

THE THERAPEUTIC EFFECT OF TRAUMA EXPRESSION AND HEALING FUNCTION OF FILM ON PATIENTS WITH MENTAL ANXIETY

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SUMMARY

Background: In recent years, there have been “healing” films shining brightly at international film festivals. These “healing” films have common characteristics. They take care of the reality and reconstruct the authenticity of the image, so as to finally achieve the effect of healing the soul and integrating life. Anxiety is an inevitable psychological experience of people in the situation of free choice. It is also the reaction of individuals when they regard conflict as a dangerous or unpleasant signal. When individuals suffer from conflicts or setbacks, they will produce complex negative emotions in their own psychology. Research shows that although group psychological counseling, sports, mental health education courses, reading therapy and other intervention methods can help alleviate the anxiety level of anxiety patients, they are limited in controlling debugging time and rebound speed. The trauma expression and healing function therapy of film is a novel means of psychological counseling and treatment, which has its unique advantages and characteristics. This study mainly investigates the effect of film therapy as an intervention on college students’ anxiety.

Subjects and methods: 200 college students with mental anxiety in a university were randomly divided into experimental group and control group, with 100 people in each group. The experimental group was treated with wound expression and healing function therapy, and the control group was treated with traditional therapy. Before and after the intervention, the mental anxiety status of the two groups of students was evaluated by Self-rating Anxiety Scale (SAS), Self-rating Depression Scale (SDS), Beck lavanson mania scale (BRMS) and General Rating Scale (GAS).

Results: After the intervention, the BRMS score of the students in the experimental group was significantly lower than that in the control group ($P < 0.05$), and the gas score was significantly higher than that in the control group ($P < 0.05$).

Conclusions: The positive impact of film therapy on alleviating college students’ anxiety is not only supported by the advantages and characteristics of the therapy itself, but also inseparable from the joint efforts of therapists and participants.

Key word: film - trauma expression - healing function - mental anxiety - college student

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INTRODUCTION

Anxiety is an inevitable psychological experience of people in the situation of free choice, and it is also the reaction of individuals when they regard conflict as a dangerous or unpleasant signal (Short & Schmidt 2020). When individuals suffer from conflicts or setbacks, they will produce complex negative emotions in their own psychology. If anxiety is only regarded as a tense and restless subjective emotional experience, it is often accompanied by anxiety, irritability, impulse and other psychological states and corresponding physiological reactions, which can be triggered by uncertain situations or specific threatening situations. However, in the actual clinical diagnosis and treatment, the behavior that meets the screening criteria of relevant measurement scales will be defined as anxiety (Ganesan & Carter-Sowell 2021; Lin et al. 2017). In recent years, there have been “healing department” films shining brightly at international film festivals. These “healing department” films have common characteristics. They take care of the reality and reconstruct the authenticity of the image, so as to finally achieve the effect of healing the soul and integrating life (Pengpid & Peltzer 2019). Whether it is live action or animation presentation, “healing” films are abstract Metaphors of life experience, sincerely express

universal emotions, and explore the function of film art in another dimension, that is, the healing function of images. It realizes the cross-border dialogue between film ology and psychology, and makes the audience see the possibility of image exploration and healing the spiritual world (Heo et al. 2021).

Research shows that although group psychological counseling, sports, mental health education courses, reading therapy and other intervention methods can help alleviate the anxiety level of patients with anxiety disorder, they are limited in controlling debugging time and rebound speed (Avasthi & Grover 2018). Some scholars also pointed out that the trauma expression and healing function therapy of film is a novel means of psychological counseling and treatment, which has its unique advantages and characteristics (Alladin 2017). Film has become an important part of today’s social and cultural life. Film therapy is very suitable for patients with mental anxiety disorder and can be accepted by the public. The therapy is novel and interesting, which can improve the participation of the treatment object to a great extent. The comprehensive characteristics of film therapy make it widely applicable to all kinds of people and psychological problems (Ford & Almeida 2017; Kumar et al. 2020). Nowadays, film has become an important part of contemporary college students’ campus

cultural life. This therapy is very suitable for college students and can be accepted by college students. Secondly, the therapy is novel and interesting, which can improve the participation of the treatment object to a great extent. Finally, the comprehensive characteristics of film therapy make it widely applicable to all kinds of people and psychological problems. Nowadays, film therapy is more popular in European and American countries. However, there is less research on film therapy in China, especially in colleges and universities, and the degree of promotion is low (Mccusker et al. 2017). This study intends to introduce the trauma expression and healing functional therapy of film, take contemporary college students as an example, take the anxiety of college students as the research content, and use different research tools to investigate the impact of film therapy as an intervention on college students' anxiety.

