

Research Article

Effect of the Training in Mental Quality Development on Improvement of Social Skill of the College Students

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Abstract: The study aims to examine that the effect of mental quality development training on the social skills of college students by the Quasi-Experimental Research of 156 students' mental quality development training in Colleges and universities. The results show that the social skills of the college students have a significant improvement after two months of mental quality development training. It implies that the social skills of the college students will be improved by mental quality development training.

Keywords: Mental quality development training; College student; Social skill; Pre-and post-test.

1. INTRODUCTION

The difficulty of employment and low employment rate of college students has always been a key issue of concern to the social and academic circles. In recent years, with the continuous expansion of the university, the scale of university graduates has expanded dramatically. This increase has exceeded social needs to a certain extent, resulting in a considerable number of undergraduate graduates having difficulty finding suitable jobs. In addition to these external environmental factors, in fact, college students themselves have many problems, of which the lack of social skills is an important factor. This paper will mainly discuss the influence of social skills training and try to create some useful suggestions to solve the employment problem of college students.

Social skills are the abilities, which individuals used to adapting and developing, to coordinate and deal with social relations (Qin, Huang, 2001, 2002). Social psychologist Argyle *et al.*, (1981) first proposed the social skills model based on the sports skills model of tennis, and defined social skills as effective social behaviors that individuals take to achieve their goals in interpersonal communication. Riggio (1986) viewed social skills as containing the society acceptance, interpretation and transference of the multidimensional structure, divided into expression, feeling and control. The Social Skills Inventory (SSI) based on his theory

are widely used in the world. Social skills play an important role in every stage of life development. Social skills play an important role in all stages of development in life. For example, social skills can affect the academic performance and motivation of primary and secondary school students (White *et al.*, 2007; Mashburn *et al.*, 2008); Affecting adolescent aggression, school adaptability, loneliness and mental health (Durlak *et al.*, 2019); Affecting college students' career decision-making self-efficacy (Qin, 2015); As well as affecting adult performance and occupational stress (Hochwarter, 2006), problems such as severe insomnia occur (Hohn *et al.*, 2019).

Behavioral structure theory and communication theory show that the acquisition of social skills is a specific behavior acquired by individuals in completing social tasks, and the acquisition of specific social skills varies in different social environments. Specific environmental training helps improve people's social skills. The development of the training has a special significance for the promotion of college students' social skills study. Expand training (outward bound) was founded by the "Weihai Abed school" originally. In the training process, participants in the activity personally to get personal experience and perception, improving relationships, learning to care, and working more harmoniously with the group. Mental Quality

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Development training is a kind of experiential learning. Experience is not an end, only a means, and only through sharing results and applied to practice, but the purpose of experiential learning (Tong, *et al.*, 2006).

Employ ability is an indicator of College Students' social skills. Many scholars have carried out the employment issues. Ma (2009) through interviews, surveys and other methods investigated the factors that affect the successful employment of college students. He divided the employment ability of college students into: teamwork, innovation and solving ability, introspective, professional skills, practical experience, career motivation, obtain employment information, job search methods and self-positioning. Rong (2012) pointed out that the employment of college students need to have the correct and effective employment guidance. Olga, *et al.*, (2009), from a multi-perspective angle to explored the skills and abilities of students' employment, and stressed the importance of students' cognition in the need of educators. Therefore, It can be seen that the employment of college students is inseparable from their psychological and social skills. Social skills are great value for an individual's quality of life, work efficiency and psychological health (Qin, 2002), while the studies for expanding the training of college students' social skills are rarely, so we start on and get some innovations. This paper will mainly from the angle of the mental quality development training to university students' social skill training and the improvement to explore.

We will referent the study of Mao *et al.*, (2006) about Chinese University students social skill inventory(ChUSSI), which shows that the faculties of arts students is higher in ChUSSI than that of science and engineering, and Takai *et al.*, (1994) according to the students' professional distinction ,the Japanese college students social skills scores, pointed out that future work will frequently involve interpersonal relationship, such as nursing, welfare and other professional college students in the social skills scale's scores are higher than that of the future to computers, machinery for working students. Liberal Arts Department (foreign language, administration, management, Normal University, etc.) students' social skills score higher than that of Engineering Department (machinery, transportation, etc.) students' tendency verified the conclusion. Thus, we put forward the assumption:

Hypothesis: Mental Quality Development training has positive effect on improving college students' social skills.

