# A CAUSAL MODEL FACTORS AFFECTING PSYCHOLOGICAL CRISIS PROBLEMS
# OF STUDENTS IN ANHUI UNIVERSITY OF ARTS, ANHUI PROVINCE

Wang Zhe

Sataporn Pruettikul

Sutida Horwatanakul

Faculty of Education, Bangkokthonburi University

E-mail: 6263210042.edu@bkkthon.ac.th

## ABSTRACT

The research objectives were: 1) To investigate the status psychological crisis problems of students in Anhui University of Arts. 2) To develop the causal model factors affecting on psychological crisis problems of students in Anhui University of Arts.3) To find factors affecting direct/indirect effect of the psychological crisis problems of students in Anhui University of Arts.This research design method on quantitative research. The population were 4,212 students in Anhui University of the Arts, and the sample was 476 students with determined by G*power statistical package and using stratified sampling method. Data collecting with five rating scale questionnaires. The data analyzed by descriptive statistics, confirmatory factor analysis and Structural equation model with statistical package program (SPSS & AMOS).

Research findings: The status on psychological crisis problems of students in Anhui University of Arts,Overall were at high level and consists of Psychological conflict, Psychological counselling, and Psychological crisis intervention system. A causal model factors affecting on Psychological crisis problems of students in University of Arts was fit well with empirical data (Chi-square/df=1.531, GFI=0.902, AGFI=0.890, NFI=0.909, TLI=0.964, CFI=0.966, RMSEA=0.033). The Money and Family factors, Friend and love factors, Learning stress factors and Body and healthy factors had positive direct effect and indirect effect on psychological crisis problems of students in Anhui University of Arts.

**Keywords:** Psychological crisis problem, The causal model, Art students, Anhui Province

## 1. Research Background and Significance

In recent years, China's higher art universities have developed rapidly in higher education, which have played a positive role in the expansion of higher education resources and the satisfaction of the needs of higher education popularization. In China, a number of higher art universities rise rapidly and have become an important force in the field of higher education that cannot be ignored. Contemporary university students is the future of the family and country, is also the nation's hopes, but with the tremendous growth of the arts universities students groups, as well as the rapid development of modern society, education, employment, emotion and discipline particularity, the influence of such factors as higher art universitiy students' psychological health problems, such as psychological conflict problem more and more prominent, more and more serious, more and more common, This paper will focus on and improve the higher art university students psychological crisis management pertinence, effectiveness and insufficiency, etc., to develop the perfect management system, effectively relieve dry art college students psychological crisis, ensure that students can normal learning and life, will eventually with a healthy and perfect personality to the society.

As early as the end of the 1990s, the World Health Organization predicted that human beings have entered the era of "psychological disease", and psychological disease will replace physical disease and become the biggest enemy endangering human health. However, no disaster can bring people so persistent and profound pain as psychological crisis. According to the results of the 2021 Adolescent Mental Health status and Needs Research report, 18.5% of Chinese university students are prone to depression, 4.2% have a high risk of depression, and 8.4% have an anxiety tendency (Adolescent Mental Health Status and Needs Research Report, 2021). What is more worrying is that in universities, psychological disorders and mental diseases of university students, as well as suicide and homicide caused by psychological crisis and other extreme behaviors occur from time to time. And according to relevant statistics, among the abnormal deaths of university students in China, the death caused by suicide ranks first, and university students become the high-risk group of suicide risk. All kinds of signs show that university students in China have become the main "vulnerable group" of mental health problems. In recent years, with the rapid development of China's economy and culture, a number of higher art universities have mushroomed. However, with the large growth of students in higher art universities, as well as the obvious particularity of art university students in professional learning and psychology compared with other university students, the unique problems of mental health and

psychological conflict of university students in higher art universities gradually surfaced. In China, the management system for students' mental health problems has been established in colleges and universities, and has been constantly improved and perfected. However, compared with some developed countries, there are still many problems and defects. Especially in the management and research of the psychological crisis of students in art universities, the particularity is not paid enough attention to, the implementation of the management process is not strong, the effect is not significant and other problems are increasingly acute. Some educators even confuse the psychological problems of university students majoring in art with moral problems, which not only fails to solve the problems, but also often delays the best treatment opportunity for students' psychological problems. However, at the same time, there are few researches on the development of psychological crisis management system for students in art universities. In this context, it is urgent to pay attention to and improve the pertinence, effectiveness and long-term of psychological crisis management of students in art universities, develop and establish a perfect management system, and solve the problems of students' mental health conflicts in a timely and effective manner. So this research were to study on model that factors affecting psychology crisis problems for using the result to solving the problems or make a plan for help them.