SUBJECTS AND METHODS

Study setting

Anxiety is not only a subjective emotional experience, but also shows some physiological reactions and specific behaviors. Its emergence is also inseparable from personal cognition. Therefore, most of the previous intervention experimental studies on anxiety will affect anxious individuals around individual emotion, cognition and behavior, so as to promote the change of their psychological state. These studies have achieved some results in alleviating individual anxiety and improving the level of mental health, but there are also deficiencies. The harm of anxiety to college students' mental health is obvious. Many investigations and studies have pointed out the universality and universality of college students' anxiety. As one of the frequent groups of anxiety, college students' anxiety should be paid attention to. The intervention experimental research on anxiety mainly focuses on medical psychological nursing, and the objects are mostly hospital patients, such as patients with physiological diseases, preoperative patients, postoperative patients, etc. there are relatively few intervention studies specifically for college students. Therefore, this study takes college students as the research object. Nowadays, as one of the most popular media for college students, film has a deep impact on all aspects of college students' life and has become the mainstream trend of campus culture. The previous intervention methods did not take this characteristic of college students into account, and often changed college students' cognition through the traditional education mode. Often the debugging time is long and the rebound speed is fast, and the impact on alleviating anxiety is unknown in the duration. Therefore, film therapy is regarded as a way to intervene college students' anxiety, and the advantages of novel, interesting and popular films are used to attract students' extensive and effective participation, so as to make the role of film therapy penetrate into various occasions of college students' study, life and work, and play a sustained and effective

role in alleviating college students' anxiety.

First, let the subjects find a comfortable movie posture, so that they can easily change their attention and feel a relaxed feeling, and then focus on breathing and breathe in and out naturally. Pay attention to whether there is any tension or stagnation in the body during inhalation and exhalation. When the subjects became aware of them, they let their breath flow through these obstructions, gradually dredge them, and slowly take away the tension. Gentle attention to the body and breathing can make the subjects enter the "present" faster and obtain mindfulness. This kind of attention can help subjects bring their consciousness back here and now by spontaneously adjusting and deepening their breathing when they fall into the mire of thinking or emotion. In this way, enter your senses with awareness. If the mind starts chattering again, focus on breathing again. Adjusting to a calm and sober state helps to maintain overall body consciousness while watching the film. Instruct the subjects not to analyze the plot when watching the film, and ensure that they are fully aware of the body's response to the film. The effect of single film therapy can be maintained for about a week. The total number of film viewing is more than 4 times, and the frequency is no less than once a month.

Design

200 college students with mental anxiety in a university were randomly divided into experimental group and control group, with 100 people in each group. The experimental group was treated with wound expression and healing function therapy, and the control group was treated with traditional therapy. The experimental time was 1 month. Before and after the experiment, the two groups of students were tested for mental health.

Before and after the intervention, the mental anxiety status of the two groups of students was evaluated by Self-rating Anxiety Scale (SAS) (Gabriel et al. 2019), Self-rating Depression Scale (SDS) (Montejo et al. 2020), Beck Lavanson Mania Scale (BRMS) (Park et al. 2017) and General Rating Scale (GAS) (Skolarus et al. 2017). Among them, the Self-rating Anxiety Scale (SAS) is evaluated before and after teaching (1 month). The score limit is 50 points. More than 50 points indicate anxiety. The lower the score, the healthier the psychology. The Self rating Depression Scale (SDS) was evaluated before and after the intervention (3 months). The score limit was 53 points. More than 53 points indicated depression. The lower the score, the healthier the psychology. Beck lavanson mania scale (BRMS) has 11 items. Five grade scoring method was adopted, with a score of 0-4. There was no such symptom or the level was similar to that of the patient in normal condition; Mild symptoms. Moderate symptoms. Obvious symptoms. The symptoms are serious. 0-5 points: no obvious manic symptoms. 6-10 points: there are certain manic symptoms. > 22 points for severe manic symptoms. The total score reflects the severity of the disease. The higher the total score, the more serious the

condition is. The change of the total score before and after treatment reflects the quality of the curative effect. The greater the difference, the better the curative effect. The general assessment scale (gas) is used to assess the condition and social adaptation level of psychiatric patients. It has only one dimension of the severity of mental symptoms and social adaptation level, with a total of 100 grades. The lower the evaluation score, the more serious the condition is. 91-100 points indicate that the patient has good social adaptation and normal mental status. See formula (1) for score calculation.

$$S = M_1 + M_2 + \dots + M_i \quad (1)$$

In formula (1), S represents the total score, and M_i represents the student's score of the i 'th item in the scale (Kim et al. 2016). The relevant data adopts Excel software and SPSS17.0 software for calculation and statistics.