2. METHODS

2.1 Date

Data for this study are derived from a survey on university students collected in China. In this study, we create a pre-and post-test experiment and use the

Chinese University-students Social Skill Inventory (ChUSSI) from Mao *et al.*, (2006).The Questionnaire in the survey is used to collect information on university-students social skill, respectively. By using stratified sampling, 156 students are chosen from four classes. Two classes members are randomly selected to not to attend the mental quality development training. The others are required to attend the training.

2.2 MEASURES

2.2.1 Pre-And Post-Test Experiment

In the course of the research, the relevant literature materials were consulted, and the relevant results were summarized. A pre-and post-test experiment we created is used in this study to evaluate college students' social skill upgrading. This test is composed by two parts of measurements. For members of the experimental group and control group each issued two social skills scale, issued at the same time, namely in the freshmen into the school for a month, select one evening self-study time for the first time test. October 2014, the first batch of questionnaires issued. At this time most of the freshmen have a basic understanding of the University. In December 2014, the same questionnaire was administered to the two groups, as the second batch of questionnaire to detect the changes of social skills.

2.2.2 Chinese University-students Social Skill Inventory

The anterior posterior experimental method in Mao *et al.*, (2006) compilation of indigenization of social skills before conducting experiments and experimental measurements. Use Chinese college students as subjects, exploring the basic elements of social skills in Chinese style, trying to adopt a national conditions of China. Through the project collection and exploratory factor analysis, getting a scale with 41 items based on four dimensions: face, sociality, altruistic behavior and relationship doctrine. The descriptions of all measuring dimension used in this study are displayed in Table 1 (Mao *et al.*, 2006).

Table.1 Cronbach's α and retest reliability of each factor

Factor	Cronbach's α	r
face	0.89	0.69**
Sociality	0.86	0.64**
Altruistic behavior	0.72	0.71**
Relation doctrine	0.70	0.67**

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to Mao *et al.*, (2006), the internal consistency reliability and the reliability of the four factors are all the requirements of the psychological survey meter. The four factors was related to the statistical significance of the majority of the social skills measured by the external effect scales.

In our study, we create pre-and post-test experiments. In pre-test experiment, we divided students in two groups randomly, be sure that they hadn't taken mental quality development training before. We use the ChUSSI to measure college students' social skill in October 2014 and collect the statistics. After two months' special mental quality development training, we would carry out the post experiment and also use the ChUSSI to measure and collect statistics. And one group students take the training of mental quality development while the other is not. We want to analysis the mean of the total score of the questionnaire was significantly different or not, and explore the influence of the mental quality development training to the college students' social skills upgrading.

In this study, experimental group students will take mental quality development, we will carry out the mental quality development training of the two projects, one is Group obstacle game, one is sharing happiness and sadness with group members. First one, members are required to work collectively to accomplish obstacles across to exercise the willpower and team spirit of the member, this game would conduct once a month. Second one, every member has to talk about his happiness and sad thing, each time arrange several students and 6-7 times could finish the game. The purpose is to narrow the psychological distance between members and cultivate their related feelings and awareness of the heart and understanding.

The main independent variables used in this study were based on the Chinese University-students Social Skill Inventory Scale (ChUSSI). To recover and sort the valid questionnaires, we use SPSS16.0 software to carry out mathematical statistics and analysis, and to provide accurate data for writing papers. We want to find while the mean of the total score of the questionnaire was significantly different or not. Select a major freshman of 4 classes. 76 students in the test group were participated in the development of the training class, and a total of 80 students in the control group. The number of students in the 4 classes and the Male female rate is appropriated.

