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Prevention and Intervention Measures for Abnormal Psychology of Rural College Students: A Case Study of Northwest A&F University

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Abstract Due to the negative influence of family's cultural and education level, economic development, and rural traditional culture, rural college students have such abnormal psychology as inferiority complex in learning and job selection, high psychological pressure, sensitive interpersonal relationship, high emotion fluctuation, confusion in love and sex, and high unknown risks. Therefore, through strengthening the effectiveness of abnormal psychological prevention and intervention, it is expected to prevent rural college students from becoming psychological weak.

Key words Rural college students, Abnormal psychology, Measures

1 Introduction

According to statistics, the percentage of poor students in college students is close to 30%, the percentage of the most needy students is 10% – 15%, the number of poor students is near 3.5 million, and the vast majority of them come from rural areas. Survey results of scholar Zhan Qisheng (2008) show that the psychological health of rural college students remains at a relatively low level. This is a basic fact the psychological workers in colleges and universities must face. With the development of new countryside construction, the urban and rural divide is undergoing tremendous changes. However, there are great differences in psychological health between college students from urban and rural areas. This should be noted by psychological workers in colleges and universities. Rural college students are greatly different in psychological health indicators not only with college students from big cities, but also with those from small and medium-sized cities. Their scores in anxiety, depression, inferiority, social withdrawal, psychosexual disorder, compulsion, dependence, and psychotic tendency are significantly higher than those from small and medium-sized cities^[1]. Because of living in rural areas with relatively weak economy, geographical location and social status, rural college students usually resort to negative measures such as dodging or concealing in the event of psychological problem. Some rural college students have serious accidents such as suicide, murder, escape and psychosis. These problems not only bring irreparable harm to rural college students and their families, but also directly influence development, stability, and harmony of the country and society. At the National Ideological and Political Work Conference of Colleges and Universities, President Xi Jinping stressed that unique history, unique culture, unique national conditions deter-

mines that China must take its own road of higher education development. Fundamentally, the ideological and political work is the work of conducting oneself. It is required to care for students, focus on students, serve students, and constantly raise students' ideological level, political consciousness, moral quality, cultural quality, making students become talents with ability and political integrity and comprehensive development. Therefore, it is the responsibility and mission of teachers of colleges and universities to effectively prevent and intervene against the occurrence and development of abnormal psychology of rural college students.

2 Analysis on abnormal psychology of rural college students

In order to clearly find out the abnormal psychological problem of rural college students, our team carried out a survey for undergraduate students of Northwest A&F University in 2016. 63% students came from rural areas, and as high as 47.21% of them were poor students. The percentage of students whose parents had no job was as high as 74.14%. Students with monthly consumption below 600 yuan accounted 58.7%, and 15.4% students stated that economic issue is their largest psychological pressure. Triggered from economic pressure, there appeared the problem of "urban aristocrats" and "rural poor peasant" not visiting each other all the campus life in some dormitories or schools. At the same time, some rural poor college students remained in the "double poverty" psychological edge, namely, economic poverty and psychological poverty. Marx once said that the essence of man is no abstraction inherent in each single individual. In its reality it is the ensemble of the social relations^[2]. These rural college students instinctively generated the sense of freshness for those from urban areas, but they also showed certain sense of defense and loneliness. Combined with the survey results, we summarized main features of abnormal psychological problem of rural college students.