RESULTS

After summarizing the results of the survey and interview of college students, it shows that their anxiety is mainly concentrated and manifested in learning and examination, economy (reasonable consumption), interpersonal communication, employment, emotion and

family relations, and other aspects, such as anxiety about their appearance (appearance, height, etc.). Many students have different types of anxiety at the same time. It can be seen that the most common anxiety individuals are learning anxiety, examination anxiety and interpersonal anxiety, followed by economic anxiety and Employment anxiety, which are basically the same, followed by emotional anxiety and family anxiety, and finally, there are some anxieties in other aspects. Combined with the above results, this study selected more relevant psychological films for each anxiety event, and invited three psychology lecturers to evaluate the selected psychological films, and finally determined 11 relevant psychological films that are most consistent with anxiety as experimental materials.

Before intervention, there was no significant difference in SAS and SDS scores between the two groups ($P > 0.05$). After teaching, the SAS and SDS scores of the two groups were significantly lower than those before teaching ($P < 0.05$). After teaching, the scores of the experimental group were significantly lower than those of the control group, and the difference was statistically significant ($P < 0.05$), as shown in Table 1. This not only shows that the trauma expression and healing function therapy of the film can improve the negative psychology of college students, but also shows that the effect of this therapy is significantly better than the conventional therapy.

Table 1. Comparison of anxiety and depression between the two groups

Group	SAS		SDS	
	Before intervention	After intervention	Before intervention	After intervention
Control group	63.49±4.54	35.96±4.33*	70.50±2.63	36.02±3.46*
Experience group	65.93±3.89	48.34±6.55*	69.26±2.74	46.70±4.55*
<i>t</i>	7.674	8.974	8.370	9.041
<i>P</i>	0.076	0.034	0.097	0.026

After receiving film therapy, the anxiety level of individuals with different anxiety levels decreased significantly compared with the pre-test, and the difference of this decline was significant. The anxiety level of individuals with severe anxiety decreased the most, followed by moderate anxiety and mild anxiety. Severe anxiety is often accompanied by more negative emotional experience, and the emotional experience of tension and anxiety is stronger and more "difficult to tell". Compared with general psychotherapy methods, the advantage of film therapy is that it is easier for individuals to feel relaxed and safe in the environment by watching movies, which is generally loved and accepted by the public. With the help of watching movies, they can observe other people's problems, which are often the same or similar to their own problems, so they can open their own difficulties through the mouth of movies. In the process of watching movies, release your depressed emotions and produce positive emotional experience. It is precisely because of these advantages of film therapy, which is more in line with the

characteristics of people with severe anxiety, and also makes the effect of this therapy show on them to the greatest extent.

As shown in Table 2, before the intervention, there was no significant difference in the scores of BRMS scale and gas scale between the two groups ($P > 0.05$). After the intervention, the BRMS score of the experimental group was significantly lower than that of the control group ($P < 0.05$), and the gas score of the experimental group was significantly higher than that of the control group ($P < 0.05$).

The correlation of BRMS and SAS scores after intervention was compared between the two groups, as shown in Figure 1. After the intervention, the scores of BRMS and SAS showed a significant positive correlation ($P < 0.001$), indicating that after the trauma expression of the tested film and the treatment of functional therapy, the depression can be significantly relieved after 1 month. The two scales have high consistency in the evaluation of depression after 1 month.

Table 2. The scores of positive emotion and negative emotion were compared between the two groups before and after training

	Gauge	Experimental group	Control group	<i>t</i>	<i>P</i>
GAS score	Before intervention	23.45±5.33	24.58±7.06	1.205	0.063
	After intervention	79.04±9.63*	43.97±7.78*	10.893	<0.001
BRMS score	Before intervention	18.12±1.89	18.86±2.55	0.904	0.076
	After intervention	6.94±2.36*	13.25±4.02*	4.440	0.009

Note: compared with that before teaching **P* < 0.05.

