

**Mixed Research on the Values of Life of Chinese University
Students Under the Background of the New Coronav**

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Jibiao Huang

Chinese Graduate School,
Panyapiwat Institute of Management,
Nonthaburi, Thailand
E-mail: 710126098@qq.com

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Abstract

To study the life values of university students under the background of the impact of the new coronavirus, this study will use the design model of triangular mutual confirmation in the mixed research methods, carry out quantitative and qualitative research on the life values of university students, and explore the effective path and implementation of the life value education of university students. In the research of mixed methods, the quantitative research mainly adopts the questionnaire, using the university student's life values questionnaire to conduct 1075 university students to understand the current situation, characteristics, and influencing factors of university students' life values. Qualitative research adopts an in-depth interview method to analyze the lifetime value of 27 university students. The survey results show that the life values of university students from high to low are: honoring parents, family happiness, challenging themselves, surpassing themselves; dedication; pursuing their dreams; living a stable and ordinary life; having higher social status, enjoying life, eating, drinking and others; there are some problems found in the survey of university students' life values; gender and family relations have become important factors affecting university students' life values.

Keywords: The Background of the epidemic, Life Values, University Student, Mixed Research Methodology

1. Introduction

1.1 Background and Importance of the Problem

Since 2020, COVID-19 has swept the world. It is a huge crisis and challenge to the life and health of all human beings. How many fresh lives have died due to infection of the virus, and how many people still choose to go retrograde at the risk of contracting the virus? In this context, people began to re-examine life, think about the value and meaning of life, and become more aware of the importance of life education. They should respect, cherish and fear life. At present, the peak of COVID-19 in China has passed, and it has finally been effectively controlled. Each region has adjusted the emergency response level of public health incidents, and schools in all regions are resuming classes in an orderly manner. But the COVID-19 is far from over. The prevention and control of COVID-19 abroad are not optimistic, and new situations have also appeared in some places in China. The major

COVID-19 has left room for us to think, allowing us to reflect on the value of life and the meaning of life from different perspectives, making us think more about the development of society, human beings, and the whole world. The study found that the detection rate of psychological problems among university students during the COVID-19 period was 15.35%, and their mental health levels were generally lower than several domestic norms (Guo Jie, Yang Licheng, Sun Zixu, 2020). Fu Qian (2021) pointed out in her research that during the novel coronavirus, the mental health of young students has been severely affected. At the same time, with the rapid development of the economy, science and technology, culture, and other fields, under the multicultural background, university students' life values and outlook on life are facing unprecedented challenges.

1.2 Research Objective

The research mainly uses questionnaires and interviews to gain an in-depth understanding of the current situation of Chinese university students' life values under the background of the epidemic and finally puts forward suggestions and measures to improve university students' life values.

2. Literature Review

2.1 Related Concepts and Theories

The value of life is gradually put forward based on the exploration of "life" and "value". What the value of life is, can only be derived and developed by human beings in the relationship with nature, society, and self. At present, the analysis and discussion of the concept of life values mainly focus on the following aspects. The first point of view is that the value of life is the basic view and viewpoint on the value of life. As mentioned by Gao Hongyun (2006), Li Ruoheng, and Yang Jing (2005), the value of life is our cognitive system for the criteria for judging the value of life and the psychological tendency to regulate the individual's behavior. Specifically, it is how people view the value of life, The basic views and opinions that are finally formed. In addition, Zhou Jia (2011) believes that the value of life is the sum of a concept system.

The second point of view is that the value of life lies in the full display of the level of life. For example, Sun Jianhua (2006) believes that the value of life lies in the complete level of life, and people should constantly show their life level, so that people will put forward different opinions, views, attitudes, and cognitions on a life level, and finally we form different life values idea. The third point of view is the value judgment discussion on the overall existence form of life. As Schwartz S.H (1992) put forward, the value of life is the overall value judgment of our human beings on the form of our life existence, including life itself, and the conscious cognition of the meaning of life to other life existences, including others and society. In summary, the researchers believe that university students' life values can be divided into biological, social, and spiritual life values. Biological values of life are the basis of values and the basis for the existence of values of life. Social life values are an extended part of life values, and more of them are individuals' cognition and thinking about social life. The life value of spiritual life is the deep part of individual life value. Individuals with positive life values can calmly, positively, and calmly face the pressure of life, and actively deal with and cope with the difficulties in life. Individuals with negative values in

life often display negative coping styles and tend to adopt avoidance, withdrawal, and extreme behaviors when encountering problems. Some individuals even appear to harm their lives and others under extreme passion.

