

A Study on the Relationship between College Students' Emotional Management Ability and Mental Health

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Abstract

Objectives: The objective of this study is to explore the relationship between college students' emotion management ability and mental health. **Methods:** A total of 1000 college students from four universities in our city were selected as the object of the study. The emotion management ability of 1000 college students was analyzed by means of questionnaire, and the mental health status of college students was measured with symptom checklist (SCL)-90. The average scores of the five dimensions of college students' emotional management ability are classified as follows: Controlling negative vent >rational regulation >seeking outside support >controlling negative suggestion >positive remedy. **Results:** The results showed that there were obvious negative correlations between the three factors and the SCL-90 factors, such as the rational control of college students, the control of negative implications, and the control of negative venting. However, there is only a negative correlation between college students' seeking outside help and interpersonal, paranoid, psychotic, and depressive factors. Positive remedies were negatively correlated with the symptoms of compulsion, psychosis, and depressive factors, while positive remedies and paranoia factor and hostile factor are obviously related. **Conclusions:** In the investigation of college students' emotional management ability, the five dimensions are closely related to their mental health status. Therefore, we should pay attention to the cultivation of college students' emotional ability and encourage them to participate in some meaningful activities to improve their mental health.

Keywords: Emotion management ability, interpersonal, mental health negative venting

INTRODUCTION

Emotion has an important influence on the mental health of college students. Emotion is an important driving force of individual behavior, which affects the direction of cognitive activity, the choice of behavior, the formation of personality, and the processing of interpersonal relationships.^[1] College students in the youth period are experiencing dramatic changes, emotional fluctuations, and emotional experience rich and complex, and easy to fall into emotional distress. This feature will inevitably affect the study and life of college students, and the long-term persistent bad mood will also harm the physical and mental health of college students.^[2,3] This study focuses on the mental health of college students, taking the ability of emotional management as the breakthrough point to investigate the current situation and existing problems of college students' emotional management ability, as well as the relationship between the emotional management ability and mental health of college students, and put forward some suggestions for education intervention,

which will be certain to improve the mental health level of college students.

Overview

This study selects 1000 college students from Southwestern University, Chongqing University, Industrial and Commercial University of Chongqing and Chongqing Normal University in Chongqing were selected as students (the first two key universities and the other two for ordinary universities), and 926 valid questionnaires were collected. Among them, there are 504 students in key universities, 422 in ordinary universities, 360 for boys and 566 for girls; 426 in arts and 498 in science and engineering; 443 in cities and 483 in rural areas. A self-designed college student's emotional

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Table 1: Average scores and standard deviations

	Rational regulation	Controlling negative vent	Seeking outside support	Controlling negative suggestion	Positive remedy	General questionnaire
SD	4.78512	6.95122	3.61242	4.62114	4.32512	15.3214
Mean	3.65511	3.92142	3.32541	3.25884	3.02251	3.53652

SD: Standard deviation

management ability questionnaire was used to test the emotional management ability of college students. There are 103 questions in the initial volume of the questionnaire. After the selection of item items, factors extraction and dimension naming, a formal questionnaire including five dimensions, which includes rational control of emotional ability, control negative venting ability, external support ability, control negative suggestion ability and positive remedial ability, is formed, with 38 items.^[4] The results of the reliability analysis show that the homogeneity reliability of the formal questionnaire for the emotional management ability of college students is 0.8276, and the half reliability is 0.6683. This indicates that the questionnaire and dimension model of emotional management ability of the college students are more stable and reliable. In the test, class group test was adopted to ensure that the students were not disturbed as much as possible, and no title was given to reduce the social approval effect. Symptom checklist (SCL)-90 was used to measure the mental health of college students. The scale has been widely used at home and abroad, with high reliability and validity, the coefficient and the half reliability are 0.9760 and 0.9477, respectively. The correlation coefficient of each factor and the total score is between 0.676 and 0.922, there is a higher correlation, the homogeneity of the questionnaire is better, the absolute values of the related lines between the dimensions are moderate, and the dimensions are between the dimensions. There is a certain degree of independence [Table 1].

METHODS

College students scored the highest in the "ability to control negative venting." The score was 3.6152, the variance was 4.74284. The score of the positive remedial ability was the lowest, the item score was 3.0933, and the variance was 4.32132. The order of the size of the five dimensions was as follows: Control negative venting ability > rational control of emotional ability > seek external support > control negative suggestion > positive remedial ability. The gender difference of college students' emotional management ability shows that there are differences in the overall emotional management ability of college boys and girls. Girls are better than boys, and the level is statistically significant ($P = 0.002 < 0.01$), which is significantly higher than that of boys ($P = 0.005$, $P = 0.000$, $P < 0.01$). Although girls are slightly higher than boys in controlling negative venting and positive remedies, they do not have significant differences ($P = 0.058$, $P = 0.444 > 0.05$); boys are better than girls in controlling negative hint, but the level is not significant ($P = 0.141 > 0.05$) [Table 2].

