

A Survey on the Current Situation and Improvement Path of Positive Psychological Quality among Vocational Undergraduate Students

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Abstract: Vocational undergraduate education has a clear vocational education attribute, carrying the heavy burden of delivering excellent vocational talents to society. Psychological health education in vocational undergraduate colleges must deepen positive educational concepts, stimulate students' potential, cultivate positive and upward psychological qualities, and effectively achieve a balanced education. At present, research on the positive psychological qualities of vocational colleges' undergraduate students is mostly at the theoretical level, with little empirical or practical research. This article mainly focuses on the first to fourth-year students of a vocational undergraduate college in Jinan City, analyzes the current status of their positive psychological qualities, and reveals the influence of demographic variables on the positive psychological qualities of vocational undergraduate students. The study proposes targeted new paths to enhance the positive psychological qualities of vocational undergraduate students, further enriching empirical research on the cultivation of positive psychological qualities.

Keywords: Vocational undergraduate students; Positive psychological qualities; Current situation investigation; Upgrade Path

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1. Introduction

Positive psychological quality is necessary for students to realize their values. Vocational undergraduate programs that cultivate high-quality applied vocational talents need to pay more attention to improving students' psychological quality and use positive psychological guidance to improve the quality of mental health education. Positive psychology is modern psychology that focuses on the positive aspects of human qualities, such as strength and virtue^[1]. The basic requirement of positive psychology is to view the potential of treating people with an open and inclusive attitude, which is crucial for the mental health education of vocational undergraduate students^[2]. Vocational undergraduate colleges must fully recognize the important value of positive psychology, take scientific measures, use positive psychology to help solve students' psychological problems, improve their psychological quality, effectively improve the quality of talent training, and better

complete vocational education tasks.

2. A survey on the current status of positive psychological qualities among vocational undergraduate students

The research group conducted a survey and analysis on the current status of positive psychological qualities among freshmen to seniors of a vocational undergraduate college in Jinan through a questionnaire method [3]. This study used the “Positive Psychological Quality Scale for Chinese Vocational Undergraduate Students” compiled by Meng Wanjin and Guan Qun for testing. The scale consists of 62 questions and is divided into six dimensions: cognition, emotion, interpersonal, justice, moderation, and transcendence. The research group has extensively collected books and literature related to positive psychological qualities through channels such as the Internet and local libraries, accumulating rich literature materials for the development of the project.

2.1. Horizontal investigation

The participants were contacted to conduct a large-scale horizontal survey using Questionnaire Star. The official testing date was September 6, 2023, and the testing questionnaire was gradually collected on September 12, 2023. Random sampling was used to select first-year to fourth-year students from the School of Architecture, School of Business, School of Modern Art, and School of Intelligent Manufacturing from Shandong Vocational and Technical College of Engineering as the research subjects. A total of 2000 questionnaires were distributed, and 1891 valid questionnaires were collected with an effective response rate of 94.6%, including 1155 males and 736 females. Among them, there are 736 freshmen, 612 sophomores, 346 juniors, and 197 seniors who enrolled, with an age range of 17–25 years (19.76 ± 1.436 years).

3. Statistical results

The collected questionnaires were organized and analyzed using SPSS 22.0. The data analysis was completed in November 2023, and the results are as follows:

To gain a more precise understanding of the specific impact of demographic factors on the positive psychological quality of vocational undergraduate students, the optimal scale regression analysis was conducted with the positive psychological quality of vocational undergraduate students as the dependent variable and gender, age, grade, family location, family financial status, student cadre employment, academic performance, and attitude towards sports activities as independent variables. The results obtained are shown in Table 1.

Table 1: The impact of demographic factors on the positive psychological qualities of vocational undergraduate students

Demographic variables	Beta	Standard error, SE	Degrees of freedom, df	F- value	Sig
Gender	-0.44	0.39	2	1.36	0.24
Age	-0.20	0.63	1	0.15	0.69
Grade	-0.16	0.53	3	11.6	0
Home location	-0.10	0.38	2	6.64	0.02
Family financial status	-0.23	0.39	4	39.56	0
Is it a student cadre	-0.11	0.41	1	7.58	0.07
Academic performance	-0.20	0.36	2	32.0	0
Attitude towards sports activities	-0.09	0.41	3	5.47	0.02

The six factors of grade, family location, family financial status, student cadres, academic performance, and attitude towards sports activities have a significant impact on the positive psychological qualities of vocational undergraduate students at the 0.01 level, while age and gender have no significant impact on the positive psychological qualities of vocational undergraduate students. The regression equation for the impact of demographic factors on the positive psychological qualities of vocational undergraduate students is as follows:

Positive psychological quality

$$\begin{aligned} &= 0.20 \times \textit{academic achievement} + 0.11 \times \textit{student cadres} + 0.10 \\ &\times \textit{family location} + 0.09 \times \textit{attitude towards sports activities} + 0.44 \\ &\times \textit{gender} + (-0.2) \times \textit{age} + (-0.16) \times \textit{grade} + (-0.23) \\ &\times \textit{family financial status} \end{aligned}$$

From this regression equation, three results can be found:

- (1) Firstly, the family financial status has the greatest impact on the positive psychological qualities of vocational undergraduate students, with a regression equation contribution rate of -0.23, indicating that students with better family financial conditions have poorer positive psychological qualities.
- (2) Secondly, academic performance has an impact on the positive psychological qualities of vocational undergraduate students, with a regression equation contribution rate of 0.20, indicating that students with better academic performance have higher levels of positive psychological qualities.
- (3) Thirdly, the grade has an impact on the positive psychological qualities of vocational undergraduate students, with a regression equation contribution rate of -0.16, indicating that the higher the grade, the poorer the development of their positive psychological qualities.

