Theoretical Research on Psychological Capital Intervention of College Student Voluntary Service Group

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ABSTRACT

College students are an important part of China’s voluntary service team. Psychological capital is a topic that has been eagerly concerned by the academic circles at home and abroad recently. However, it is rarely seen about the research on the psychological capital of college voluntary service groups. The theoretical analysis of the importance of psychological capital intervention in college students’ voluntary service groups provides a new perspective for the study of college students volunteer services. In the future voluntary service of college students, we should pay attention to the intervention and development of psychological capital, so that voluntary service can be developed sustainably with high quality.

KEYWORDS

College Students, Voluntary Service, Psychological Capital

INTRODUCTION

Voluntary Service is one of the hallmarks of the progress of civilization in modern society and an important way to cultivate and practice socialist core values among college students. College students are an important part of China's voluntary service team, and the spirit of equality, honesty, and mutual help that is unique to voluntary service has a particular effect on the ideological and political education of

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college students. In the face of a large number of college student voluntary service groups, it’s still imperfect in the training and management mechanisms of existing voluntary service in many universities. Thus, college students are likely to suffer from psychological problems during the whole process of training and service, affecting the quality of voluntary service and mental health of college students. How to effectively improve the quality of voluntary service in the new era, ensure that college students help others in the volunteer service process as well as enrich their own psychological resources are increasingly becoming a hot topic in the academic circles and society.

THE STATUES QUOOF COLLEGE STUDENTS' VOLUNTARY SERVICE

The Quality of College Voluntary Service Needs to be Improved

Since the establishment of “China Youth Volunteers Association” by Central Youth League of the Communist Youth League, over 20 years of improvement and development, college students voluntary services have expanded from community construction, environmental protection, and large-scale activities to footholds in poverty alleviation and development, emergency relief, and overseas support[1], achieving remarkable outcomes so far. However, the voluntary service of college students in our country is younger than western countries and still immature. Therefore, there are some basic problems,(1) Voluntary service management and responsibilities are not clear. (2) Voluntary service activities are imperfect in incentive and guarantee mechanism.(3) Limited long-term effective mechanism of voluntary service.(4) Limited content of voluntary service. (5) Negative mental patterns during voluntary service[2]. These problems have affected and restricted the improvement of college students’ voluntary service quality.

The Psychological Health of College Students Affects the Development of Voluntary Service

Stevan E. Hobfoll’s (1980)[3] research on undergraduate volunteer personality shows that undergraduate volunteers are more compassionate, inclusive, and pro-social behavioral toward others than non-volunteers. Peggy (2001)[4] points out that volunteer activity has the effect of improving people’s mental health. Through volunteer activities, people can broaden their horizons, and enrich their experience, knowledge and self-confidence. The longer an individual participates in voluntary service, the less likely he is to feel depressed. Su Lu (2017)[5]believes that mental health education and volunteer activities of college students are mutually beneficial and win-win. The two, in harmony in concept, object and approach, are mutual improved in three aspects: promoting the psychological growth of college students, expanding the psychological health education platform for college students and enriching resources for volunteer activities.
Psychological Problems that May Easily Occur in the Process of Voluntary Service for College Students

Existing research shows that college students are prone to some psychological problems during voluntary service; however, voluntary service management agencies pay less attention to the psychology of volunteers, making college students volunteers lack psychological support and cannot complete or even withdraw their voluntary service. College students are overloaded with voluntary service and spend a great deal of time and energy, which affects the college students’ learning and causes excessive psychological pressure. The reality proves that voluntary service has a great influence on the mental health of college students, in which case, psychological capital intervention by volunteer groups is especially needed.

THE BASIC CONNOTATIONOF COLLEGE STUDENTS VOLUNTEER GROUP PSYCHOLOGICAL CAPITAL

Voluntary Service and Related Researches

Voluntary service is a ubiquitous concept and spiritual pursuit in human society and exists in the process of the development of human history. Voluntary service can be traced back to Western countries in the early 19th century, originally derived from religious charity services. Bills (1996)[6] defines voluntary service as an organized act of altruism. Barker (1998)[7] believes that voluntary service is provided for the pursuit of public interest, is an important symbol of social development and progress, as well as an important part of socialist spiritual civilization construction. Among voluntary service teams, undergraduate volunteers are the main body of youth volunteer activities in China. Making a conclusion of what domestic and foreign scholars have defined about voluntary service, this study believes that voluntary service for college students means service activities in which college students devote their own time, energy, and skills for non-profit purposes to serving others and the society, and obtain a certain degree of sense of satisfaction.

