

AN ANALYSIS OF THE APPLICATION PATH OF POSITIVE PSYCHOLOGY IN COLLEGE STUDENTS' MENTAL HEALTH EDUCATION BASED ON THE PERSPECTIVE OF LIFE EDUCATION: TAKING SHANDONG ENGINEERING VOCATIONAL UNIVERSITY AS AN EXAMPLE

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Abstract: In recent years, the mental health of college students has received more and more attention, prompting society to re-examine the importance and necessity of life education. A questionnaire survey was conducted on 282 college students from Shandong Engineering Vocational and Technical University on life attitudes, the current status of life education in colleges and universities, and positive psychology. The results showed that school life education was characterized by low student participation, low initiative, lack of educational content, failure to form a good education model, and certain deficiencies in teachers. Through quantitative research analysis, it is clear that there is a positive correlation between life attitudes and positive psychology. The article suggests using positive psychology education to promote college students' mental health, especially to supplement the educational path of life education. It is suggested that the positive psychology education method should be used to enrich the connotation of life education from four aspects: core concepts, life characteristics, education model, and strengthening teachers, so as to effectively promote college students' mental health.

Keywords: Life Education, College Students' Mental Health, Positive Psychology

Introduction

In recent years, the mental health problems of college students have received more and more attention, which has also prompted the society to re-examine the importance and necessity of life education. The essence of life education is to understand life, appreciate life, and realize life. From rich, delicate, systematic and in-depth understanding and practice, we can correct our attitude towards life, learn to establish close and supportive relationships with others, and clarify our life goals and motivations.

Traditional psychology mainly focuses on problem-oriented mental health activities for college students, which has a certain lag in the development of mental health education for college

students. Positive psychology advocates looking at individual potential with an open and developmental perspective, focusing on positive aspects such as individual strength and virtue, and attaching importance to the interaction between the individual's internal positive power and the external environment such as groups and social culture. On the basis of stimulating individual potential and positive qualities, it combines people with social life practices and builds a good development relationship in interaction with the outside world. At the same time, the humanistic care shown by positive psychology meets the real needs of the development of people in the current society, taps the positive power of the individual itself to obtain a way to a better life, and realizes the free and comprehensive development of people in the process of individual growth, interaction and serving the society.

Research Objectives

Shandong Engineering Vocational and Technical University is a private university funded and managed by the group, recruiting students from all walks of life and training undergraduate and junior college students. It currently has 567 faculty members, 286 full-time teachers (including 5 full-time mental health teachers), and more than 12,000 full-time students. Its school characteristics and the level of its teaching staff are representative among the current private universities in my country, and have certain typical characteristics of college students' mental health research.

This study is a random sampling questionnaire survey of college students from Shandong Engineering Vocational and Technical University, and a total of 282 valid questionnaires were collected. Among them, 93 were males and 189 were females; 168 were only children and 114 were non-only children; 243 were from two-parent families, 34 were from single-parent families, and 5 were from other family relationships; 152 were from cities, 84 were from counties and towns, and 46 were from rural areas; there were 218 undergraduate students and 64 junior college students.

Literature Review

Current situation of mental health of college students in private schools

After the "Law on the Promotion of Private Education" was officially implemented on September 1, 2003, private colleges and universities have sprung up like mushrooms after a spring rain. By 2024, there are 410 private undergraduate colleges and 388 private colleges in China. Private colleges and universities flexibly adjust their subject settings according to the dynamics of the employment market and focus on practical operation in curriculum design. Private colleges and universities have played an irreplaceable role in the development of China's education.

In recent years, cases of college students having accidents due to mental health problems are common. As college students' knowledge level and professional skills increase, their psychological

quality has declined. This trend has to attract the attention of mental health educators. Based on the development status of private colleges and universities and the characteristics of students, it is concluded that the group of contemporary private college students mainly has the following mental health problems, including low self-evaluation and poor resilience; low interest in learning and insufficient motivation for learning; mainly enjoyment and lack of life planning (Xia Jingjing, 2021).

Definition of Positive Psychology

Positive psychology was formed as a new research field with the publication of "Introduction to Positive Psychology" by Seligman and Csikzentmihalyi in January 2000. On the basis of inheriting the reasonable core of humanistic psychology, it adopts scientific principles and methods to study individual happiness, emphasizes the study of individual positive aspects, and strives to help people form good psychological qualities and behavior patterns.

Positive psychology advocates the positive aspects of human nature: happiness, joy, satisfaction, hope, optimism, tolerance and other positive factors. Adhere to the people-oriented principle, arouse people's positive power, cultivate positive thinking, and create positive events. Positive psychology has set aside the tendency of psychology to over-emphasize individual psychological problems in the past, and takes the individual's positive subjective experience, positive personality traits and positive social environment as the main research content, shifting the focus from mental illness and its repair to individuals creating a better life. The solution has also shifted from the past focus on confrontation to positive emotions and hope, thereby prompting individuals to form a positive cognition of their own development and consciously embrace the meaning of life (Zhao Yan, 2023).

