions have the advantages of good prognosis and long duration, and can improve the overall psychological health of college students.[3]

In this study, the Positive Psychological Quality of college students are cultivated to enhance their well-being and thus realize the psychological Care Education under the management mode of the Academy System.[4] Through the Positive Psychology Interventions experiment, the control group and the experimental group are compared and analyzed, and it is found that the Positive Psychological Quality of college students are improved and the effective development of psychological care is promoted, thus enhancing the well-being of college students and finally realizing the goal of nurturing the Student's Care.

2. Study subjects and methods

2.1. Object

Table 1: Description of sample data

quantitative index	variable	sample capacity	Experiment (Phase 2)
sex	man	148	30.83%
	woman	332	69.17%
age	18-20	359	74.79%
	18-20	121	25.21%
	Other	0	0.00%
Professional category	Sciences	198	41.25%
	liberal arts	228	47.50%
	arts	54	11.25%
Household Category	town	226	55.42%
	countryside	214	44.58%
nation	Han	422	90.90%
	Ethnic Minority	58	9.10%
region	Northeast,Northern	42	9.75%
	East,South	38	8.92%
	Northwest,Southwest	369	81.33%

Data source: Author survey

The experiment was divided into two stages. In the first stage, we selected 4384 college students of Xi'an Eurasian National University and investigated their basic information, positive psychological qualities and the current situation of well-being by means of questionnaires. 4392

questionnaires were distributed and 4374 were effectively collected, with a validity rate of 98.8% and a high validity of data extraction. In the second stage, we used random sampling method to select 480 college students in the 20th and 21st grade for the experimental survey based on the first stage of the survey, and the specific data are detailed in Table 1.

In summary, the characteristic indicators of the subjects of this survey are consistent with the study and are divided in detail. Thus the sample data cover a wide range and are more representative. During the study of stage 2, the number of participants was reduced from 480 to 449, and the experimental shedding rate was 9.4%, with a low experimental shedding rate and a compound specified shedding rate between 10% and 20%.

2.2. Research Tools and Methods

2.2.1. Positive psychological capital scale

The Positive Psychological Capital Questionnaire (PPQ), developed by Zhang Gwak, Nankai University (2010) and others based on Luthans' psychological capital theory, was used as the measurement tool. The questionnaire consisted of 26 items, and the internal consistency a-coefficient of the four subquestionnaires in this study ranged from 0.69 to 0.83, and the total scale a-coefficient was 0.88. The scale had good validity.

2.2.2. Well-being refers to the quantity table

The well-being index scale developed by Campel (1976) was used, consisting of two questionnaires, the overall affective index and life satisfaction, the former consisting of eight affective items and the latter consisting of one satisfaction item, and the scores of both were weighted and summed to give the well-being index. The internal consistency coefficient of the scale's affective index was 0.89, the retest reliability was 0.43, and the correlation coefficient of validity with the single question of life satisfaction was 0.55.

2.2.3. Randomized intervention experimental method

Stochastic intervention experiments are increasingly used in economic research, government policy-making, and educational improvement, and among the various impact assessment methods, Stochastic intervention experiments methods are seen as the "golden rule" for identifying causal relationships, especially when compared to the non-experimental methods used in traditional economics.[5] Once a Stochastic intervention experiments protocol is designed, its implementation steps include three: (1) a baseline survey; (2) random assignment of the sample to implement the intervention; and (3) an evaluation survey.

2.3. Study procedures and steps

In the second phase, we selected 480 students based on the first phase of research to establish a positive mental quality boot camp. We make full use of the power of peer supervision of the group's peers to encourage students to face each day with a positive and optimistic mindset and promote self-harmony through regular sharing of good moments and heart-warming videos about life. At the same time, weekly intervention experiments are conducted with students in the form of community punch cards with different themes to enhance students' positive thinking habits and their ability to resist stress in the face of setbacks, self-direction and self-approval, and to effectively improve students' self-concordance and sense of well-being.[6]

In this study, the experimental group was subjected to a positive mental quality training

intervention in the form of a boot camp for the 4 dimensions of optimism, hope, self-efficacy, and Toughness, and the control group was not subjected to the intervention. During the whole training period, the experimental group was divided into three groups, and the teaching assistant was responsible for the weekly summary, completing the online 4-dimensional topics, punching tasks and optimism, hope, self-efficacy, and Toughness in turn. The teaching assistants followed up and recorded the tasks of the experimental group one by one.