At present, the research on the life values of university students mainly focuses on the current situation and elements of the life values of university students. For example, Li Ruoheng and Yang Jing (2006) found that the life values of contemporary university students are generally positive, but there are also some worrisome negative life values, so they put forward six types of typical life values. A survey of 7,948 students by Johns Hopkins University found that 78% of students believe that the primary goal of life value is to find the meaning and purpose of life. Chen Mo (2006) research and investigation found that life beliefs, utilitarian life values, social responsibility, lack of public morality, and other issues are the problems existing in the life values of university students. Hu Yue, Dai Yanjun, and Fan Fumin's (2015) survey found that university students' life values showed a trend of first falling and then rising, and there were significant differences in life values in variables such as gender, family income, and academic performance. Tian Meixia & Ye Changqing (2017) survey found that 1.3% of the students had suicidal tendencies, 40% of the students had a positive life state and clear goals, 53% of the students were confused about life, and 2% of the students had a pessimistic life. Guo Peipei, Jiang Maomin & Ye Jun (2020) surveyed university students in Shanghai and found that the scores of life values of Shanghai university students are low, especially the biological life values. It can be seen from the above research that the life values of university students are generally positive, but there are also a series of questions, but different survey tools also give different answers.

At the same time, some scholars use qualitative research methods to study the life values of university students. For example, Xu Jie & Chang Meiling. (2014) used the in-depth interview method to conduct an in-depth analysis of the data on university students' life values, and found that there are six types of meaningless life values among university students and seven problems in university students' life values. However, few studies are using qualitative research methods to study university students' life values.

2.2 Literature Surveys

Under the background of the epidemic, researchers have also done some related research on the life values of university students. The study found that, university students' life values have changed to a certain extent. Nie Xiaodan (2021) believes that the current university students have not yet established a correct view of life and death, some student groups have a little lack of view of life and death, and some students' life values need to be scientifically improved. Hou Qinling's (2021) research found that under the influence of the epidemic, people are generally optimistic and positive, but some university students have different degrees of psychological problems, such as anxiety, discomfort, and patterns. Fu Qian (2021) The mental health of young students has been seriously affected by the impact of the novel coronavirus. Due to the impact of the COVID-19, many students have bad emotions such as anxiety, depression, irritability, and fear, and lack a correct understanding of life. In summary, it can be seen that during the impact of the new coronavirus, the psychological status of university students has changed to a certain extent with the occurrence and development of the epidemic. The impact of the epidemic has a certain impact on the meaning and value of life of university students. Therefore, this study has certain significance and value in studying the life values of university students under the background of the

epidemic.

3. Research Methodology

This study mainly adopts mixed method and conducts quantitative and qualitative research on the subjects at the same time, and analyzes the current situation and characteristics of university students' life values through data and perceptual data. The following are the results of the research conducted through the mixed methods research paradigm.

3.1 Research Design

The research adopts the random sampling method, and uses the University student Life Values Questionnaire (CSLVQ) to conduct a questionnaire survey on university students in Southwest China. Taking students from Dali University as the main research object, students from 7 universities including Yunnan Normal University, Yunnan University for Nationalities, Kunming Medical University, Yunnan Business Vocational University, Guizhou Normal University, Sichuan Normal University, and Yunnan Culture and Art Vocational University were randomly selected. As the object of investigation, a total of 1,100 questionnaires were distributed randomly, and 1,075 questionnaires were returned, with a recovery rate of 97.27%.

3.2 Population and Sample

Among the survey samples for quantitative research, there are 674 freshman samples, 172 second-year samples, 91 third-year samples, 122 fourth-year samples, and 16 postgraduate samples. Among them, there are 143 students from liberal arts, 94 from science, 41 from engineering, 601 from medicine, 171 from art, and 25 from physical education. There are 267 boys and 808 girls.

The qualitative research sample is that the researcher publishes interview recruitment advertisements in WeChat groups and campus announcements to recruit university students. At the same time, through communication with the counselors of each university, 27 university students are finally determined, of which 4 university students are pre-interviewed, and formal interviews are conducted with university students. Among the university students interviewed, there were 25 freshmen, sophomores, and juniors. The age of the interviewees ranged from 18 to 22 years old.

3.3 Research Instruments

Quantitative research uses spss18.0 to input and analyze questionnaire data and uses Excel to process charts and charts in the process of drawing. Qualitative research adopts a content analysis method to classify the interview content.