## 2. Research questions

1. What is the status on psychological crisis problems of students in Anhui University of Arts?

2. What is the causal model of factors affecting on psychological crisis problems of students in Anhui University of Arts?

3. What the factors affecting on psychological crisis problems of students in Anhui University of Arts?

## 3. Research objectives

1. To investigate the status psychological crisis problems of students in Anhui University of Arts.

2. To develop the causal model factors affecting on psychological crisis problems of students in Anhui University of Arts.

3. To find factors affecting direct/indirect effect of the psychological crisis problems of students in Anhui University of Arts.

**4. Research hypothesis**

H1: The causal model of factors affecting on Psychological crisis problems of students in Anhui University of Arts was fit well on the empirical data.

H2: The Money and family factors had positive direct effect and indirect effect on the Psychological crisis problems of university students

H3: The Friend and love factors are positive effect and indirect effect on the Psychological crisis problems of university students

H4: The Healthy and body factors are direct effect and indirect effect on the Psychological crisis problems of university students.

H5: The Learning stress factors are direct effect on the Healthy and body factors.

H6: The Learning stress as Mediating factors on relationship between Money and family factors, Friend and love factors, Healthy and body factors with Psychological crisis problems of university students.

**5. Methodology**

1) Research Design

The Research methodology divide to three parts as follow;

Part 1: To investigate on the situation of psychological crisis problems of students in  Anhui University of Arts.

Part 2: To development the causal model factors affecting of psychological crisis problems of students in Anhui University of Arts. Data correcting by 5 rating scale questionnaires. The data analysis by CFA and SEM with SPSS and AMOS statistical package program.

Part 3: To find out the Factors affecting on the psychological crisis problems of students in Anhui University of Arts.  This part according on the third research objective.

2) Population and sample

Population and sample were the students in Anhui Unversity of Arts, Anhui Province. The population were total 4,212 students; Determined the sample size to 476 by G*power program (Effect size = 0.3, $\alpha$ err prob= 0.05, Power (1-$\beta$ err prob)= 0.8, Df =113) and using stratify random sampling method.

**Table 1:** the Population and the samples

| Students | Population | Samples |
|---|---|---|
| Department of Art Design | 1461 | 165 |
| Department of Music and Dance | 871 | 98 |
| Department of Journalism and Communication | 1104 | 125 |
| Department of Drama, Film and Television | 776 | 88 |
| Total | 4212 | 476 |

## 6. Conceptual framework
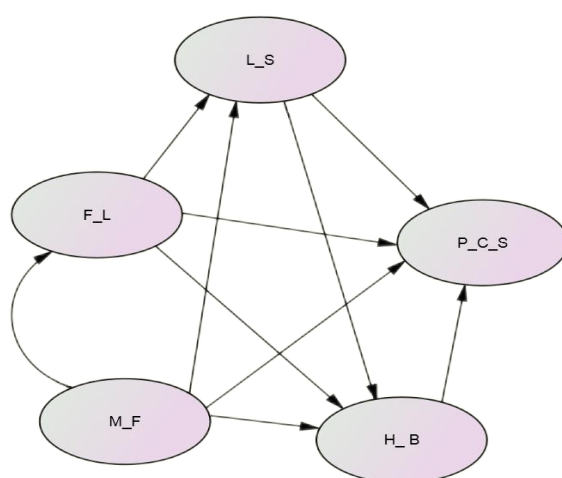


P_C_S = Psychological crisis of students,    F_L = The Friend and Love factors

M_F = The Money and Family factors,    L_S = The Learning Stress factors

H_B = The Healthy and Body factors

**Figure 1:** The conceptual framework

3) Research Instrument

A set of questionnaires for collected data about the psychological crisis of students in Anhui University of Arts and the factors affecting of students' psychological crisis. There were divided to 5 sections namely; Section 1) for the status on psychological crisis of students.  Section 2) for the learning factors, Section 3) for the money and family factors, Section 4) for the friend and love factors and Section

5) for the healthy and body. Each the section of questionnaires has 5 rating scale , and the each scale were meaning as follow;

All the sections of questionnaires passed to find out the quality. The validity each item had IOC value between .60-1.00 and there had reliability each sections between .870 to .938.