3. Experimental results

After ten weeks of positive psychological intervention experiments, the raw experimental data were obtained. To ensure the accuracy of the analysis results, the data were first processed to eliminate outliers, and then the data were analyzed from multiple dimensions.

3.1. Analysis of pre- and post-test results of positive psychological quality and well-being

The positive psychological quality and happiness level of the students in the experimental group were significantly improved. As shown in Figure 1, the average score of the experimental group students compared with the first four dimensions of positive psychological quality was significantly improved, which indicated that the positive psychological intervention experiment could effectively improve the self-harmony ability of college students. The students' happiness after the experiment was also significantly improved compared with the score before the experiment, indicating that the positive psychological intervention experiment could effectively improve students' happiness. [7]

The experimental group improved in four dimensions and happiness compared with before, among which the happiness improvement was the most obvious, which may be due to the intervention experiment cultivating students' positive personality qualities and positive self, which in turn improved students' happiness.

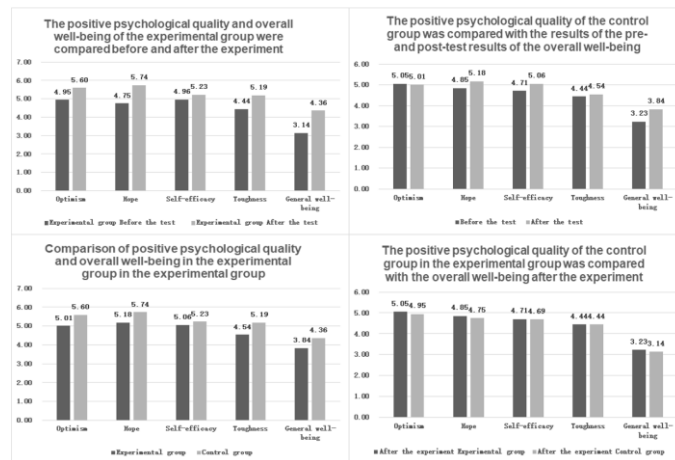
The control group showed a slight improvement in positive psychological quality and well-being. As shown in Figure 1, this may be because during the experiment, the school held public welfare activities such as sports days and green earth, which reduced students' learning pressure and improved students' positive psychological level, and these activities were also part of the positive psychological practice intervention, which further demonstrated that our intervention can effectively improve students' positive psychological level.[8]

3.2. Comparison of experimental results of positive psychological quality and well-being between experimental group and control group

The positive psychological quality and happiness level of the first two groups of students were not much different. As shown in Figure 1, the average scores of optimism, hope, and self-efficacy in the control group were slightly higher than those in the experimental group, and the happiness was slightly lower than that of the experimental group, but it was not significant and fell within a reasonable range. [9]

After the experiment, the positive psychological quality and happiness level of the students in the experimental group were significantly improved compared with the control group. As shown in Figure 1, the average values of the four dimensions of positive psychological quality of the students in the experimental group after the experiment were generally higher than those in the control group.[10]The average level of happiness in the experimental group was higher than that in the control group, and the positive psychological quality of students improved significantly, which may be due to the intervention experiment cultivating students' positive life attitude, positive personality characteristics, and positive emotional experience, which in turn improved students' positive

psychological quality.



Source: Author survey

Figure 1: Analysis of four dimensions of positive psychological quality and well-being experimental results

4. Explanation of experimental results

4.1. Effect of positive psychological interventions

Positive psychological interventions are psychological interventions that enhance the well-being of individuals by improving their positive cognition, positive behaviour, positive emotions, etc. Up to now, positive psychological interventions have developed four basic intervention strategies: firstly, identifying and using positive psychological qualities (e.g. gratitude visits, increasing the sense of meaning and purpose in life), secondly, increasing positive emotional experiences (e.g. self-emotional management, three good things exercises, etc.), thirdly, developing positive thinking habits (e.g. using the ABC theory of emotions to change cognition, resilience training, etc.), and fourthly, establishing and maintaining positive relationships (e.g. positive interpersonal interaction feedback). These interventions can not only improve the individual's sense of well-being and resilience, but also reduce negative emotions such as depression and anxiety. Positive psychological interventions have advantages over traditional psychological interventions in terms of lower costs, quicker results and avoidance of stigma [11].