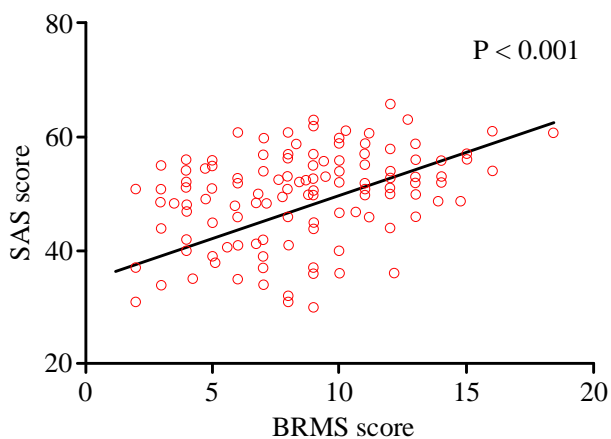


Figure 1. The correlation between BRMS and SAS scores after intervention was compared between the two groups

As shown in Table 3, the mental health status of the two groups before and after teaching is compared. It can be seen from Table 3 that after teaching, the mental health status of students in the experimental group is significantly better than that in the control group (*P* < 0.05). It shows that the combination of film trauma expression and healing function therapy with mental health education can effectively enhance students' interest in learning, alleviate students' negative emotions and avoid students suffering from mental diseases, which

is of positive significance to students' long-term development.

After three months, the anxiety level of anxious individuals is still basically the same as that at the end of the experiment three months ago, and there is no significant rebound, indicating that film therapy is continuously effective in reducing the anxiety level of college students in this study. This continuity is mainly due to the group discussion after watching the film. First of all, collective discussion helps individuals strengthen their connection with the film. In the movie watching process, the personal experience is affected at the subconscious level, which is vague. Although it will also be related to its own problems, it pays more attention to the content of the film itself, which is situational and temporary. Through discussion, this influence is raised to the level of consciousness, which enables individuals to better clarify and understand the content of the film, strengthen the connection between individuals and the film content, and maintain the change for a longer time. Secondly, the discussion session helps individuals better apply their knowledge to real life. Through discussion, in addition to their own understanding of the film, individuals can receive the feelings of other viewers and have a more comprehensive understanding of the film. The connection between the film and themselves has also been supplemented to some extent. The knowledge learned can cope with more and more complex realistic situations in the future. This practical application of knowledge also plays a great role in maintaining the effect of intervention.

Table 3. Comparison of mental health status between two groups before and after the experiment

Group	Time	Seriously ill	Disordered person	Ordinary person
Experimental group	Before teaching	12	38	50
	After teaching	2	36	62
Control group	Before teaching	14	34	52
	After teaching	12	32	56

From the perspective of the whole society, the great changes of college students' life under the economic development, the expansion of college enrollment, the competition mechanism of the school and the pressure of employment all provide a background for the emergence of college students' high anxiety. In addition, the life of today's college students is full of all kinds of pressure, from learning, social communication or adaptation and economy. The university stage is the delay period of self-consciousness development. Individuals are often

intertwined with various psychological contradictions, and their psychological development is not mature. In the face of such pressure and various choices, they are often helpless, resulting in high anxiety. Therefore, the anxiety of college students is worthy of our attention. Psychological and educators need to use appropriate educational means to solve the anxiety of college students, guide students to use reasonable ways and methods to alleviate their anxiety and improve their ability to deal with various problems and pressures, so as

to improve the mental health level of college students. In this study, film therapy has a significant effect on reducing individual anxiety, and this effect is not affected by individual gender, grade and self-exposure. This result once again proves the relative universality of film therapy, making it possible to popularize it in colleges and universities. This universality is largely due to the advantages of film in this therapy. As one of the popular media, college students of different genders or grades have a strong interest in film. As a more integrated tool, film itself contains different types of rich content and expression methods. Through film, it can explain and present various events such as culture, class, gender, rights and gender orientation, which makes different gender, age, experience visitors with educational level can get effective information from it. Film therapy acts on the subconscious level of individuals, and evokes the resonance between individuals and relevant contents in the film, so as to cause the changes of individual cognition and behavior. Therefore, individuals who are willing to share their insights or less can be affected by this subtle influence. On the other hand, some individuals are very willing to share their views and inner thoughts after watching the film and actively participate in the whole process. Some individuals are more silent, but silence does not mean they are not actively involved in it. Such individuals may be more listening and thinking. Therefore, regardless of the degree of self-exposure, they have considerable intervention effect due to their high participation in different forms.

CONCLUSIONS

The trauma expression and healing function therapy of film is a novel means of psychological counseling and treatment, which has its unique advantages and characteristics. This study attempts to use different anxiety scales to investigate the anxiety of college students, not only to analyze the overall situation of anxiety, but also to understand the specific content of anxiety. The research shows the diversified anxiety of college students. The positive influence of film therapy on alleviating college students' anxiety is not only supported by the advantages and characteristics of the therapy itself, but also inseparable from the joint efforts of the healers and participants. The results showed that the scores of the experimental group were significantly lower than those of the control group. The BRMS score of the experimental group was significantly lower than that of the control group ($P < 0.05$), and the GAS score was significantly higher than that of the control group ($P < 0.05$). After the intervention, the scores of BRMS and SAS showed a significant positive correlation ($P < 0.001$), indicating that the depression could be significantly relieved after one month after the treatment of trauma expression and healing function.