This study will improve the life education in college students' mental health education from the perspective of positive psychology, deeply explore the available mental health education resources, and improve the existing mental health education model.

Life education

"Life education" was first proposed by (Krishnamurti, 1953). China first introduced life education in Hong Kong and Taiwan. According to the data of the "Campus Safety and Disaster Prevention Bulletin" of the Ministry of Education of Taiwan, the number of students reported for self-harm increased with the increase of school system. In 2019, the number of self-harm reports in elementary school, junior high school, high school and university reached 353, 1344, 1376 and 1402 respectively, and the total number of suicide deaths was 107. The number of self-harm and suicide deaths in each school system increased significantly from 2018 to 2019 (Taiwan Ministry of Health and Welfare, 2021).

For 20 years, Taiwan's suicide rate has been higher than the global average, and has even risen in recent years (Zhang, 2019). According to the "2023 China Mental Health" blue book released

by the Mental Health Branch of the Chinese Narcotic Drug Association in October 2023, the detection rate of depression among high school students is 40%, the risk of mild depression among college students is 16.54%, the risk of severe depression is 4.94%, the risk of mild anxiety is 38.26%, the risk of moderate anxiety is 4.64%, and the risk of severe anxiety is 2.37%. The Blue Book points out that the current domestic depression consultation rate is only 9.5%. 41% of students with depression drop out of school due to illness, and more than 700,000 people commit suicide due to depression every year worldwide.

Life education is an education about the basic knowledge, ability, values and attitudes of human life. It is an education based on exploring the ontology of human life, valuing the dignity and value of life, and aiming at the comprehensive and harmonious development of human life. (Lei & Xie, 2005).

Methodology

This study uses quantitative research methods. Quantitative research has the characteristics of exploration, diagnostic and prediction, which meets the research needs of this article. This quantitative study includes the following four parts: basic situation, life attitude scale, college life education status survey scale, and positive psychological capital scale. The questionnaire survey was conducted online through the "Wenjuxing" software, and SPSS statistical analysis was performed after the questionnaire was completed.

Basic situation. The questionnaire involves two parts: one is basic demographic characteristics such as age, gender, grade, and major; the other is relevant information about the subjects, such as family atmosphere and parenting style.

Life attitude scale. The "Life Attitude Scale" revised by Xie Manying was used, including six factors: ideals, life autonomy, love and care, sense of existence, death attitude, and life experience. The questionnaire has a total of 70 questions, including 39 positive questions and 31 negative questions. The Likert seven-point scoring method was used, with 1 point for positive questions "completely disagree" and 7 points for "completely agree"; the reverse question was scored in reverse, with 7 points for "completely disagree" and 1 point for "completely agree". The internal consistency reliability Cronbach's α coefficient was 0.875, and the scale reliability was high.

Survey scale on the current status of life education in colleges and universities. Based on previous research and referring to the current status of life education development in Shandong Engineering Vocational and Technical University, a self-compiled questionnaire was compiled to investigate college students' attitudes and feedback on life education-related courses, organizational activities and other issues. There were 10 questions in total, including 4 single-choice questions and 6 multiple-choice questions.

Positive psychology scale. The "Positive Psychological Capital Questionnaire" developed by Zhang Kuo, Zhang Sai and Dong Yinghong was used, including four factors: self-efficacy, resilience, hope and optimism. The questionnaire had a total of 26 questions, including 5 reverse scoring questions. The Likert seven-point scoring method was used, with 1-7 points from "completely disagree" to "completely agree". The internal consistency reliability Cronbach's α coefficient was 0.90, and the scale reliability was high.

Results

1) Current status of college students' attitude towards life.

Table 1 shows that except for ideals, the minimum values of the five factors of life autonomy, love and care, sense of existence, attitude towards death, and life experience are all less than 5, indicating that contemporary college students have low scores in terms of free choice and responsibility for life, caring for themselves and others, affirming the meaning of life, attitude towards death, and decision on life experience. Secondly, the maximum difference between the maximum and minimum values of love and care and life experience is 20, indicating that college students have obvious differences in life experience in these two aspects.

Table 1: Scores of the six factors of college students' attitude towards life

Factors	Maximum	Minimum	Mean	Standard Deviation
Ideals	22	9	16.41	2.88
Life autonomy	20	4	13.73	3.79
Love and care	25	5	18.91	4.16
Sense of existence	15	3	12.38	2.69
Attitude towards death	20	4	12.76	3.60
Life experience	25	5	19.54	4.13

2) Current situation of life education in colleges and universities.