Compared to traditional psychological interventions, positive psychological interventions are more widely targeted and accepted, which can allow more students to remove the traditional idea that "problematic people receive psychotherapy", and telling them that positive psychological intervention experiments are more like a kind of pleasure training [12].

4.2. Effects of positive psychological interventions on positive psychological qualities and well-being

The positive psychological intervention model implemented in this study adopts a mixed model of information intervention and practical intervention, giving full play to the four basic intervention strategies and adopting the community check-in model, on the one hand subliminally influences students' thinking through sharing good moments of life and short video sharing of positive thinking habit formation, on the other hand, promotes students to share the positive emotions they receive in their daily study and life through practical activities, enhancing the effectiveness of positive psychological interventions. This is consistent with the findings of Wu Jiujun et al.[13] The difference is that this study adopts the intervention mode of positive psychological training camp,

which allowed the intervention to be applied to students' lives rather than restricted to the classroom, enhancing the effectiveness of the experimental intervention.

The experiment began with a test of positive psychological quality and well-being among university students and collected relevant data. Through interviews with university students, we learned that the reasons for low psychological quality of college students are pressure in study life, facing social confusion, family influencing factors, and we have prepared positive psychological cultivation programs such as "good life instant sharing, recording three good things every day, cultivating positive thinking, self-advantage cultivation, and personal interest cultivation plan" for this problem.

There are many studies on the well-being of positive psychological interventions, and existing studies have shown that positive psychological interventions can improve well-being.[14] In this study, positive psychological intervention had a significant effect on the well-being of subjects in the experimental group, and the happiness of the participants in the experimental group was significantly enhanced after the positive psychological intervention, indicating that positive psychological intervention can effectively improve the well-being of university students in China, which is consistent with existing studies and has cross-cultural consistency. The slight increase in well-being of the control group during the experimental period may be due to the more recent activities held at the school, which relieved the stress of students' learning. Sin and Lyubomirsky presented a meta-analysis containing 49 studies explaining the effectiveness of positive psychological interventions. Many working mechanism principles have been proposed to explain the effect of positive psychological intervention, such as positive emotional experience will broaden the scope of individual cognition, attention, action, but also can construct the individual's long-term physical, intellectual, cognitive, psychological, social and other individual resources, make the individual's cognition more positive and flexible, and enhance the individual's sense of well-being.

5. Research Value and Outlook

Based on the concept of college-based management, the community-based management of Xi'an Eurasia College adopts the collaborative education model of "college, general knowledge and community" to strengthen the cultivation of students' professional and general literacy ability, and cultivate students' basic literacy abilities such as positive psychology and critical thinking through informality courses such as the second classroom. By encouraging students from different professional backgrounds to mix accommodation, exchange and learn from each other, and build a learning and living community, the college focuses on cultivating virtue and cultivating people, helping students' professional learning, promoting students' social development, and effectively improving students' professional knowledge, general ability and positive psychological level.[15]

Colleges and universities should try their best to create conditions to achieve the educational goal of student care education, first, create a positive campus cultural atmosphere. The school has set up emotional venting rooms, psychological relaxation rooms, community function rooms of service stations, and regularly held special special salons and positive psychological group counseling to cultivate students' positive psychology. Enhance the relationship between teachers and students, and promote the formation of students' good personality; Second, organically combine the first and second classes. As a supplement and extension of the first classroom, the second classroom applies theoretical knowledge to practice and transforms students' practical ability. The cultivation of positive psychological qualities is introduced into the second classroom, and the method of combining activities and credit system is used to diversify students' learning forms and promote the formation of positive, comprehensive and healthy personalities of students of Xi'an Eurasia College.[16] Third, improve relevant systems and systems. Schools should further study effective ways to improve the happiness of college students, optimize the system, build a scientific and reasonable institutional system, establish a reasonable incentive and assessment system according to the actual situation of the community, and promote the reform of the college system

and the all-round development of students.

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