2.1 Inferiority complex in learning and job selection and high psychological pressure The academic pressure of rural

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college students is often higher than that of urban college students. In rural areas with hard conditions, excellent academic achievements not only become their spiritual pillars, but also make them become pride of their parents and young people. However, after entering colleges and universities, those students from rural areas get lost in application of modern educational technology, means, the use of methods and the new characteristics of colleges and universities. Once too high learning motivation and expectation become beyond their ability, they lose advantages of learning, and negative problems and emotions will be like the pushed domino. Although rural college students have higher perseverance and independence than urban college students, their psychological flexibility and adjustment ability is weaker. Being unable to adapt to teaching methods of engineering disciplines, a rural college student from Xinjiang failed in 5 courses. Under a lot of pressure, she unexpectedly chose to attempt suicide. A boy student from rural areas performed well in the first year. However, after changing the discipline in the second year, he performed bad and failed in many courses. Before exams, he often showed abnormal emotion. He said: "my only advantage in learning gets lost. I feel no value or dignity and I have strong idea of suicide every day, but does not commit suicide for worry of my parents... I have no self-confidence and always feel I am dangerous. Even I am happy today, I also feel it is unstable balance and such balance may lose in certain moment. Then, my spiritual pillar will slowly get collapsed. It is terrible. I have no way to control myself". Besides, our survey results also indicate that the top three worries of rural college students; employment pressure, bad academic performance, and dislike of their disciplines. In agriculture and forestry colleges and universities, the disciplines related to agriculture, rural areas and farmers accounted for more than 90%. Rural college students had to directly and indirectly engage in works related to agriculture after graduation. There are various problems of "learning agriculture but not loving agriculture", "no use of agriculture and forestry disciplines", and "graduation = unemployment". Such one-sided understanding of disciplines of agriculture and forestry colleges makes their hope shatter, they showed high sense of loss and dissatisfaction, thus leading to strong inferiority complex^[3]. Under the political and cultural background that the people should be told to do this or that without telling them why, people have not changed their attitude towards agriculture, farmers and rural areas along with the social progress, especially the discrimination and isolation of farmers has not been eliminated. In foreign countries, farmer is a profession, while in China, farmer is heredity of identity. Since their ancestors were isolated from the mainstream society for generations, some rural college students are eager to get rid of their identity of farmers through the college entrance examination. However, urban college students have more education funds, better facilities and resources, and social relationship resources and power resources than rural college students. Especially, it is increasingly difficult for rural college students to find ideal jobs, some rural college students may go bankrupt to

finish their college and face the brutal reality of unemployment upon graduation, which leads to greater and greater psychological pressure, and consequently generates such psychological problems as anxiety and sense of inferiority^[4].

2.2 Sensitive interpersonal relationship and high emotion fluctuation Totally different from middle school, the learning status in college is different. College students are sensitive to interpersonal relationship, individual skills, and care much about appearance, quality improvement and perfection^[5]. Some rural college students do not have perfect personality. Although they take off the coat of farmer through entering to colleges, they still have the consciousness of "lack of initiative, worry about personal loss, and one-sided communication motivation". Survey shows that rural college students in the choice of friends cared most about the appearance of friends and economic conditions, accounting for 17.2% and 13.1% respectively, and 3.0% students had tense interpersonal relation, and 27% students often had conflicts with others for trifles. 6.3% of the students would take a negative approach (compromise, avoid problems or argue strongly) to deal with interpersonal conflicts, and 5.2% of the students showed depressed emotional experience. Some rural college students showed adverse psychological state such as inferiority complex, jealousy, self-closing, withdrawal, or going to extreme. A rural college student stated: in the last year of junior middle school, I broke my leg and received three times of operation, I laid home a half year. In this half year, I hardly communicated with other people except my parents. Later, I nearly forgot how to walk. I felt inferior and became introverted. After several years, I have been completely recovered, but my introverted personality has no big change. After entering the university, I passively made friends in most of time. Sometimes, I talked little with friends. In fact, I admired those extroverted people. They are talkative in any time and give out a charm, which is the state I am eager to have. American psychoanalysts Hanei said: many psychological problems are caused from poor adaptation to the environment. If original mental set is not changed with changes in external environment, for example, if people's thought, emotion, attitude, and will are not coordinated in time, the individual will bear high psychological pressure, there will be contradictions and conflicts with others. When such contradictions and conflicts are accumulated to a certain level, the individual will generate negative emotions such as confusion, empty, depression, anxiety, and nervousness. This is extremely harmful to psychological health. Furthermore, the cultural and economic differences between urban and rural areas bring a big drop for rural college students. "In the eyes of rural residents, we have become urban people; however, in the eyes of urban residents, we are still rural residents". When looking back his growth experience, the writer Meng Gang said: "my growth experience in rural areas makes me sensitive and suspicious, give myself, and do not have a close friend". University is a place where talents flock. Students from big cities not only have excellent academic performance, but also have rich and wide knowledge. They can sing and