## 7. Research Finding

1) Descriptive statistical analysis

The relationship model proposed in this study has 5 variables and 40 items. All scales used a 5-level Likert scale, The descriptive statistical results of 40 measurement items are shown in Table 2.

| Variable | Model variable | N | The mean | Standard deviation | Skew ness | Kurto sis | VIF |
|---|---|---|---|---|---|---|---|
| | P C S1 | 476 | 3.96 | 1.152 | -1.100 | 0.491 | 2.821 |
| | P C S2 | 476 | 3.65 | 1.029 | -0.417 | -0.332 | 2.362 |
| | P C S3 | 476 | 3.60 | 0.980 | -0.649 | 0.224 | 2.519 |
| | P C S4 | 476 | 3.85 | 1.094 | -0.825 | -0.080 | 3.146 |
| Psychologi cal crisis problem | P C S5 | 476 | 3.63 | 1.081 | -0.444 | -0.514 | 2.452 |
| | P C S6 | 476 | 3.73 | 1.040 | -0.618 | -0.142 | 2.626 |
| | P C S7 | 476 | 3.74 | 0.982 | -0.545 | -0.293 | 2.287 |
| | P C S8 | 476 | 3.61 | 1.005 | -0.658 | 0.030 | 2.482 |
| | P C S9 | 476 | 3.58 | 1.038 | -0.469 | -0.197 | 2.330 |
| | P C S10 | 476 | 3.70 | 1.122 | -0.744 | -0.060 | 3.850 |
| | P_C_S11 | 476 | 3.71 | 1.045 | -0.651 | -0.033 | 3.241 |
| Total | | | 3.71 | 1.052 | -0.647 | -0.082 | |
| | L S1 | 476 | 3.65 | 1.106 | -0.526 | -0.400 | 2,452 |
| | L S2 | 476 | 3.70 | 1.044 | -0.495 | -0.458 | 2.310 |
| | L S3 | 476 | 3.69 | 1.061 | -0.647 | -0.190 | 2.485 |
| | L S4 | 476 | 3.78 | 1.015 | -0.510 | -0.522 | 2.382 |
| Learning stress | L S5 | 476 | 3.67 | 1.089 | -0.529 | -0.401 | 2.423 |
| | L S6 | 476 | 3.75 | 1.036 | -0.611 | -0.203 | 2.087 |
| | L S7 | 476 | 3.71 | 1.061 | -0.554 | -0.404 | 2.348 |
| | L S8 | 476 | 3.65 | 1.048 | -0.520 | -0.371 | 2.134 |
| | L S9 | 476 | 3.72 | 1.005 | -0.473 | -0.323 | 2.195 |
| Total | | | 3.70 | 1.047 | -0.541 | -0.364 | |

