

The Study of Psychological Capital Intervention's Influence on College Students' Self-Control

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ABSTRACT. [Objective] Based on the psychological capital intervention model PCI and combined with the characteristics of college students, this paper designed the Psychological Capital Intervention Training Program to intervene the psychological capital of college students and explore its impact on self-control. [Results] Before the intervention, there was no significant difference in psychological capital and self-control between the intervention group and the control group. After intervention, the levels of both variables in the intervention group were significantly higher than those in the control group. Comparison in the group showed that the post-test level of psychological capital and self-control in the intervention group was significantly higher than that in the pre-test, while there was no significant difference in the pre-test and post-test level in the control group.[Conclusion] Psychological capital intervention can not only obviously improve the level of psychological capital of college students, but also effectively improve their self-control, which opens up a new way to improve self-control.

KEYWORDS: Psychological capital, PCI, Self-control

1. Introduction

With the development of science and technology and the progress of society, college students are surrounded by all kinds of temptations, such as playing mobile phones in class, staying up late playing games, no sleeping at night and no getting up in the morning. In addition, impulsive consumption has become a typical phenomenon. Some students can't resist the temptation of surfing the Internet and often indulge in the Internet, which seriously affects their quality of life and physical and mental health. These phenomena are mainly caused by lack of self-control. Lack of self-control will not only lead to irregular life and affect physical health, but also lead to a decline in confidence, increased guilt, depression, inferiority, self-reproach and other negative emotions, which will seriously affect the mental health of college students. Thus, I deem that it is great necessity for university to focus on measures to cultivate college students' self-control in this particular stage for their physical, mental health growth and competitive advantage, laying a solid foundation for the all-round development of students.

Based on the review of previous literature, it is found that there are not many measures to improve self-control, mainly focusing on behavioral training, physical exercise, mindfulness meditation and other aspects^[1]. Therefore, in order to meet the needs of the society and schools, and provide more options for the cultivation of self-control, it is essential that more measures be worked out. According to the resource-limited model of self-control, it can be seen that self-control is a kind of psychological resource, and the implementation of control needs to consume this resource. People whose psychological resource is high own the higher self-control, and vice versa. In positive psychology, psychological capital is regarded as a positive psychological resource, including four core components: self-efficacy, hope, optimism and resilience, which can be improved through development. So it is speculated that there may be some relationship between the two, but there is no empirical test.

Therefore, this paper assumes that psychological capital intervention can effectively improve self-control. Based on PCI, psychological capital intervention model, and combined with the characteristics of college students, the "College Students' Psychological Capital Intervention Training Program" is designed in the paper. The aim of program is that intervening college students from four dimensions of psychological capital, self-efficacy, hope, optimism and resilience^[2], inspecting the effect on self-control, providing the reference for the future development of college students' psychological capital and the ascension of self-control.

2. Subjects and Methods

2.1 Subjects

30 college students from Jiamusi University were randomly divided into an intervention group and a control group, with 15 people in each group.

2.2 Research Tools

2.2.1 Psychological Capital Questionnaire

The Psychological Capital Questionnaire was prepared by Zhang Kuo et al. and consisted of 26 items. It is divided into four dimensions: self-efficacy, resilience, hope and optimism, and utilizes Likert formula 7 points scoring. The total coefficient of the questionnaire was 0.90, and the coefficients of the four sub-dimensions were 0.86, 0.83, 0.80 and 0.76^[3].

2.2.2 Self-Control Questionnaire

Self-control Questionnaire, revised by Tan Shuhua and Guo Yongyu, with 19 questions in total, uses Likert five-point scoring. With total coefficient of 0.862, it has good reliability and validity^[4]. So it is widely used among college students. Therefore it is decided to use in this paper to measure the self-control of the subjects.

2.2.3 Group Activity Satisfaction Feedback Form

In order to measure the participants' participation in the psychological capital intervention process, the subjective feelings brought by the intervention activities, and the atmosphere felt in the group, the "Group Activity Satisfaction Feedback Form" has been prepared, and the questionnaire was scored with Likert five-point scale.

2.3 Research Process

Firstly, before intervention, the psychological capital questionnaire and self-control questionnaire were used to pretest the psychological capital and self-control level of the two groups of subjects, so as to ensure the homogeneity of the two groups of subjects.

Secondly, the intervention group had intervention, while the control group had no intervention.

Finally, after the intervention, the two groups were tested again and the Group Activity Satisfaction Feedback Form was filled out.

2.3.1 College Students' Psychological Capital Intervention Training Program

The program is divided into seven activities, each lasting about 90 minutes, once a week, each corresponding to a different theme. The specific scheme is shown in Table 1.