they can dance. However, I can't speak a complete sentence. By contrast, I feel ashamed and inferior. I try to conceal my shyness, and imitate others and want to behave naturally and generous, the results become more unmanageable. Being anxious for success makes the real me and ideal me completely separate, and makes me fall into an inexplicable dilemma. When rural college students communicate with others, "simple, sincere, and affectionate personality traits can promote the interpersonal relation, while the inferiority complex, sensitiveness, suspiciousness and paranoid traits may make them fail to satisfy demands of security, belongingness, and love, and finally they will be alienated in the emotional undulation.

2.3 Confusion in love and sex and high unknown risks The unbalance between physiological development and psychological development leads to rural college students yearning for love, and having strong curiosity and desire for sex, and also having various confusion and problems of love and sex. The survey indicates that 73.8% rural college students support love, while 23% rural college students already have lover or remain in obscure period. At the same time, 10.9% students hold the motivation of utilitarian love. In other words, they fall in love to make up for inner emptiness or satisfy the demand of face. 10% students may take revenge once they fail in love. Negative love motivation and utilitarian spouse selection standard will inevitably harm oneself and others. Wrong way of dealing with failure in love is not only unfavorable for physical and mental health of rural college students, but also may bring about greater and more harmful consequences. 34.5% students support the premarital sex. Once there are love and sex problems, the consequences and risks of rural college students are greater than those from urban college students. In the process of interview with students, we know that they lacked scientific knowledge of sex, their channel for obtaining sex knowledge was narrow or even unhealthy (a few students would get to know sex knowledge through pornographic videos, books and websites), and there was no course of sex knowledge in the university. Especially, low self-esteem and low value of poor and most needy college students easily lead to negative psychology of "inferiority complex, flattering, demanding perfection, and paranoia". In addition, rural education neglects cultivation of comprehensive ability of students, leading to their weak communication ability, expression ability, and ability of dealing with affairs. They have open sex idea, but they are unable to bear the possible consequences, such as pregnancy, abortion, and responsibility, *etc.* Cultural and educational level of rural families, economic development, and rural traditional culture bring those students falling in love and sex psychological problem with more difficulties. In September 2010, rural college student Jiao Xiuxiu from countryside of Linfen City became a human vegetable after receiving the induced abortion, however, her boy friend just fled away and vanished. Their parents living in rural areas for generations had to bear economic, social, psychological pressure.