This paper distributed a total of two questionnaires, respectively, in October 2014 and December 2014. This study defined the students who did not participate in the quality development in October 2014 to fill in the questionnaire were A1. The students who participated in the quality development training completed the questionnaire were B1. The students who did not participate in the quality development training in December 2014 were A2. The students who participated in the mental quality development training completed the questionnaire were B2.

3. RESULTS

3.1 Analysis of the experimental conditions of the control group

The data of A1 and A2 were collected as the control group, and the time interval was 2 months without the training of mental quality development. The Homogeneity of variance analysis shows that the two groups of data are 0.923, the total variance is equal, according to the premise of the variance test, this group of data is suitable for one-way analysis of variance. The ANOVA results showed that: first, in the absence of mental quality development training, the mean value social skills measured in December 2014 was almost the same as October 2014 (table 2). There was no significant difference in the mean values of A1 and A2 between the two groups ($p > 0.05$), indicating that there was no difference in the social skills of college students who did not participate in mental quality development training.

Table.2 Single factor analysis of variance results (n=76)

Control group	M	SD	F	P
A1	2.48	0.301	1.03	0.619
A2	2.56	0.287		

3.2 Analysis of the test group before and after the test group

The data for the B1 group was derived from a questionnaire survey of freshmen enrolled in quality development training. The data for the B2 group was derived from a questionnaire survey of students who had undergone two months of mental quality development training. The biggest difference between the B1 and B2 groups is whether the students experience two months of continuous mental quality development training. The data collection scale of the two groups is consistent (n=80), only the interval of acquisition is two months. In this paper, The one-way ANOVA method was used to analyze the social skill scale data collected from Group B1 and Group B2, and the results are as following Table 3.

Tale.3 Single factor analysis of variance results (n=80)

Test group	M	SD	F	P
B1	2.51	0.217	3.622	0.033
B2	3.32	0.168		

As shown in Table 3, the average of social skills measured in December 2014 was higher than that in October 2014. The social skills of the students in the test group are significantly different ($p < 0.05$), and show a trend of improvement. This shows that long-term mental quality development training helps to improve students' social skills, and the original hypothesis is verified.

4. DISCUSSION

The study found that freshmen who did not experience mental quality development training had not significantly improved their social skills after two months of study in colleges and universities. However, when the quality-trained freshmen are trained for two months of mental quality development, their social skills are significantly improved. It can be seen that strengthening the training of mental quality development in colleges and universities will enable college students to adapt to the social environment more smoothly and successfully after being integrated into society.

Colleges and universities play a very important role in the higher education. It is not only for college students to improve the level of knowledge, the college students are also could get comprehensive exercise and training, improving the comprehensive quality of things. Colleges and universities should through some kinds of effective activities, give full play to the guiding role of students and train the students to have healthy mental quality, the courage spirit to face challenge, unity, cooperation and courage of the style. And in order to enhance students' social skills and employ ability, mental quality development training is a very good activity form.

5. CONCLUSION

Many students are affected by fixed thinking, life obstacles and negative emotions in their lives, which seriously affect the improvement of the quality of college students and thus affect their employment. Therefore, how to balance the mentality of students and eliminate the adverse effects of obstacles has become a problem that universities need to solve today. The training of mental quality development through simulated obstacle activities has successfully honed the qualities of courage and fear of failure, enabling students with different experiences to understand and correctly grasp their own psychological development laws, treat success and failure correctly, give full play to their potential, enhance self-confidence and the ability to withstand setbacks. When the group members face difficulties together, the team cooperation ability of students is greatly improved. Mental quality development training has an important impact on changing students' mentality and thinking through long-term difficult solution and psychological emotional distraction training, and their social skills are also improved.

In summary, long-term mental quality development training does help to improve students' self-confidence, enhance organizational coordination, foster students' resistance to stress and team spirit, improve their mental quality and social skills, and improve their employ-ability. Important measures. In this sense, combining the long-term training of mental

quality development with the management of college students not only helps to enrich the activities of mental health education in colleges and universities, but also contributes to the development and promotion of school employment assistance. It is of great help to the development of students and universities.

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