

salary, for preschool teachers to provide full material guarantee, alleviate the pressure of the life from economic problems, reduce the trouble back at home, and improve their professional happiness and sense of belonging. In this way, not only can improve the social and economic status of preschool teachers, but also conducive to the stable development of preschool education teachers. At the same time, the society needs to actively create a supportive environment to enhance the sense of belonging of preschool teachers. Can take advantage of the preschool education awareness month in more than all kinds of media publicity preschool teachers to make a lot of effort and contribution for pre-school education career, rather than to the general public output a lot of negative news, preschool teachers social psychological stress relief for the preschool teachers, through various support and propaganda called for better a kindergarten talent to rural employment. Establish more positive images of preschool teachers, help rural preschool teachers get the trust and support of families, parents, and leaders, make preschool teachers feel emotional support and other aspects, so as to improve the level of psychological resilience.

Cultivate positive mental resilience through pre- and post-service education. Positive psychological resilience is the trait factors that help individuals to cope with setbacks and stressful situations and ensure that individuals can adapt well and develop actively. Positive coping style, good sense of self-efficacy, good communication skills and problem-solving skills are all positive personality characteristics of resilient individuals. Therefore, you can through the system of professional psychological training, shaping pre-service preschool teachers and post-employment positive personality traits, cultivate their positive coping styles, effectively self-efficacy and positive attribution training, improve their interpersonal skills and communication skills, help them to master the skill and ability to solve the problem, improve the resilience of preschool teachers, promote the improvement of psychological quality.

**Conclusion:** A questionnaire survey was conducted on 266 rural preschool teachers in Huanggang and Ezhou of Hubei Province using the Adult Mental resilience Scale to explore the current situation and improvement strategies of rural preschool teachers' mental resilience. The results of the questionnaire showed that: (1) The overall performance of rural preschool teachers' mental resilience was not good. (2) There are significant differences in the types of kindergartens and the establishment of kindergartens, and the level of mental resilience of teachers in public kindergartens and institutions is higher than that of teachers in private kindergartens and non-institutions. (3) The mental resilience level of rural preschool teachers at different teaching ages is significantly different, and the mental resilience level of rural preschool teachers who have been working for more than 11 years is lower than that of rural preschool teachers who have been working for 6-10 years.

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## THE INFLUENCE OF TRAVELING ON THE MENTAL HEALTH OF COLLEGE STUDENTS

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**Background:** In 1946, the Third International Conference on Mental Health proposed that as an important part of the concept of complete health, mental health specifically refers to physically, intellectually and emotionally compatible with the mental health of others, then develop your own state of mind into an optimal one. On April 13, 2017, the Central Committee of the Communist Party of China (CPC) and the State Council issued the Medium and long-term Youth Development Plan (2016-2025), and requested all departments in China's regions to conscientiously implement it in light of actual conditions. It defines the age range of "Youth": 14 to 35 years old. In this first national plan on youth development, the state clearly stated the need to carry out in depth various forms of mass spiritual civilization-building activities for young people, and pointed out that school education should support young students in carrying out various extra-curricular and extra-school activities, and fully support the development of healthy youth friendship exchange activities. It also emphasized the need to pay special attention to the health improvement project of young people, Specific development measures include improving the Physical Health of young people. Strengthening Mental Health Education and services for young people, improving the health of various groups of young people and strengthening health promotion work for young people. The state pays more and more attention to the mental

health of young people.

As we all know, college students are not only an important part of youth groups, but also the mainstay of national construction and development in the future. In 2019, according to the data released by China National Bureau of statistics, the number of college students in general colleges and universities in China reached 30.315 million. College students are at an important turning point in their life, since they are preparing for their social life, and their psychological state is also in the transition stage from immature to gradually mature. The unstable factors such as the above mentioned, together with the huge scale of these groups, all sectors of society must pay close attention to the mental health problems of college students.

**Objectives:** With the acceleration of the pace of life and the increase of external temptation factors, college students' academic pressure, emotional distress and confusion about future development are increasing, and their mental health problems are also worrying. Therefore, it is necessary to break the blind area of psychological consultation and guidance, and explore effective ways to solve the mental health problems of college students. Tourism can make people rest physically and mentally, improve their health, broaden their horizons and increase their knowledge. It should become an important way to solve the mental health problems of college students. In addition, if the traditional psychological counseling methods are organically combined with participation in tourism activities, teaching in fun, and changing the inherent means, location and content, it may better solve the existing psychological problems of college students.