| Variable | Model variable | N | The mean | Standard deviation | Skew ness | Kurto sis | VIF |
|---|---|---|---|---|---|---|---|
| Money and family | M F1 | 476 | 3.17 | 1.276 | -0.356 | -1.079 | 2.828 |
| | M F2 | 476 | 3.26 | 1.337 | -0.267 | -1.182 | 2.221 |
| | M F3 | 476 | 3.25 | 1.360 | -0.321 | -1.147 | 2.456 |
| | M F4 | 476 | 3.25 | 1.440 | -0.210 | -1.357 | 2.361 |
| | M F5 | 476 | 3.28 | 1.322 | -0.347 | -1.095 | 2.286 |
| | M F6 | 476 | 3.18 | 1.276 | -0.218 | -1.173 | 2.243 |
| | M F7 | 476 | 3.25 | 1.370 | -0.266 | -1.256 | 2.292 |
| | M F8 | 476 | 3.32 | 1.443 | -0.255 | -1.355 | 2.311 |
| | M F9 | 476 | 3.23 | 1.359 | -0.361 | -1.221 | 2.851 |
| Total | | | 3.30 | 1.354 | -0.289 | -1.207 | |
| Friend and love | F L1 | 476 | 3.69 | 1.263 | -0.777 | -0.445 | 2.143 |
| | F L2 | 476 | 3.66 | 1.178 | -0.643 | -0.446 | 2.078 |
| | F L3 | 476 | 3.63 | 1.141 | -0.730 | -0.161 | 2.188 |
| | F L4 | 476 | 3.74 | 1.218 | -0.794 | -0.346 | 2.267 |
| | F L5 | 476 | 3.64 | 1.214 | -0.599 | -0.614 | 1.959 |
| | F L6 | 476 | 3.70 | 1.211 | -0.727 | -0.439 | 2.309 |
| | F L7 | 476 | 3.71 | 1.180 | -0.669 | -0.489 | 2.164 |
| Total | | | 3.70 | 1.200 | -0.706 | -0.420 | |
| Healthy and body | H B1 | 476 | 3.67 | 0.923 | -0.472 | -0.021 | 2.513 |
| | H B2 | 476 | 3.85 | 1.003 | -0.632 | -0.168 | 2.178 |
| | H B3 | 476 | 3.75 | 0.933 | -0.452 | -0.201 | 2.153 |
| | H B4 | 476 | 3.75 | 0.998 | -0.484 | -0.271 | 2.707 |
| Total | | | 3.76 | 0.964 | -0.510 | -0.165 | |

From the table 2. ; There were the students psychology crisis problems total average mean =3.71, (S.D. =1.052, skewness= -0.647, kurtosis= -0.082). It's meaning there were the psychological crisis problems at high level,

From the table 2. ; there were the learning stress total average mean =3.70, (S.D. =1.047, skewness = -0.541, kurtosis = -0.364). at high level. The money and family average mean= 3.30, S.D.= 1.354, skewness= -0.289, kurtosis =-1.207). at high level. The friend and love average mean = 3.70, S.D.=1.200, skewness =-0.706, kurtosis= -0.420). at high level and

the healthy and body average mean =3.76, S.D.=0.964, skewness=-0.510, kurtosis=-0.165). at high level.

2) Structural equation model fitting test

Measurement Model Analysis;;;Standardized estimates
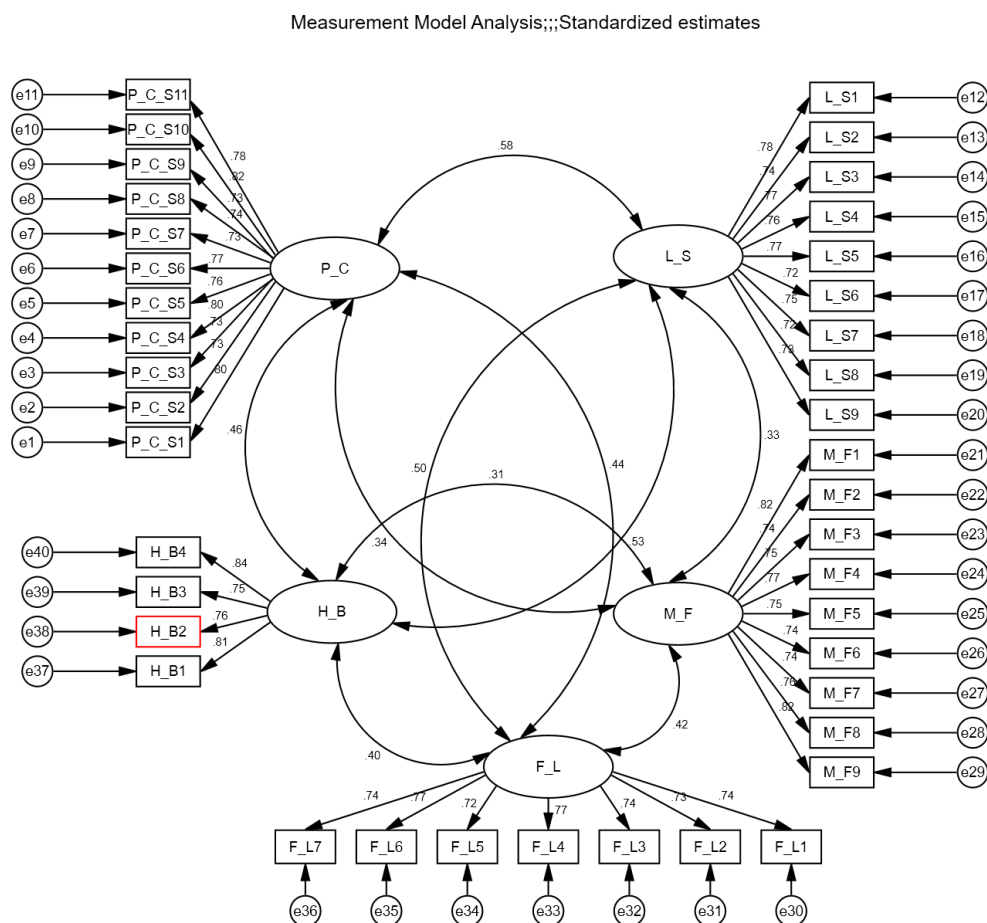


