

TO STUDY THE PSYCHOLOGICAL PROBLEMS OF EDUCATIONAL MANAGERS

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Background: In the process of social development, people are the most dynamic factor. People can become not only the most positive and active factor to promote the development of productive forces, but also a negative and passive factor. The key lies in people's quality. Human quality is a relatively stable and long-term basic quality structure obtained through acquired environmental impact and education and training on the basis of congenital genetic physiological characteristics. Among them, the most critical is psychological quality, which is not only the intermediary of physiological quality and social quality, but also permeates and restricts the quality of other aspects, and plays a very prominent and unique role. Psychological quality mainly refers to the comprehensive psychological ability formed by individuals on the basis of genetic quality through their own efforts and the influence of the environment. The quality of psychological quality is reflected in three aspects of psychological state: whether it is normal or not, the quality of personality psychological quality and the strength of psychological ability. Human behavior is a function of the interaction between human and environment. The influence of objective environment on human is universal and diffuse. It is an objective existence that is not transferred by human will. Therefore, the study of people's psychological quality is inseparable from the objective reality of economic and social development. In the past, people mainly relied on labor and capital to compete with nature and the future created by mankind. But now and in the future, in the information society where information and knowledge are important strategic resources and become an important lever to promote the development of science and technology, economy, culture and education, people achieve their goals through interpersonal competition. Therefore, the future will be a competition between people, then there will be winners and losers. Therefore, as high-level talents in the new century, university managers must first have good psychological quality. Only by improving their psychological quality can they face the stressful competitive era and not be eliminated. Therefore, a person's psychological quality plays a very important role in a person's success.

Objective: With the continuous reform of China's education, the quality, specification and training mode of high-level talents are also changing, and higher requirements are put forward for college education managers. College education is the core work of the school. Teaching management plays a key role in college education management. The psychological quality of educational managers has an important impact on the quality of teaching, which is also related to the realization of talent training objectives. Therefore, this study mainly discusses the deficiencies in the psychological quality of college education managers, in order to provide a feasible idea for the smooth development of college education management.

Subjects and methods: 160 educational administrators from several universities in a certain area were tested for personality, including academic affairs office, student office, teaching directors, teaching secretaries, academic administrators, directors of teaching and research offices and other relevant teaching managers of various departments (departments).

Research design: The test scale is the cartel 16 personality factor evaluation scale (16PF), which mainly includes 16 dimensions and a total of 187 items. Each item includes three options, namely "yes", "no" or "between the two". The original scores of the obtained factors are converted into standard 10 scores t through the norm table. $t \geq 8$ is high score and $t \leq 3$ is low score.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Table 1. Comparison of mean and standard deviation of significant factors between full-time and part-time teaching managers

Factor	Mean value		Standard deviation	
	Full-time	Part-time job	Full-time	Part-time job
X2: Introversiion and extroversiion	5.65	5.70	1.79	1.75
O: Anxiety	5.59	6.84	2.12	1.46
C: Stability	5.80	5.61	1.75	2.01
H: Daring	5.99	6.16	2.01	1.72
Y1: Mental health status	5.88	7.34	2.10	1.67
X1: Adaptation and anxiety	6.09	6.56	2.13	1.89
Q4: Tension	5.67	6.43	2.25	2.23

Results: Table 1 shows the comparison results of the mean and standard deviation of the factors with

significant differences between full-time and part-time teaching managers. The results show that full-time managers show more anxiety, worry and tension than part-time teachers, while part-time teachers have significantly better mental health than full-time managers, showing more risk-taking, emotional stability and extroversion.

Conclusions: Through the research results, it can be concluded that only education managers with excellent psychological quality can cultivate the next generation of mental health. How to comprehensively improve the psychological quality of teaching managers, make the management of colleges and universities truly scientific, standardized and effective, and make higher education vibrant is the biggest problem and challenge we face. The requirements for the psychological quality of teaching managers in colleges and universities should not only be based on their professional nature, function and characteristics of the times, but also focus on the future development trend. We should not only be based on our own cultural and educational background, but also face the trend of educational internationalization.

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EFFECT OF PSYCHOLOGICAL NURSING ON THE RECOVERY OF CLINICAL PATIENTS

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Background: Psychological nursing refers to the psychological treatment method in which nurses actively influence the psychological activities of patients through various ways and means in the process of nursing, so as to achieve the nursing goal. In the whole process of nursing, nurses actively affect the psychological state of patients through various ways and ways to help patients obtain the most appropriate physical and mental state under their own conditions. In recent years, many scholars began to use psychological therapy such as interpersonal relationship and cognitive behavior to treat patients with coronary heart disease, which has achieved good results in improving depression, anxiety and prognosis. Positive psychology is a kind of psychology that can help others find and use their own resources to improve the quality of life and the overall quality of individuals. Many scholars have applied positive psychology to clinical nursing practice, such as improving the self-care ability and quality of life of patients with advanced cancer and stroke. Coronary heart disease is the most common cardiovascular disease. It has high incidence rate and mortality rate. It is a commonly recognized psychosomatic disease. Some studies have pointed out that under the control of biological risk factors such as blood pressure and cholesterol, mental factors such as depression and anxiety will still be the risk factors of coronary heart disease, and it is also one of the main factors for the decline of prognosis quality. According to statistics, about half of the hospitalized patients with coronary heart disease in China are more or less accompanied by depression or anxiety symptoms. It is very difficult for patients with coronary heart disease to overcome the negative factors in the environment and social intervention.

Objective: This experiment introduced positive psychology into nursing intervention, and evaluated the effects of Major Adverse Cardiovascular Events (MACE), the number of acute exacerbations, depression, anxiety and quality of life in patients with coronary heart disease.

Subjects and methods: 164 patients with coronary heart disease in a hospital were divided into experimental group (74 cases) and control group (84 cases) according to different nursing methods. The patients in the experimental group were given positive psychological nursing intervention, including five stages: psychological suggestion training, relaxation training, gratitude training, feedback and continuous practice. The patients in the control group were given routine nursing programs in the ward, including preoperative and postoperative nursing of coronary angiography, health education and so on.

Study design: This study used the self-designed Generalized Anxiety Disorder (GAD-7), Patient Health Questionnaire-9 (PHQ-9) and China Questionnaire of Quality of Life in Patients with Cardiovascular Diseases (CQQC) to evaluate the patients. Among them, GAD-7 has a total of 7 items, including patients' troubled problems such as "worrying too much about various life problems" and "difficult to relax" in the past two weeks, the Cronbach's α coefficient is 0.892. The score of each item is 0-3, and the total score is 21. The final score is 15-21 points for severe anxiety, 10-14 points for moderate anxiety, 5-9 points for mild anxiety and 0-4 points for no anxiety. There are 9 items in PHQ-9 scale, including sleep disorders, eating disorders, loss of pleasure, negative ideas and other measurement items, the Cronbach's α coefficient is 0.763. The score of each item is 0-3, and the total score is 27. The final score is 15-27 points for severe depression, 10-14 points for moderate depression, 5-9 points for mild depression and 0-4 points for no depression. There