The results of the questionnaire survey on life education in colleges and universities show that 98.90% of students believe that it is very necessary to carry out life education in schools. The top three main contents of life education are safety education (80.22%), physical exercise (78.02%), and first aid knowledge (76.58%), all of which are directly related to physical health, while the students who feel that they have received education on the concept of life only account for 49.45% of the total, less than half of the total. The three major problems in life education are the lack of effective life education (60.99%), students not actively participating (51.65%), and lack of content and teaching materials (50%). In the school's desire to cultivate students' life awareness, students believe that the meaning of life (75.27%), frustration education (71.98%), survival skills (68.13%), basic physiological knowledge (63.19%), responsibility education (59.34%), and career education (50.55%) are all very important, and more than half of them agree.

The implementation methods of life education in colleges and universities chosen by students are as follows: opening life education courses (70.88%), improving mental health education (69.78%), strengthening campus culture construction and creating a good mental health environment (62.09%), holding special lectures on life education (54.40%), carrying out life practice education (54.40%), conducting infiltration teaching through disciplines (51.65%), establishing appropriate early warning and intervention mechanisms (43.96%), strengthening teacher training (43.41%), combining families, schools, and society to exert joint efforts (38.46%), and organizing life education class meetings (33.52%).

3) Positive psychological capital scores of college students.

Table 2 shows that among the four factors of positive psychological capital, the optimism score is relatively low, indicating that contemporary college students are not good at using realistic and flexible interpretation methods, that is, making reasonable and accurate evaluations based on past experience and existing facts.

Table 2: Scores of the four factors of college students' positive psychological capital

Factors	Maximum	Minimum	Mean	Standard Deviation
Self-efficacy	46	7	32.38	7.25
Resilience	49	7	30.95	6.95
Hope	42	6	29.90	7.22
Optimism	35	5	19.88	5.96

4) Relationship analysis.

Based on the perspective of life education, this paper explores the positive development direction and implementation methods of mental health education and conducts related analysis on life attitude and positive psychological capital.

Table 3: Correlation matrix between life attitude and positive psychological capital factors

	Ideals	Life autonomy	Love and care	Sense of existence	Attitude towards death	Life experience	Self-efficacy	Resilience	Hope	Optimism
Ideals	-									
Life autonomy	0.634**									
Love and care	0.412**	0.227**								
Sense of existence	0.317**	0.306**	0.586**							
Attitude towards death	0.280**	0.276**	0.067	-0.103						
Life experience	0.483**	0.425**	0.623**	0.701**	0.174*					
Self-efficacy	0.493**	0.488**	0.473**	0.483**	0.283**	0.633**				
Resilience	0.566**	0.559**	0.472**	0.438**	0.389**	0.584**	0.738**			
Hope	0.599**	0.534**	0.495**	0.505**	0.125	0.625**	0.739**	0.645**		
Optimism	0.547**	0.582**	0.300**	0.283**	0.395**	0.415**	0.465**	0.788**	0.532**	

Table 3 shows that except for the fact that there is no significant correlation between death

attitude and love and care, sense of presence, and hope, the other variables are all significantly positively correlated.

This shows that the more positive the attitude towards life is, that is, having ambitious life goals, being responsible for one's own life, being full of love and care for oneself and others, affirming the meaning and value of existence, and being able to deal with various difficulties and setbacks in life, it is helpful to Form a positive psychological quality, and the attitude towards death has little impact on the positive psychological quality.

5) Regression analysis.

Through stepwise regression analysis, the results in Table 4 show that life experience, life autonomy, attitude towards death, love and care can positively predict self-efficacy, explaining 47.7% of the variance.

Life experience, life autonomy, attitude towards death, love and care, and ideals can positively predict resilience, explaining 53.2% of the variance; Life experience, ideals, life autonomy, love and care can positively predict hope, explaining 52.4% of the variance; Life autonomy, attitude towards death, ideals, and sense of existence can positively predict optimism, explaining 44.1% of the variance. In addition to optimism, life experience has a strong positive predictive effect on the three factors of self-efficacy, resilience, and hope. This may be because the personal perception and emotional experience of life experience have the most direct impact, which is consistent with the views of family therapist Satia.

Table 4: Life attitude-positive psychological capital model

Dependent Variable	Independent Variable	Beta	R ²	F value
Self-efficacy	Life experience	0.412	0.477	42.200**
	Life autonomy	0.241		
	Attitude towards death	0.134		
	Love and care	0.153		
Resilience	Life experience	0.253	0.532	42.195**
	Life autonomy	0.259		
	Attitude towards death	0.221		
	Love and care	0.182		
	Ideals	0.142		
Hope	Life experience	0.330	0.524	50.833**
	Ideals	0.255		
	Life autonomy	0.201		
	Love and care	0.139		
Optimism	Life autonomy	0.327	0.441	36.673**
	Attitude towards death	0.256		
	Ideal	0.224		
	Sense of existence	0.138		

Discussion

The research results show that college students' attitude towards life can better predict the level of positive psychological capital, while the problems of life education for contemporary college students are concentrated in the aspects of low student participation, low initiative, and lack of content, which have a wide range of room for improvement and improvement. It is recommended to deeply explore the available mental health education resources from positive psychology, enrich the connotation of life education, create a positive mental health education atmosphere, and help students grow up healthily.