Chi-square=1.531, DF.=730, P-value=.000, Ratio=.936,;;;CFI=.966, TLI=.964, RMSEA=.033

**The figure 2:** Confirmatory factor model

it show about the criterions for the measurements model fit well with the empirical data as the table 3.

**Table 3:** Model fitting index

| Measure | Estimate | Threshold | Interpretation |
|---------|----------|-----------|----------------|
| Chi/df | 1.531 | <3 | Excellent |
| GFI | 0.902 | >0.8 | Excellent |

| Measure | Estimate | Threshold | Interpretation |
|---------|----------|-----------|----------------|
| AGFI | 0.890 | >0.8 | Excellent |
| NFI | 0.909 | >0.9 | good |
| TLI | 0.964 | >0.9 | Excellent |
| CFI | 0.966 | >0.9 | Excellent |
| RMSEA | 0.033 | <0.08 | Excellent |

As can be seen from the table, Chi/df is 1.531, less than 3; GFI is 0.902, more than 0.8; AGFI is 0.890, more than 0.8; NFI is 0.909, more than 0.9; CFI and TFI are both more than 0.9; RMSEA is 0.033, less than 0.08. According to the standard of model fitting index, the fitting indexes of the model meet the requirements, so the model was fit well with the empirical data.

    3) Convergent validity, composite reliability and discriminative validity test

        3.1) Convergence validity and composite reliability

        Convergent Validity means that when two different measurement tools are used to measure the same concept, the classification obtained is highly correlated . Based on the suggestions of Rong Taisheng (2009, P.145), this study tested the convergent validity through component reliability (CR) and mean variance extraction value (AVE). The construction reliability is usually > 0.7, AVE > 0.5 to meet the standard.

        3.3) Validity of discriminant, as table 4.

**Table 4:** discriminative validity analysis test.

| | Psychological crisis | Learning stress | Money and Family | Friends and Love | Health and Body |
|---|---|---|---|---|---|
| Psychological crisis | 0.762 | | | | |
| Learning stress | 0.579 | 0.748 | | | |
| Money and Family | 0.338 | 0.327 | 0.769 | | |
| Friends and Love | 0.439 | 0.502 | 0.416 | 0.745 | |
| Health and Body | 0.462 | 0.526 | 0.309 | 0.405 | 0.791 |

*Note:* The value in bold in the upper right corner is the square root of the AVE value. (Fornell and Lacker, 1981)