**Subjects and methods:** This study starts from the generality of Chinese college students and is based on the principle of convenient investigation. At the same time, considering that H University in Hubei Province is the university where the author works and the data collection is convenient, the university is taken as the main research place. According to the student source data of H University, the college students come from 27 provinces and cities in China, and there are 16729 full-time students. On the whole, the school has a wide source of students, and the proportion of students from rural areas is higher than that from cities and towns. It has strong sample representativeness and is more suitable for sampling survey as a research place. In addition, in the process of research, students of the university are actively encouraged to forward the questionnaire to college students of other universities in the province and ask them to finish the investigation seriously, which further enhances the randomness and comprehensiveness of data acquisition. Therefore, this study mainly takes H University in Hubei Province as the research base, carries out a questionnaire survey on the college students of the university through various channels such as ordinary students, student cadres, associations, teachers and counselors in different grades from freshman to senior, and asks them to forward it among the college students of other universities in the province within their ability. Due to the special period of the outbreak of COVID-19, the research work was carried out mainly through the network. The questionnaire was distributed by the corresponding teachers and students in the QQ group and the WeChat group of all kinds of students. At the beginning of the questionnaire, how to correctly fill in the relevant contents was explained in detail. This questionnaire survey is a typical occasional sampling. A total of 800 questionnaires were sent out and 782 questionnaires were recovered, with a questionnaire recovery rate of 97.75%. After screening out the invalid questionnaires, 751 valid questionnaires were obtained, and the effective rate of questionnaire recovery was 96%. Among them, 524 valid questionnaires were collected from H universities and 227 from other universities in Hubei Province. Among the participants, 303 were male and 448 were female, which was consistent with the reality that there were more women than men in H University in Hubei Province, and the participants included all grades and majors. At the same time, some effective data were obtained from teachers, students and school psychological counseling room, and unstructured interviews were conducted with some students with mental health problems, which enriched the real research cases of this study.

This study focuses on the relationship between traveling and college students' mental health. SCL90 scale is used to evaluate college students' mental health. The questionnaire is mainly composed of three parts. The first part is the general basic situation of the respondents, then the details of the respondents' participation in tourism activities, and finally the mental health of college students before and after tourism.

In the study of the impact of travel on the mental health of college students, the combination of quantitative and qualitative research is adopted according to different stages to enhance the scientific of the research. In the early stage of this study, the analysis method of quantitative research is adopted. Firstly, the survey objects are investigated through the questionnaire, and then the collected information is analyzed and counted by using the data analysis software SPSS and excel. Finally, the conclusion of quantitative analysis is supplemented and promoted by using qualitative data analysis. The main research methods are: (1) Literature method: with the help of online and offline resources of the university library, collect research papers and achievements related to this research as far as possible, such as college students' mental health, college students' participation in tourism activities and the significance of going out to travel, further study the corresponding theoretical knowledge, and follow up the latest research trends related to the research theme through these materials, So as to provide sufficient theoretical support for this study. (2) Questionnaire survey method: on the basis of consulting a large number of existing literatures, combined with the mental

health Symptom Checklist-90 (SCL-90) and the specific situation of this study, the questionnaire was designed and distributed. (3) Interview method: interview a small number of students who have participated in tourism activities, master their differentiated psychological state and feelings before and after traveling, and make detailed records. (4) Mathematical statistics: the survey results mainly use SPSS software and Excel software for data analysis. Using SPSS establish database, through the *t*-test and comparative analysis of the mental health indicators of college students before and after traveling, it is found that tourism is of great significance to the mental health of college students, and ensure the preciseness of various data. At the same time, Excel software is used to assist statistical analysis to improve the simplicity and visibility of conclusion content.

**Results:** After systematically sorting and analyzing the collected data, the main results are as follows: First, the changes of college students' psychological state before and after traveling. In the course of the study, the psychological status of college students before and after travel is compared, and then the total score of SCL-90 before and after travel is tested by *t*-test, so as to get the impact of traveling on the students' mental health. The final test results (as shown in Table 1) show that the total score of SCL-90 of college student tourists after traveling has a significant change compared with that before traveling ( $P < 0.05$ ), and the scores of somatization and anxiety factors in SCL-90 scale have decreased significantly ( $P < 0.05$ ), as Table 1.