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Contribution of individual authors:

Wan Fan: conception and design of the manuscript and interpretation of data, literature searches and analyses, clinical evaluations, manuscript preparation and writing the paper;

Baixiao Li: made substantial contributions to conception and design, literature searches and analyses, participated in revising the article and gave final approval of the version to be submitted.

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RESEARCH ON ENGLISH TEACHING INCENTIVE STRATEGIES FOR STUDENTS' CLASSROOM ANXIETY

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SUMMARY

Background: Anxiety can be summarized as a vague and unpleasant emotional state. Patients may have psychological characteristics of anxiety, fear, pain and anxiety. The emergence of anxiety is a long process and varies from person to person, mainly because everyone is affected by various conditions or factors. Generally speaking, when people feel nervous about something, their thoughts will be disturbed by it repeatedly and make all kinds of exaggerated imagination and assumptions. When it exceeds the critical point, anxiety begins to appear. English learning anxiety is a unique and complex psychological phenomenon in language learning. Anxiety is usually manifested in negative emotions such as self-doubt and tension. For various reasons, some college students often have different degrees of anxiety in English learning. How to treat students' anxiety objectively and find out the causes of anxiety is an important research direction in English teaching. This study constructs an English teaching incentive platform based on network and computer technology. Taking college students' English classroom learning as an example, this paper studies the improvement of the platform in college students' classroom anxiety.

Subjects and methods: 200 college students with mental anxiety in a university were randomly selected. Before and after the intervention, all subjects were evaluated by self-designed learning strategy scale and classroom anxiety scale to evaluate the effect of English teaching incentive platform after the intervention.

Results: According to the scores of classroom anxiety scale, the subjects were divided into high anxiety group, medium anxiety group and low anxiety group. There were significant differences in the scores of each dimension between the three groups ($P < 0.01$).

Conclusions: In order to comprehensively improve college students' English learning ability and comprehensive quality, English teaching should pay attention to the cultivation of students' nonintellectual factors, so that students can obtain positive emotional experience in English learning and learn effective learning strategies, which will play a positive role in students' lifelong development.

Key words: colleges and universities - classroom anxiety - English teaching - incentive strategy

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INTRODUCTION

Anxiety can be summarized as a vague and unpleasant emotional state. Patients may have psychological characteristics of anxiety, fear, pain and anxiety (Park et al. 2017). Anxiety psychology is different from ordinary mental diseases. It will not only cause serious negative emotions to college students, but also the accumulation of all kinds of negative emotions (Kumar et al. 2020). Anxiety is different from fear, because anxiety usually has no object, while fear has a specific object of fear, such as people or things (Gabriel et al. 2019). Anxiety comes from excessive irresistible stimulation. Unlike tension, anxiety is the result of long-term inhibition. Anxiety occurs when tension accumulates in some people and breaks through a critical point (Mccusker et al. 2017). Research shows that the emergence of anxiety is a long process and varies from person to person, mainly because everyone is affected by various conditions or factors (Kim & Jang 2016). Generally speaking, when people feel nervous about something, their thoughts will be disturbed by it repeatedly and make all kinds of exaggerated imagination and assumptions. When it exceeds the critical point, anxiety begins to appear. Some scholars have pointed out that English learning anxiety is a unique and complex psychological phenomenon in language learning. Anxiety is usually manifested in

negative emotions such as self-doubt and tension (Wang & Qian 2019). English learning anxiety is a unique and complex psychological phenomenon in language learning. There are many reasons for anxiety in language learning. For example, learning competition will lead to anxiety of language learners, interaction between teachers and students in class may lead to anxiety of students, and examination may also lead to anxiety (Hong et al. 2019; Skolarus et al. 2017). How to objectively treat the anxiety of middle school students in English learning and find out the causes of anxiety is an important research direction in English Teaching (Gong et al. 2018). For various reasons, some college students tend to have varying degrees of anxiety in English learning (Bai & Tian 2018). How to treat students' anxiety objectively and find out the causes of anxiety is an important research direction in English teaching. English anxiety and learning motivation strategies have an important impact on English learning, but there are few studies on their role in English learning. Learning motivation strategies and foreign language anxiety belong to learners' individual factors, which should be included in the discussion of the impact of English learning. Only studying a single factor will lead to a one-sided understanding of the problem. In addition, the investigation of research in this field found that the investigation of undergraduate students was more, and less attention was paid to vocational college students.