Table 2: Comparison of gender differences in emotional control

	Mean	SD	F	Significant
Rational regulation				
Male	28.2112	4.9542	8.105	0.005
Female	29.2212	4.6551		
Controlling negative vent				
Male	47.2541	7.2541	3.562	0.058
Female	48.6324	6.3521		
Seeking outside support				
Male	15.2121	3.2554	47.22	0.000
Female	17.2541	3.2551		
Controlling negative suggestion				
Male	20.3511	4.6522	2.152	0.141
Female	19.6521	4.6854		
Positive remedy				
Female	21.6951	4.3668	0.565	0.444
Male	21.5541	4.2212		
General questionnaire				
Female	132.554	15.541	9.475	0.002
Male	136.211	14.251		

SD: Standard deviation

There are significant grade differences ($P = 0.001$ $P = 0.000$, $P < 0.01$) in the two dimensions of students' emotional management ability. There are no significant differences in the other three dimensions. In the sense of emotional ability, it showed a tendency to increase first and then decrease, showing two grade > Grade 1 > Grade 3 > Grade 4, which showed a gradual decline in the control of negative venting ability, showing first grade > two grade > three grade > four grade. The two dimensions of multiple average comparisons, rational control ability and control of negative transmission ability are further discussed [Table 3].

RESULTS

The total score and the factors of college students' emotion management ability were correlated with the factors of SCL-90 symptom questionnaire, and the results are shown in Table 3. The three aspects of emotional management ability of students' rational control of emotion, control of negative venting, and control of negative hints are significantly negatively correlated with each factor and total score of SCL-90. The emotional management ability of college students to seek external help is only closely related to the interpersonal sensitivity and depression factors of SCL-90. Paranoid factors and psychotic factors were significantly negatively correlated. The emotional

Table 3: Correlation analysis between factors and symptom checklist-90 symptom questionnaire

	Rational regulation	Controlling negative vent	Seeking outside support	Controlling negative suggestion	Positive remedy	General questionnaire
Somatization	-0.235**	-0.328**	-0.062**	-0.254	-0.052	-0.345**
Obsession	-0.28**	-0.285	-0.051	-0.402	-0.102	-0.362**
Interpersonal sensitivity	-0.252**	-0.310	-0.132	-0.417	-0.101	-0.412**
Depressed	-0.320**	-0.352**	-0.108**	-0.452**	-0.140	-0.462**
Anxious	-0.241**	-0.323	-0.042**	-0.321**	-0.102**	-0.854**
Hostile	-0.251*	-0.405*	-0.042**	-0.251**	-0.254**	-0.256**
Terror	-0.232**	-0.342**	-0.041*	-0.421**	-0.106**	-0.256**
Paranoia	-0.254**	-0.382**	-0.082	-0.125	-0.721**	-0.241**
Mental disease	-0.235**	-0.372	-0.042	-0.135	-0.321*	-0.354**
Other	-0.224	-0.332**	-0.284	-0.421**	-0.541**	-0.854**
Total score	-0.298	-0.345	-0.432	-0.652**	-0.452**	-0.321**

* $P < 0.01$, ** $P > 0.05$, SCL-90: Symptom checklist-90

management ability of positive remedies of college students was significantly negatively correlated with four factors such as compulsive symptoms, interpersonal sensitivity, depression, and psychosis, which were significantly related to hostile and paranoid factors. The influence of college students' emotional management ability on college students' mental health is analyzed by multiple linear regression models, using the factors of college students' emotional management ability and college students' mental health as model variables.^[5] The results show that rational control of emotional ability, control of negative venting ability, and control of negative hint ability have the psychological health of college students. The standardized regression coefficient Beta value of Kang influence has extremely significant statistical significance.

CONCLUSIONS

The results of multiple linear regression model show that the emotional ability of college students' emotional management ability, the ability to control negative venting, and the ability to control negative implications are particularly significant to the mental health of college students. If college students cannot

control emotional discomfort rationally, let their emotions wantonly vent, and they are constantly subjected to negative psychological hints, all kinds of psychological symptoms such as somatization, anxiety, interpersonal sensitivity, depression, and paranoia will be produced.

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Conflicts of interest

There are no conflicts of interest.

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