Explore the core concept of "positive orientation" and emphasize the advantages of life potential. As a modern educational concept, life education originated from social problems such as life harm. In the course of development, it is also frequently mentioned after sudden emergencies such as public health, violence and suicide. This problem perspective puts life education in an embarrassing position of being dispensable. In reality, "nothing is easy, and remedy it later" is everywhere, and the cost of "repairing the fold after the sheep have been lost" is huge and the effect is not good. Therefore, life education should attach importance to the advantages of college students' life potential, promote the core concept of positive orientation, run through the whole process of life, and get a vaccination for life education in advance.

Create "three-dimensional" life characteristics and highlight students' participation experience. The current life education is still in its initial development stage, without a mature system. It only pursues the mastery of pure knowledge and skills, such as safety education, physical exercise, first aid knowledge and other courses, while neglecting the cultivation of students' mental health, outlook on life, values and other spiritual connotations. It lacks life practice and emotional experience, and the education method is single.

Construct an "implicit" education model to exert the silent effect of mental health education. Life education is not a lesson learned after a crisis event, but a lifelong education that follows the beating of the heart; it is different from the empty surface of "cramming" and "preaching", but should be permeated into every bit of university life and learning, such as art, movies, travel and other normal life.

From the perspective of positive psychology, educators are required to look at every student with an open, tolerant and appreciative eye, and tap into the shining points of students. Cultivating college students' interest, love and gratitude for life will be filled with the warmth of interpersonal interaction, the joy of classmates and peers, and the support of the family system, gradually producing subtle, lasting and gradual effects, covering the entire period of life.

Strengthen the teaching staff and build a characteristic education model. To carry out life education and mental health education for college students under positive psychology, a high-quality

teaching staff must be available. First of all, colleges and universities should recruit high-quality talents in psychology to inject fresh blood into the school's mental health education teaching staff, and at the same time alleviate the shortage of teachers. Secondly, colleges and universities should build a linkage mechanism for mental health education, strengthen the communication between mental health teachers and counselors and class teachers of each college, and be able to feedback students' psychological problems to mental health teachers as soon as possible, and build a special education model in which counselors discover problems, mental health teachers solve problems, and give feedback. Furthermore, colleges and universities should regularly hire experts to train mental health teachers to help them improve their knowledge structure and learn the latest psychological knowledge.

Conclusions

Improve life education and guide students to understand themselves. The purpose of life education is to effectively reduce the occurrence of life safety problems of students. Therefore, the curriculum design should start from the actual situation of students and carry out work according to the different levels of students' needs. This requires full in-depth understanding of students and understanding of their real needs. Different psychological counseling can be provided according to the different psychological characteristics of students through personalized assessment of different students. By setting up lectures, courses and integrating positive psychology into campus culture, we can create a growth environment full of positive energy for college students.

Apply the knowledge related to positive psychology, enrich the positive emotional experience, and enhance the content of life education courses. Apply the knowledge related to positive psychology, improve the methods and approaches of life education, fully mobilize the subjective initiative of college students, and draw happiness and happiness from various activities; guide students to discover their own advantages and values, create a positive environment to guide students to be self-reliant and self-reliant in practice, thereby encouraging students to appreciate themselves and reconcile themselves, and encourage students to welcome a better life in the future with hope. Through experiential learning, interdisciplinary integration, volunteer service and social practice, we can enable students to understand and experience the colorful and rich life from different angles and levels. This kind of education method can not only enhance students' practical ability, but also cultivate their positive emotions such as gratitude, satisfaction and happiness..

Improve the positive support system for college students. College students' mental health education should be based on colleges and universities, and establish a system mechanism for collaborative education among schools, families and society. Promoting the "implicit" education model will help make life education ubiquitous and omnipresent. Through multi-faceted penetration

and facilities, students can always feel the existence of life education in their daily lives. This subtle education method can enable students to be influenced by life education unconsciously and form positive, healthy and upward psychological qualities.

Strengthening the teaching staff and building a characteristic education model are the key to improving the level of life education and mental health education. Through regular teacher training and further study, we can continuously improve the professional quality and teaching level of teachers; developing a life education model with the characteristics of our school can enable us to better combine the actual situation of our school while following the general laws of positive psychology to form an education model with local characteristics.

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