Psychological Capital and Related Researches

The concept of psychological capital first appeared in economics, sociology and other fields, such as the economists Goldsmith, Veum and Darity. Darity and Veum believe that psychological capital refers to certain personality traits that can affect personal productivity, reflect a person’s point of views or self-esteem, and dictate one’s motivation and general attitude toward work[8]. Accompanied by the active psychology movement advocated and initiated by Prof. Seligman et al. in the late 20th century, positive psychology catalyzed the occurrence of psychological capital theory[9]. Following the financial capital, human resources, and social capital, psychological capital became the fourth big capital[10]. Luthans, Youssef, and
Avolio (2007)[11] revised the definition of psychological capital and defined it as the individual’s positive psychological development status, and the development of people’s optimism, hope, confidence, and resilience. Integrating domestic and foreign scholars’ definition of psychological capital, this study considers that psychological capital refers to an individual’s positive psychological state in the process of growth and development. It consists of a group of positive, developable, measurable and related work performance, consisting of four factors: self-efficacy, hope, optimism, and resilience.

Status Quo of Research on Psychological Capital of College Students Voluntary Service Groups

The research content of psychological capital is quite extensive, so some researchers believe that all the psychology and behavior that can bring positive results to individuals and organizations can be included in the category of psychological capital, such as organizational commitment, loyalty, integrity, organizational citizenship behavior, psychology contracts, work inputs, and organizational identities, etc. These characteristics of psychological capital are very important for volunteer service. Not only can college students obtain psychological capital through voluntary services, but they can also increase the quantity and quality of psychological capital by specifically improving the quality of voluntary services. However, through consulting related literature, it has been found that the main groups of empirical research on domestic psychological capital are university students, teachers, civil servants, enterprise employees, medical staff, and so on. Few scholars have studied the psychological capital of college volunteer groups. However, mental capital, as an individual's positive psychological ability, has a wide range of influence on the individual's attitudes and behaviors[12]. Therefore, it is of great theoretical and practical significance to study the psychological capital of college volunteers.

RESEARCH ON THE INTERVENTION OF COLLEGE STUDENT VOLUNTARY SERVICE GROUP'S PSYCHOLOGICAL CAPITAL

The Connotation of Psychological Capital Intervention

Psychological capital intervention, one of the important contents of psychological capital research, mainly addresses how to intervene in the psychological capital stock and quality of individuals and organizations to produce positive effects. The most influential thing in this field is that Luthans (2005)[13] proposed the famous model of psychological capital intervention. Luthans’s research shows that through this set of operational interventions, the individual’s psychological capital level can be significantly improved, providing sound theoretical support for psychological capital intervention practice. Psychological
capital is a kind of comprehensive positive psychological quality with characteristics of investment and income which can be invested and developed in a specific way (Luthans, Avey, Avolio, and Peterson, 2010) to dig out individual potential. From an organizational perspective, psychological capital can help organizations gain competitive advantage; from an individual perspective, psychological capital is an important factor in promoting individual development and performance[14].

**Related Research on Psychological Capital Intervention of College Students**

At present, there is no empirical research on psychological capital interventions specifically targeted at college student voluntary service groups. However, some scholars have conducted empirical studies on psychological capital interventions for college students. Fang Biji (2012)[15] used group psychological counseling to conduct group intervention experiments on psychological capital of college students based on group psychological counseling and psychological capital related theories and methods. He found that intervention activities can significantly increase the level of psychological capital of young students. Zhao Han (2013)[16] took college students from three universities in the northeastern region as subjects to examine the current status of college students’ psychological capital and conducted psychological capital intervention based on the intervention theory proposed by Luthans and in the form of group training suitable for college students. He found that for students with lower levels of psychological capital, psychological capital intervention training can effectively improve their psychological capital level. Zhang Hui (2016)[17] et al. used group psychological intervention to explore how psychological counseling and intervention affect poor college students based on Luthans’s psychological capital theory and intervention model, and concluded that the group counseling intervention program can effectively help poor college students improve their psychological capital level. Zheng Qiuqiang (2017)[18] et al. designed a psychological capital intervention group plan based on psychological capital intervention theory and designed eight group interventions with the theme of psychological capital. Compared with the control group, psychological capital intervention can significantly improve college students’ psychological capital level, and the increase of which can effectively enhance the happiness and mental health of college students.

**CONCLUSIONS**

Every innovation and progress in research theory depends on rigorous and scientific research methods, which, applied in above psychological capital intervention research, can be used as reference. After intervention activities, the psychological capital of undergraduates has been effectively promoted. In accordance with the appropriate selection criteria, psychological capital intervention activities can be applied to college student volunteer service groups. Through intervention activities, college students can increase their psychological capital level.
to better complete volunteer services, promote the spirit of college voluntary service, and highlight social morality.

REFERENCES