Table 1 College Students' Psychological Capital Intervention Training Program

Order	Topic	Target	Activity Content
The First Time	Team Building	1. Define the significance and purpose of this activity 2. Promote group members to get to know each other 3. Establish group norms	1. Group Tutorial introduction 2. Snowball rolling 3. The wind blows 4. Establishing group norms
The Second Time	Cognitive Psychological Capital	1. Basic knowledge of psychological capital 2. Experience the life experience of people with high psychological capital	1. Captain Cook 2. Psychological capital theory explanation and the story of Forrest Gump 3. Idol story 4. Homework: watch the story of Forrest Gump
The Third Time	Setting Up the Hope	1. Learn to set goals. 2. Learn to refine goals and find ways to achieve them 3. Find alternative paths to obstacles	1. Building the tower together 2. Goal setting and refinement 3. Sharing and discussion
The	Promoting	1. Have some knowledge of attribution	1. Poor kitten

Fourth Time	Optimism	theory 2. Learn to make correct attribution	2. Explanation of attribution theory 3. Reflective training 4. Five steps to get out of trouble
The Fifth Time	Improving Self-efficacy	1.Experience the feeling of being motivated by affirmation 2.Identify your strengths and generate alternative learning	1. Look at me “coming” 2. Success model 3. Merit bombing 4. Comprehension and experience
The Sixth Time	Increasing Resilience	1.Build the awareness of resilience 2.Learn how to recover from setbacks and failures	1. Protruding tight encirclement 2. Chicken becomes phoenix 3. Reflective training
The Seventh Time	Summarize the Results and deal with Parting Emotion	1.To summarize the harvest and experience 2.To form the future planning of applied psychological capital	1. Chewing gum 2. Time travel 3. Psychological capital application 4. Giving each other blessing CARDS 5. The future is not a dream

2.3.2 Statistical Methods

SPSS19.0 was used to analyze the data. Independent sample T test was used for comparison between the intervention group and the control group before and after the intervention. And the pre-test and post-test of the intervention group and the control group were compared within the group that use paired sample T test.

3. The Results

As shown in Table2, there was no significant difference between the intervention group and the control group in the pre-test of psychological capital and self-control, while the post-test showed that the intervention group was significantly higher than the control group. As shown in Table3, in the intervention group, the post-test of psychological capital and self-control were significantly higher than the pre-test. In the control group, there was no significant difference before and after measurement. This shows that intervention of psychological capital can not only improve the level of psychological capital of college students, but also improve their self-control, which proves the previous hypothesis. This will not only provide effective measures for the development of psychological capital and cultivation of self-control in the future for college student, but also further enrich the ways to improve self-control and provide basis for future related research.

Table 2 Comparison of Results Before and after Intervention between the Groups (Comparison between Groups)

	Before the intervention			After the intervention		
	Intervention group	Control group	t	Intervention group	Control group	t
Psychological capital	104.20±16.29	107.80±18.86	-0.46	118.70±13.41	105.60±13.60	2.17*
self-control	52.00±7.57	55.00±2.54	-1.19	71.10±4.28	51.90±5.24	8.98**

Note: * $p < 0.05$, ** $p < 0.01$. The following are the same.

Table 3 Comparison of Pre-Intervention and Post-Intervention Results in Each Group (Comparison in the Group)

	Intervention group			Control group		
	Pre-test	Post-test	t	Pre-test	Post-test	t
Psychological capital	104.20±16.30	118.70±13.42	-4.83**	107.80±18.86	105.60±13.60	0.85
self-control	52.00±7.57	71.10±4.28	-5.43**	55.00±2.54	51.90±5.24	1.79

4. Suggest

In the field of education, college students, as high-quality talents, are the most important reserve for the future builders of the country and play an important role in the stability and development of the whole society. Through planned, organized and purposeful activities on college students that can affect their body and mind, teachers can achieve the goal of cultivating all-round talents. Psychological capital is a kind of positive psychological state shown in

the growth of individuals, who are committed to looking for “ways to cultivate and fully develop individual potential”^[5].

The development of psychological capital can not only significantly improve self-control, but also greatly promote other performance in work and study as well as competitive advantage in future career. In addition, the development of psychological capital can also deeply tap the adaptation potential of college students, stimulate creativity and improve subjective well-being, which truly promotes the all-round development of students and is in line with the educational goals and ideas of college educators for students.

Therefore, it is suggested that colleges and universities should pay attention to cultivate the psychological capital level of college students, develop students' positive psychological resources, and prevent students from various psychological problems.

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