3 Prevention and intervention measures for abnormal psychology of rural college students

3.1 Effectiveness of prevention of abnormal psychology Ma Jiajue incident warned college and university educators to care about psychological problem of students. The mission of psychology does not take people with psychological problem as objects, but take rural college students as audiences. For results of this study, we expect to maintain normal psychological health and prevent abnormal psychology, and stimulate potential of students. It is necessary to establish a multi-polar and participatory psychological counseling network. (i) The focus of the work should change from psychological counseling of individual student to that of entire rural college students, and transform the obsolete and backward ideas of rural college students. The routine management work of students should include psychological scene play, self-growth team, psychological lectures, group counseling, class psychological activities, a variety of advisory services (telephone counseling, correspondence consulting, network consulting, e-mail consultation, *etc.*), psychological popularization channels (exhibition board, newspaper, radio, campus network) and other psychological health education activities. (ii) It is recommended to engage psychological experts to provide psychological health training for the front line teachers of the university, guide them to care about psychological problems of rural college students, learn skills of communication with students, and provide learning and psychological guide for students inside and outside classroom. (iii) It is recommended to set up a general course of psychological health education. The university should incorporate the psychological health education into the compulsory course system, combined with the characteristics of the agricultural and forestry colleges that students mainly come from the rural areas. The course should cover the basic knowledge of psychology, environmental adaptation, interpersonal communication, learning psychology, love psychology, employment psychology, emotional management and stress response and so on. (iv) It is recommended to organize diversified education, to guide students to walk out of misunderstanding of love and sex. For example, the university may set up boards for love, sex and AIDS prevention, to eliminate illiteracy of rural college students about sex. Various types of "WeChat platform" may set sex health section, "E-class" may invite experts to explain the popular science film to enhance the effectiveness of sex education. In addition, it is recommended to encourage students to go out, carry out activities such as social practice in summer, rural compulsory education support, caring about rural empty nesters and left-behind children, serving the countryside and harvesting at the inheritance road. These not only enhance their ability but also touch their inner feelings. At the practice road, students can think when acting, and comprehend when learning. Enriched social life rectifies bad communication state of mind, and avoids mistaken idea of love due to feeling lonely and boring.

3.2 Effectiveness of intervention of abnormal psychology

At present, the intervention program includes individual interven-

tion and environmental intervention. Individual intervention has a good effect on students' situational problems such as failure in love, academic stress, and interpersonal tension, but has little effect on complex issues such as personality defects, neurosis and psychosis. However, environmental intervention focuses on the adults whose thoughts and behavior have been formed around students. In the specific implementation, environmental intervention has certain difficulty. Therefore, it is necessary to build a more effective intervention mode on the basis of development psychology and positive psychology. In the first place, it is recommended to talk with those rural college students showing emotional depression, low self-satisfaction, and poor psychological adjustment in the psychological problem screening, conduct data filing, and follow-up survey, and implement referral treatment if necessary. Thus, building an effective interaction between university and families is a key point. In our team, combined with specific situation and typical cases of rural college students, Liang Chengshan communicated with more than 200 parents by correspondence and telephone, and conducted in-depth discussion with 58 parents, and formulated the Student Work Case Study, which involves psychological health, learning difficulties, economic difficulties, Internet addiction, crisis management, and *etc.* In the second place, it is recommended to guide students to make careful work and focus on strengthening the objectives of struggle and career planning. It is expected to shorten the ideal intermission, and guide rural college students to make reasonable career planning according to the latest employment information and market demands, to reduce the sense of pressure due to learning agriculture and doing farming. For example, our university launched series of activities, such as Student Entrepreneurial Training Program, "My Job Hunting Story" Articles Soliciting Event, "Employment Classroom - New Prospects for Undertaking of Animal Husbandry in the Period of Economic Transition", and "Leading the Thinking through Undertaking and Innovation, Achieving Dream through Practice". In the third place, it is recommended to adopt "dual promotion" intervention method inside and outside classroom. Our

university should bring into play the role of ideological and political theory course as main front and channel, to achieve excellent intervention effect through improving psychological quality and personality quality of rural college students. At the same time, the Beehive Classroom of College of Water Resources and "Lead-in" Classroom of Architectural Engineering and College of Economics and Management have undertaken series of activities in psychological counseling, interpersonal, postgraduate entrance examination and postgraduate recommendation, employment, love and sex psychology, and have become beacon light for rural college students. Besides, on the basis of characteristics of agriculture and forestry colleges and universities, in cooperation with agriculture and forestry experts, our university has implemented series of activities such as Face to Face with Professors, to help rural college students to set up correct life value objectives of "learning agriculture, loving agriculture, and devoting to agriculture". These activities not only strengthen their sense of presence, sense of security, sense of collective, and sense of accomplishment at the same time of effectively dredging their loneliness and depression, but also make them face the academic, interpersonal and love problems with better state of mind.

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