**Table 1.** Comparison of SCL-90 test results of college students before and after tourism ( $\lambda \pm s$ )

Scl-90	Before traveling	After traveling	T value	P
Total score	1.39±0.63	1.24±0.32	2.23	<0.05
Somatization	1.36±0.45	1.27±0.62	2.26	<0.05
Obsessive compulsive disorder	1.42±0.66	1.40±0.56	0.13	>0.05
Interpersonal sensitivity	1.36±0.72	1.31±0.41	0.71	>0.05
Depressed	1.56±0.61	1.64±0.57	0.93	>0.05
Anxious	1.43±0.53	1.32±0.43	1.98	<0.05
Hostile	1.33±0.52	1.29±0.61	0.25	>0.05
Terror	1.45±0.55	1.44±0.45	0.16	>0.05
Paranoid	1.36±0.64	1.37±0.88	0.48	>0.05
Psychosis	1.16±0.48	1.27±0.42	1.61	>0.05
Other	1.46±0.58	1.34±0.52	0.95	>0.05

The second is the difference of different types of scenic spots on the improvement of students' psychological status. Based on the characteristics of resources, this study divides tourist attractions into natural scenic spots and cultural scenic spots. The *t*-test of the total score of SCL-90 before and after the trip was carried out for the respondents who chose natural scenic spots and cultural scenic spots, and the effects of different types of scenic spots on the mental health of students participating in tourism activities were found. The final result (as shown in Table 2) shows that there is no significant difference in the total score of SCL-90 and various factors of college students visiting natural and cultural scenic spots before travel ( $P > 0.05$ ). However, after the end of the tourism activities, the psychological status of the two groups of students is significantly different, as follows: Compared with before traveling, the values of most indicators decreased, and the total score of SCL-90, somatization, interpersonal sensitivity and anxiety factors of students in the natural scenic spot group were significantly different from those in the cultural scenic spot group ( $P < 0.05$ ), as Table 2 and Table 3.

Third, the impact of the length of travel on the improvement of students' psychological status. The length of travel time has a significant impact on improving tourists' depression and anxiety. Through the survey, it is found that the travel time of college students participating in the survey is different. Among them, 425 cases travel for 2 days or less. There is no obvious difference in their total score of SCL-90 before and after travel. 239 students often travel for 3-7 days, while 87 students usually travel for more than 7 days. There is a clear difference in the total score of SCL-90 between the two types of students before and after travel. Using linear correlation analysis, it is found that: The relationship between the total score of SCL-90 and the travel time of college students is negatively correlated ( $r = -0.416, P < 0.05$ ), that is to say, the longer they participate in tourism activities, the total score of SCL-90, somatization and anxiety factors are gradually decreasing.

Fourth, the impact of the choice of travel companions on the improvement of college students' psychological status. Through the preliminary sampling survey, it is found that when college students travel, except for a few people who choose to travel alone, most students will travel with others, and the common companions are family, college students, lovers and other friends. According to the intimacy of these

different types of companions, the companions were mainly divided into family and friends when designing the questionnaire. The Likert scale method is used to score the corresponding problems. The score range is 1-5 points. The higher the score, the higher the degree or the better the feeling. The analysis shows that the average satisfaction of students traveling with their families is 3.98, which is lower than 4.57 when traveling with friends, indicating that college students as a youth group prefer to participate in activities with people of the same age. College students believe that traveling with their families can play an obvious role in enhancing emotion, dispelling panic and reducing paranoia, with scores of 4.45, 4.62 and 4.37 respectively. Students who travel with friends believe that they have made more beneficial changes in improving interpersonal skills, alleviating hostility and anxiety, as Table 4.

**Table 2.** Comparison of SCL-90 test results of college students in different types of scenic spots before tourism ( $\lambda \pm s$ )

SCL-90	Natural scenic spots	Cultural scenic spots	T value	P
Total score	1.49±0.63	1.43±0.32	0.85	>0.05
Somatization	1.52±0.56	1.40±0.45	1.73	>0.05
Obsessive compulsive disorder	1.41±0.66	1.38±0.46	1.13	>0.05
Interpersonal sensitivity	1.38±0.64	1.31±0.31	0.71	>0.05
Depressed	1.26±0.61	1.34±0.57	0.94	>0.05
Anxious	1.38±0.33	1.36±0.41	0.35	>0.05
Hostile	1.33±0.50	1.27±0.60	0.24	>0.05
Terror	1.42±0.53	1.43±0.44	0.15	>0.05
Paranoid	1.25±0.74	1.34±0.88	0.78	>0.05
Psychosis	1.16±0.48	1.27±0.42	1.61	>0.05
Other	1.43±0.58	1.36±0.47	0.75	>0.05

**Table 3.** Comparison of SCL-90 test results of college students in different types of scenic spots after tourism ( $\lambda \pm s$ )