It can be seen from the table that AVE of all dimensions is greater than 0.5, and the square root of AVE is greater than the correlation coefficient between dimensions, indicating that the scale has good discriminative validity.
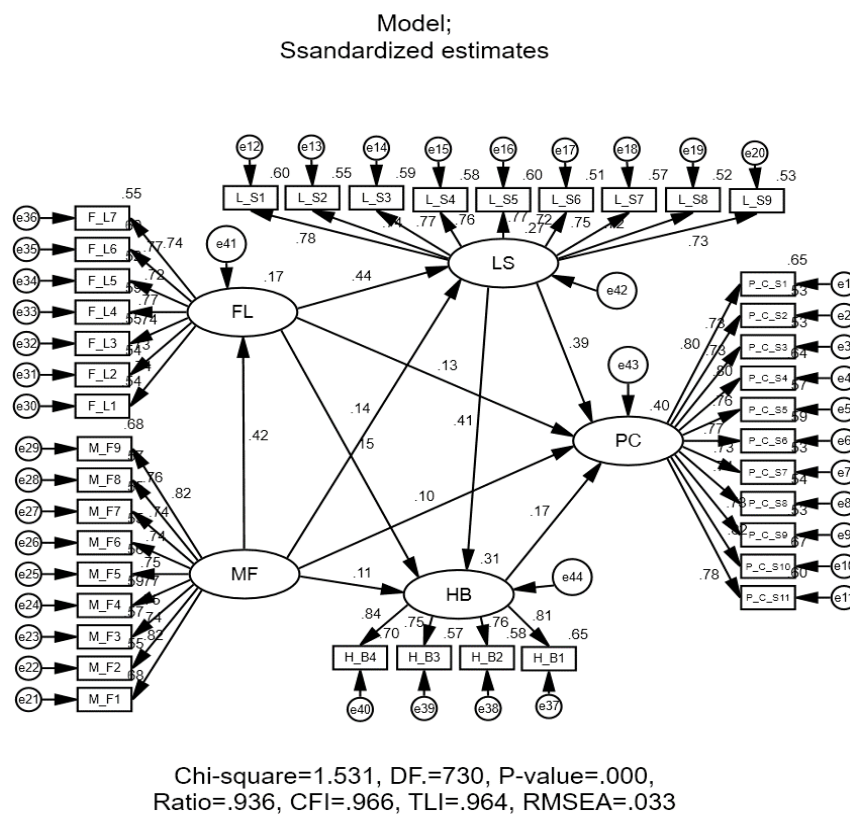
6) Hypothesis testing



**Figure 3:** Running results of structural equation model graph

In this study, AMOS21.0 software was used to analyze the path of structural equation model, The standardized regression coefficient and variance parameter estimation of structural equation model in this study were shown the direct effect as table.

**Table 5:** the direct effect test on structural equation model.

| Relation of paths | | | Standard path coefficient | Residual error | C.R. | P |
|---|---|---|---|---|---|---|
| Friends and Love | <--- | Money and Family | 0.416 | 0.045 | 8.111 | *** |

| Relation of paths | | | Standard path coefficient | Residual error | C.R. | P |
|---|---|---|---|---|---|---|
| Learning stress | <--- | Money and Family | 0.142 | 0.04 | 2.888 | ** |
| Learning stress | <--- | Friends and Love | 0.443 | 0.051 | 7.975 | *** |
| Health and Body | <--- | Money and Family | 0.112 | 0.035 | 2.244 | ** |
| Health and Body | <--- | Friends and Love | 0.150 | 0.046 | 2.644 | ** |
| Health and Body | <--- | Learning stress | 0.414 | 0.049 | 7.284 | *** |
| Psychological crisis | <--- | Money and Family | 0.103 | 0.04 | 2.282 | * |
| Psychological crisis | <--- | Friends and Love | 0.131 | 0.051 | 2.532 | * |
| Psychological crisis | <--- | Learning stress | 0.389 | 0.061 | 6.928 | *** |
| Psychological crisis | <--- | Health and Body | 0.172 | 0.064 | 3.331 | *** |

Note: *** stands for p< 0.001.

From the table 5. that show on the direct effect as followed

1) The Money and family factors had positive direct effect on psychological crisis problems of students, Leaning stress factor, Health and body factors and friends and love factors with statistically significant (p<.05)

2) The Friend and love factors had positive effect on the psychological crisis problems and learning stress factors with statistically significant (p<.05)

3) The Learning stress factors had positive effect on the psychological crisis problems and Body and healthy factors with statistically significant (p<.05).

4) The Learning stress factors and Body had positive effect on the psychological crisis problems with statistically significant (p<.05).

For the test of mediating effect, when applying Bootstrap method, it is assumed that the total effect of independent variable on dependent variable had mediating effects as follows.

**Table 6:** Test results of indirected effect.

| path | Effect value | Lower | Upper | P |
|---|---|---|---|---|

| path | Effect value | Lower | Upper | P |
|---|---|---|---|---|
| Money and Family ->Learning stress ->Psychological crisis problems | 0.055 | 0.019 | 0.092 | *** |
| Money and Family ->Health and Body ->Psychological crisis problems | 0.019 | 0.002 | 0.036 | *** |
| Friend and love ->Learning stress ->Psychological crisis problems | 0.173 | 0.118 | 0.225 | *** |
| Friend and love ->Health and Body ->Psychological crisis problems | 0.026 | 0.004 | 0.051 | *** |
| Learning stress->Health and Body ->Psychological crisis problem | 0.071 | 0.033 | 0.119 | *** |

Note: *** stands for p< 0.001.

