Figure 1. Transmission rate of subjects to different informational stimuli under the relational paradigm.

The moderating effect of relational paradigm on economic stimulus: This study takes forwarding willingness as the dependent variable, economical communication effect stimulus and relational paradigm as fixed factors, and single-factor F test is used to verify the moderating effect, as shown in Figure 1. The relationship paradigm x economical communication effect stimulus variable has a significant moderating effect $S^2 = 0.11$; $F_{(1,168)} = 4.36$, $P < 0.05$); compared with the willingness to forward film information, the willingness to forward discount stimulus information in the common relationship paradigm has no difference Not significant ($M6.5$ fold = 3.71, $M8.5$ fold = 3.42, M film = 3.5; $F_{(1,74)} = 0.856$, $P = 0.43$, ns).

Conclusions: Information with higher discounts can more stimulate the willingness of participants in the transaction relationship paradigm ($M6.5$ fold = 4.36, M 8.5 fold = 3.42, M film = 3.56; $F_{(2, 94)} = 4.87$, $P < 0.05$, Cohen's d = 1.31); the willingness of the subjects to forward the information of the half-fold spreading effect is significantly higher than that of the film information, that is, when the economic stimulus is strong enough, the behavioral psychology information forwarding willingness of the transaction relationship paradigm is stronger.

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RESEARCH ON MENTAL HEALTH MANAGEMENT OF COLLEGE STUDENTS FROM THE PERSPECTIVE OF NETWORK GOVERNANCE THEORY

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Background: An epidemiological survey of Internet addiction found that college students are at high risk of Internet addiction due to special conditions such as excessive free time, separation from the strict control of home and school, and easy access to Internet channels. Internet addiction seriously hinders the development of college students' social adaptation, destroys their academic performance and interpersonal status, and increases the risk of other pathological psychology.

Studies have shown that group counseling is an effective way to intervene in Internet addiction. By providing emotional and social support and targeted network governance theoretical activities, group counseling can help college students with Internet addiction improve their emotional state, reduce social anxiety and loneliness, and promote their psychosocial development. However, the intervention objects in previous studies, whether recruited or recommended by relevant informants, are all voluntary participation, with high motivation and compliance for change, which is undoubtedly one of the important reasons for the success of the intervention.

Some Internet addiction college students have a certain understanding of their addiction status and desire to change, but there are also some severe Internet addicts tend to conceal or deny their addiction status, the latter tend to have a higher degree of addiction. The resulting psychological and social damage is also more serious. They hardly ask for help, have poor compliance, and have a high dropout rate. Therefore, traditional treatment methods based on the principle of autonomy and voluntariness are difficult to achieve good intervention effects for the group. For these severe Internet addicts who lack the motivation to seek help, if there is no certain external driving force and supervision mechanism, it is difficult for them to get rid of the addiction spontaneously, and it is very easy to cause academic delays or other psychological and physical damage.

In comparison, foreign universities have formed a relatively complete intervention mechanism for alcohol use. Research has also confirmed that a structured intervention plan combined with administrative management has better effects on involuntary college students than administrative punishment and compulsory drinking education. Cognitive behavior training proved to be the most important therapeutic effect factor. This study intends to refer to the mature foreign alcohol use intervention models to explore the effect of networked governance theory combining administrative management, motivational stimulation and cognitive behavior training on the mental health of serious college students.

Subjects and methods: Using clue sampling and cooperating with a college of engineering, the college counselor selected 40 students from 128 students who had accumulated failed credits of 15 or more in the previous semester according to reports from insiders. The students conducted semi-structured interviews for about 1 hour, and administered the Young's Internet Addiction Test (IAT)11. Finally, 31 IAT test scores and

other evaluations showed that they had Internet problems. Addicted students are used as research objects. The entry criteria are: (1) IAT score M80; (2) More than 2 roommates reported that the daily network usage time exceeds 5 hours, and it obviously affects their study and life; (3) No serious physical disease or mental illness. The 31 subjects were all male, with the same major as the grade (information engineering major, sophomore year). Participants were randomly divided into the networked governance theory group and the control group. Among them, there were 16 people in the networked governance theory group, with an average age of (20.3±0.9) years, and an average cumulative score of (24.8±5.8) failing credits; 15 people in the control group. The average age is (20.3±1.0) years old, and the average cumulative failing credits is (23.1±5.2). There was no statistically significant difference between the two groups in age and cumulative failing credits (*P*>0.05).

Study design: There are 20 items in the Young Internet Addiction Scale (IAT). Each item uses 1 (almost none) to 5 (always) points. A total score of M80 can be judged as Internet addiction. The scale is widely used, and domestic studies have also confirmed that it has good reliability and validity.

Methods of statistical analysis: Using SPSS 11.5 software, the independent sample t test was used to compare the baseline and post-intervention results between the two groups, and the paired t test was used to compare the baseline difference between the two groups and the post-intervention difference and calculate the effect size.

Results: There was no statistically significant difference in indicators between the two groups before the intervention. After 12 sessions of networked governance theory, the average IAT score, average daily network usage time, and average daily online-learning time ratio of the networked governance theory group were lower than those of the control group, while the average daily self-learning time and the passing rate of final credits were higher than the control group.

In this study, the absolute value of the difference effect size of IAT and average daily self-learning time (Cohen's *d*) after the intervention of the two groups in this study were both >2.7. The avera1.7ge IAT score, the average daily internet usage time, and the average daily online-learning time were all lowe r than the baseline; the control group only had a higher pass rate at the end of the intervention period than the baseline. The statistical results are shown in Table 1.

Table 1. Within-and inter-group comparisons of IAT scores and behavioral assessment indicators before and after the two-group intervention (x±s).