4. Problems in cultivating positive psychological qualities among vocational undergraduate students

The cultivation of positive psychological qualities for vocational undergraduate students is extremely important, but there are still some problems in practice. For example, although psychological health education in vocational undergraduate colleges promotes the development of positive psychological qualities for students, it usually focuses on issues related to personal well-being, work efficiency, health, etc. ^[4] However, there is relatively insufficient research on the social attributes of positive psychological qualities for vocational undergraduate students, and in practice, the differentiated research and practice of cultivating positive psychological qualities for students are ignored. Especially for vocational undergraduate students, there is a lack of collaboration among the subjects involved in cultivating positive psychological qualities: cultivating positive psychological qualities requires different subjects to play a synergistic role, including teachers, schools, families, and students themselves. As for teachers, some often focus on students' negative attitudes toward learning or their academic performance, neglecting the cultivation of their personal values ^[5]. As for vocational undergraduate colleges, some lack publicity and education on positive psychological qualities and do not fully utilize the exemplary role of peers to guide students. As for families, many parents have unreasonable expectations for their children, and students have strict standards for measuring their children, making it difficult to establish a good communication environment ^[6]. In the eyes of parents, children often exhibit negative qualities such as paranoia, selfishness, irrationality, and dependence ^[7]. As for students themselves, most lack positive psychological qualities such as forgiveness and self-regulation, which affects good relationships with others.

5. The path to improving the positive psychological qualities of vocational undergraduate students

5.1. Integrating research content to improve the directionality of cultivating positive psychological qualities among vocational undergraduate students

Positive psychological qualities should be linked to specific social values and culture. Positive psychological qualities are the basic resources for personal development and psychological support, playing an important role in the formation of students' core values^[8]. The content of positive psychological qualities shares certain similarities with socialist core values and traditional virtues in China. In the process of cultivating students' positive psychological qualities, it is necessary to find their commonalities and integrate research content to promote the practical development of positive psychological qualities^[9]. Each student has a different social environment and growth experience. It is important to understand the needs of different groups and choose different training content to meet the needs of different students. For example, vocational undergraduate education must focus on cultivating students' professional spirit, professional abilities, and innovative spirit, which is a necessary condition for realizing the value of vocational undergraduate talent cultivation.

5.2. Innovative training methods to promote the improvement of positive psychological qualities among vocational undergraduate students

The improvement of students' positive psychological qualities mainly comes from practical experience, which requires them to actively participate in activities such as teaching, volunteering, practice, sports, and art. With this, the students can gain more positive emotional experiences, gradually cultivating positive psychological qualities. Vocational undergraduate colleges should pay special attention to creating an immersive environment for students and use team collaboration methods to guide them into a positive learning experience^[10]. The process of cultivating positive psychological qualities is usually as follows: discovering positive interests, awakening positive emotions, identifying and cultivating positive thoughts, using positive emotions to cope with environmental changes, and cultivating positive psychological qualities to create a meaningful and happy life^[11]. The traditional educational methods in mental health education have achieved good results in cultivating students' positive psychological qualities. By following the learning laws and individual qualities of students, and using conversation skills, the development efficiency of positive psychological qualities can also be improved. Teachers should actively use the network platform to create special online courses, and carry out online positive psychological quality work through the Internet education platform^[12].

5.3. Building an Education Community and Creating a Good Training Environment

Firstly, the government should fully utilize the advantages of new media, vigorously promote the excellent traditional culture of the Chinese nation, eliminate various negative cultural information, provide more practical and service platforms for vocational undergraduate students, and create a public opinion environment for cultivating positive psychological qualities^[13].

Secondly, vocational undergraduate colleges should establish the concept of comprehensive education and create a positive campus atmosphere. For example, when students exhibit feelings of fear and withdrawal, teachers should use their strengths and positive language to persuade students to rebuild their confidence^[14].

Thirdly, vocational undergraduate colleges should attach importance to campus cultural construction, guide students to participate in various practical activities, attach great importance to creating a positive collective atmosphere, take peers as role models, and guide students to form positive psychological qualities^[15]. Finally, parents should attach great importance to creating a good family environment. Democratic family education forms can help children develop positive psychological qualities. Parents should give their children more

recognition and support, which is crucial for promoting positive psychological qualities in students.

6. Summary

In short, for vocational colleges to achieve the educational goal of cultivating high-quality talents for society, they must not only strengthen vocational curriculum teaching but also pay more attention to mental health education and improve students' positive psychological qualities. Vocational undergraduate colleges should implement a special plan for positive psychology, pay special attention to creating positive psychological experiences for students in the teaching process, establish positive psychological education professional groups, create a positive campus cultural atmosphere, mobilize family and social forces, form educational interaction, and effectively improve the quality of mental health education. Promoting the good development of students, fully tapping into their potential, and cultivating an optimistic attitude towards life will help them realize their value and embark on the right path of development.

Disclosure statement

The authors declare no conflict of interest.

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