From the table 6. above, the Money and Family factor had indirect effect on Psychological crisis problems via Learning stress factor and Health and body factor with statistically significant (p<.05). Or the Learning stress factor and Health and body factor were mediating factors between Money and Family and Psychological crisis problem.

The Friend and love factor had indirect effect on Psychological crisis problems via Learning stress factor and Health and body factor with statistically significant (p<.05). Or the Learning stress factor and Health and body factor were mediating factors between Friend and love factor and Psychological crisis problems.

The Learning stress factor had indirect effect on Psychological crisis problems via Health and body factor with statistically significant (p<.05). Or the Health and body factor were mediating factors between Learning stress and Psychological crisis problems.

## 8. Discussion

According to the research hypothesis  discussion as follows:

The Money and family factors and the Friends and love factors had effects on the Psychological crisis problems both direct and indirect effect with statistically significant (p<.05). That maybe a causal from Chinses society most families have only one child, the child is overpampered by the rest of the family, making it more protective. In addition, children's life is relatively simple, only the university has a certain competitive atmosphere, and there are no other group activities, so individuals do not know how to communicate

with others, and do not deal with the relationship between people, which leads to problems in interpersonal communication, resulting in anxiety, was consistent with Liu Na (2021). The students were confused, Lack of self confidence when being alone which different family and society, and was consistent with the research of Yao Benxian et al., , (2007) found the students from low family income is often associated with a low level of self-concept, and poor university students tend to develop a lower level of self-concept than non-poor college students. Self-concept is considered to be one of the components of core mental health qualities. Moreover, Hai Di, (2022). results research were unversity students will have many negative problems when they encounter setbacks in love, and once they fail to meet the standards or needs set by themselves, they are easy to get frustrated, and even use exaggerated and over general ways to understand problems, causing inner tension and anxiety, resulting in negative emotions and behaviors.

The Learning stress factors and Health and body factor had positive direct effect on Psychological crisis problems with corresponding significance (p<.05). that maybe a causal from all the students are in the range of adolescence which is an age that has change on their body and emotional change, Therefore positive impact of learning stress factors, and health and body factor directly, moreover the Learning stress factors and Health and body factor were mediating factors between the Money and family factors, the Friends and love factors had effects on the Psychological crisis problems, so the both factors could more Psychological crisis problems of students, This research finding is consistent with the theory or research of Li Xiaoxin et al., (2019) studied and compared with the group of high class, the group of low class has fewer social and economic resources, was more susceptible to the influence of external environment changes, and therefore faces more threats, negative emotions and social pressure and Chen Xiaoyi (2018) research found university students will encounter various psychological troubles during school. Study pressure is one of the psychological problems that unversity students are prone to. The results of this study show that the more students study pressure, the more serious the phenomenon of learning burnout. Under the strong learning pressure, students will appear learning efficiency decline, lose interest in learning, learning pressure can not be controlled and alleviated for a long time, will lead to students learning burnout, weariness, and even affect students' mental health level. On the other hand, some college students lack interest in their major, but are keen on various campus activities and making friends. As time goes by, difficulties will arise in study, such as sleeping in class, skipping class and playing games.

**9. Recommendation for Further Research**

In the process of studying the causal model factors affecting the psychological crisis of students in Anhui University of Arts, due to the limitations of time and conditions, as well as the richness and complexity of the subject itself, the research is still not comprehensive and in-depth. Therefore, we will continue to explore, follow up and study in the future.

(1) The causal model factors affecting the psychological crisis of students in Anhui University of Arts are dynamic in nature, and it is necessary to further follow up this problem over time according to the changes of the actual situation.

(2) It is necessary to increase the coverage of interviews and questionnaires, expand the number of samples and improve the quality of data. The psychological crisis of students in other provinces and cities is studied and compared.

(3) Clarifying the psychological differences of students in art universities under different natural conditions can help universities and the government transition to the refined stage of psychological crisis management of students. This requires a special study on the psychology of students of different genders, nationalities, disciplines and families.

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