Project IAT score	Networking governance theory group (*n* = 16)			Control group (*n* = 15)			Cohen's *D* price	*T* price	
	Base line 1	After the intervention	*T* price	Base line (3)	After the intervention	*T* price		(1)(3)	(2)
Average dasily netwrork use time	82.4±1.7	48.5±6.2	18.77**	81.7±2.1	81.2±2.1	1.44	-6.94	1.06	-19.33**
Average dasily independent learning time	5.6±1.0	2.7±0.7	18.17**	5.7±1.3	5.2±1.2	±2.08	-2.62	-0.102	-7.3**
Average dasily internet access-study time ratio	1.6±0.6	3.3±0.5	-9.46**	15.3±0.6	1.6±0.4	-0.56	3.6	0.55	9.91**
Final credit pass rate	3.9±1.6	0.8±0.2	7.5**	4.5±2.9	3.6±1.7	1.5	-2.27	-0.74	-6.29**
Project	0.3±0.1	0.8±0.1	-22.45**	0.3±0.1	0.4±0.2	-2.44	2.37	-0.13	6.56**

Conclusions: Explore the intervention effect of network governance theory on college students' mental health management. Thirty-one Internet addiction college students (all males) were selected and randomly divided into the networked governance theory group (*n* = 16) and the supervised learning control group (*n* = 15). 12 times of networked governance theory, the control group students participated in 12 times of supervisory self-study once a week, and the Internet Addiction Scale (IAT) was administered to the two groups before and after the intervention, and the average daily Internet usage time and daily autonomy The study time and the passing rate of final credits are evaluated. After the theory of networked governance, the students' IAT score and the average daily online-to-learning time ratio (daily network time/daily self-learning time) were lower than those of the control group [(48.5±6.2) vs. (81.2±2.1), (0.8±0.2) vs.

(3.6±1.7)], which is also lower than the baseline score of this group [(82.4±1.7), (3.9±1.6)], and the passing rate of final credits (0.8±0.1) is higher than that of the control group (0.4 ±0.2) and the baseline level of this group (0.3±0.1) (all *P* < 0.01); only the passing rate of the final credits in the control group was higher than its baseline (0.3±0.1, *P* < 0.05), and there was no statistical difference between the two evaluations of other indicators Learn meaning. Network governance theory can improve the symptoms of internet addiction among college students and promote their independent learning.

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A NET-LIKE META-ANALYSIS OF THE PSYCHOLOGICAL STATE OF DRUG ADDICTS WITH EXERCISE INTERVENTION BASED ON THE OBSERVATION OF ANXIETY AND DEPRESSION

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Background: Exercise intervention mainly includes aerobic exercise and anaerobic exercise. It is an important means to interfere with depression and anxiety syndrome groups. It is widely used in clinical practice. Traditional intervention evidence lacks a unified evaluation standard. The information obtained by drug addicts is relatively single. It is easy to forget; written intervention is affected by the education level and understanding of drug addicts, and there are certain defects. Sports education will be carried out through video or animation, using sports equipment as the carrier. Its content and form are lively, vivid and intuitive, which will help drug addicts understand complex and abstract information, but does exercise help reduce drugs? There are still differences in the results of various studies on the psychological state of addicts. Therefore, this study adopts the method of meta-analysis to systematically evaluate the effect of exercise on the psychological state of drug addicts.

Subjects and methods: Include randomized controlled trials (RCTs) using exercise as an application in digestive endoscopy. Research object: age M18; drug addicts who need to be tested and have no contraindications. Intervention measures: the intervention group drug addicts used exercises such as video and the Internet before the examination, and the control group drug addicts used oral or written forms. Outcome indicators: preoperative anxiety of drug addicts. Exclusion criteria: documents with duplicate data or incomplete data.

Two researchers independently screened the literature according to the above inclusion and exclusion criteria, and extracted literature information: basic information (author, year), inspection type, sample size, intervention measures, intervention time point, video duration, and outcome indicators, etc. When the two researchers disagree, the third researcher is invited to participate in the discussion and reach a consensus.

Study design: Two researchers independently evaluated the quality of the included literature according to the Cochrane System Review Manual 5.1.0 updated in 2019. The manual evaluated the quality of the literature from seven aspects, namely: the generation of random sequences, Assignment concealment, blinding of research subjects and interveners, blinding of outcome measurers, completeness of outcome index data, possibility of selective reporting of research results, and other sources of bias, each of which corresponds to the "risk of bias" Three evaluation results, "low", "high risk of bias" and "unclear". If the research completely meets the above standards, the quality level is A; if part of the above standards is met, the quality level is B; if the above standards are completely not met, the quality level is C. This research will exclude such documents. When two researchers disagree, please discuss with a third person.

Methods of statistical analysis: The RevMan5.3 software provided by the Cochrane Collaboration was used for meta-analysis. Continuous variable data are analyzed and statistic using mean difference (MD). If the measurement tools of the outcome indicators are the same, use the weighted mean difference (WMD) as the effect analysis statistic; if the measurement tools of the outcome indicators are different, use the standardized mean. The difference (SMD) is the effect analysis statistic; the count data is analyzed by relative risk (RR), and the 95% confidence interval (95% CI) is taken. *P* < 0.05 indicates that the difference is statistically significant. Use *P* to test the heterogeneity between different studies. If *P* < 50%, it means that the homogeneity between the studies is better, and the fixed effects model can be used. If *P* > 50%, it means that the heterogeneity between the studies is greater. The random effects model is used. Perform subgroup analysis or sensitivity analysis for studies with obvious clinical heterogeneity, or only perform descriptive