SCL-90	Natural scenic spots	Cultural scenic spots	T value	P
Total score	1.33±0.23	1.25±0.32	2.06	<0.05
Somatization	1.32±0.46	1.20±0.31	2.17	<0.05
Obsessive compulsive disorder	1.40±0.66	1.29±0.56	1.11	>0.05
Interpersonal sensitivity	1.24±0.34	1.37±0.45	2.36	<0.05
Depressed	1.56±0.67	1.64±0.56	0.88	>0.05
Anxious	1.18±0.33	1.30±0.45	2.35	<0.05
Hostile	1.33±0.70	1.26±0.58	0.71	>0.05
Terror	1.42±0.53	1.46±0.43	0.53	>0.05
Paranoid	1.29±0.64	1.34±0.95	0.51	>0.05
Psychosis	1.15±0.48	1.26±0.38	1.60	>0.05
Other	1.36±0.58	1.34±0.48	0.25	>0.05

**Table 4.** Comparison of the impact of traveling companions on the improvement of college students' psychological status

Factors	Family	Friends
Overall satisfaction	3.98	4.57
Enhance emotion	4.45	4.13
Ease anxiety	4.33	4.67
Dispel panic	4.62	4.24
Reduce paranoia	4.37	3.86
Improve interpersonal skills	3.64	4.82
Ease hostility	3.78	4.65

**Discussion:** The results show that the total score of SCL-90 of college students has decreased significantly

after traveling ( $P < 0.05$ ), that is to say, tourism can really improve their psychological status. And the somatization and anxiety factors decreased significantly before and after tourism ( $P < 0.05$ ), indicating that participating in tourism activities can relieve the students' body and mind. Through interviews with a small number of students, it is found that college students will make good planning before traveling, and make full preparations for food, housing, travel, shopping and entertainment, which can largely eliminate the uncertain factors in the journey and make the tourism activities carried out smoothly. Participating in tourism can have a positive impact on College Students' mental health.

Visiting different types of tourist attractions has different effects on the improvement of college student tourists' mental health. In the study, it is found that there is no significant difference in SCL-90 between students visiting natural scenic spots and cultural scenic spots before tourism, but there is a significant difference after tourism. The total score of SCL-90 in the natural scenic spot group decreases after tourism. In other words, in terms of regulating and improving college students' psychological state, natural scenic spots are better than cultural scenic spots for two reasons: On the one hand, natural scenic spots can more intuitively and simply alleviate the existing bad psychological feelings of tourists. The external natural beauty strikes people's eyes and can immediately make people forget the busy and stressful real life. On the other hand, cultural attractions put forward higher requirements for tourists. Only after reaching a certain level in terms of aesthetic ability, personal quality, cultural precipitation, knowledge accumulation and perception ability can they really adjust their mood and eliminate depression, and many people often have deficiencies in these aspects.

Through the analysis, it is found that the length of travel time has an obvious negative correlation with SCL-90 score. This shows that mental health problems need a certain time to be cured. Only arranging enough travel time can significantly improve the psychological state of college students, which should be directly related to the lasting beneficial stimulation brought by tourism to college students. Of course, whether the effect is obvious is also closely related to whether the schedule is appropriate, whether the funds are sufficient, and whether the subjective consciousness is strong. In addition, the company of family and friends has a positive impact on the mental health of college students traveling from different aspects, and they should be encouraged to travel together.

**Conclusions:** The results show that traveling has an impact on college students' mental health, which is mainly positive. This conclusion is not only a useful way and supplement to the students' mental health work that Chinese colleges and universities attach great importance to, but also has practical significance for developing college students' tourism products and expanding this kind of tourism market. In order to make the psychological adjustment effect of tourism activities better, combined with the obtained research data, all sectors of society should focus on the following aspects: (1) Realize that the most direct and simplest way to improve the effect of tourism is to strengthen the self-efforts of college students. Personally, students should make comprehensive arrangements before traveling, understand the history and culture of the tourist destination, and start with tasks and problems. It is better to travel together, and close and like-minded companions are the first choice. Actively communicate with others during the trip and maintain an optimistic attitude. After returning to their permanent residence, they should form the good habit of timely reflection and summarize what they feel. (2) Managers in the tourism market should find ways to strengthen the overall feeling of tourism activities, develop products with distinctive theme, freedom, challenge, and participation, and create a good interpersonal atmosphere and space for them according to the characteristics of college students who like tourism and have limited economic conditions but good physical quality. (3) It should be recognized that the hardware and software in the area where the tourist attractions are located are stimuli that directly enable college students to produce emotional response and psychological perception. The scenic spots should preserve the integrity and antiquity of historical sites and reduce excessive commercialization and superficial development. At the same time, we should meet the strong thirst for knowledge of college students, improve the quality of their tourism activities, let them better find the beauty in life and learning, and cultivate a healthy and positive attitude.

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## ANALYSIS ON THE INFLUENCE OF COLLEGE PHYSICAL EXERCISE ON REGULATING COLLEGE STUDENTS' PSYCHOLOGICAL ANXIETY