3.4 Statistics Used for Data Analysis

The questionnaire consists of three parts: the first part is about the demographic information of the subjects, such as gender, age, major, grade, ethnicity, etc.;

The second part is the current situation of life values of university students and the cognition questionnaire of influencing factors, which mainly involves the study of physiological life values, social life values, spiritual life mechanisms, and influencing factors of life values. There are 10 topics in total.

The third part is the life value questionnaire for university students. The university student life value questionnaire (CSLVQ) compiled by Hu Yue is used. There are 53 items in total, and the homogeneity coefficient is 0.923. The questionnaire has good reliability and validity. The dimensions of the questionnaire include life value goals, life value process, and life value evaluation (Hu Yue, 2015).

4. Data Analysis and Findings

4.1 Introduction

In the fourth part, the researchers designed the "Interview Outline of University students' Life Values" according to the theoretical framework and theme of the research. The University student Life Values Questionnaire (CSLVQ) used in this study is a mature questionnaire, which is in line with the theoretical conception of the questionnaire after testing its reliability and validity. However, given the differences in data results between different samples, this study mainly uses exploratory factor analysis to verify whether the data in this study match the questionnaire structure.

4.2 Data Analysis of the Qualitative Data

All data were subjected to the KMO test and Bartlett sphericity test. Through inspection, it was found that the KMO values of the data in each subscale were much higher than the minimum standard of 0.50, indicating that the data were suitable for factor analysis. The significance level of Bartlett's sphericity test is 0.000, indicating that there is a possibility of factor sharing within the variables, and also indicating that the data are suitable for factor analysis. Then, the principal component analysis method was used to extract the common factors and test the questionnaire data. The eigenvalues of each factor in the data, the variance contribution rate table, and the rotation of the data factor load matrix show that 7 good factors can be proposed in the university student's life value scale, and the total variance explained reaches 55.584%.

Table 1 Interpret the Total Variance

Element	Initial Eigen Value			Extract Square and Load		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.994	30.294	30.294	19.994	30.294	30.294
2	7.036	10.66	40.954	7.036	10.66	40.954
3	3.097	4.693	45.647	3.097	4.693	45.647
4	2.168	3.285	48.932	2.168	3.285	48.932
5	1.863	2.822	51.754	1.863	2.822	51.754
6	1.287	1.951	53.704	1.287	1.951	53.704
7	1.24	1.879	55.584	1.24	1.879	55.584

The internal consistency reliability test results of the variables involved in this study are as follows: After testing, among the analysis results of 1075 data, the internal consistency coefficient of the questionnaire reached 0.957, belonging to a relatively good reliability range.

The overall Status Quo of University Students' Life Values

Through the questionnaire, what is the value of life? It is found that the life values of university students from high to low are: honoring parents, and family happiness; challenging themselves and surpassing themselves; dedication; pursuing their dreams; living a stable and ordinary life; having higher Social status, enjoying life, eating and drinking, and others.

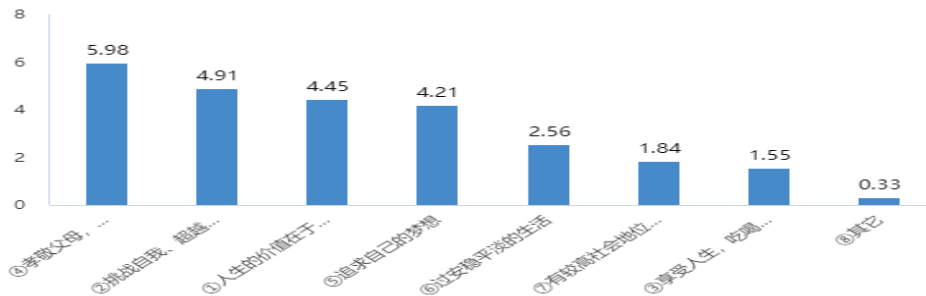


Figure 1 Current Status of University Students' Life Values

Basic Situation of Life Values of University students

It can be seen from Table 2 that the social orientation of university students is higher than the personal orientation. In terms of the life value process, from high to low, take the initiative to solve, work hard, and fantasize and avoid; in life value evaluation, positive optimism is higher than negative fate. Judging from the data results, the life value of university students is generally showing a positive trend, but there are also certain problems and problems.

Table 2 Descriptive Statistics of University students' Life Values

	Social Orientation	Personal Orientation	Hard Work	Fantasy Escape	Positive & Optimistic	Negative Fate	Life Value Goal	Life Value Process	Life Value Evaluation
Average	20.74	15.64	23.06	13.82	54.04	27.83	36.38	81.49	81.88
Standard Deviation	3.015	2.649	3.829	3.122	7.677	7.976	5.173	11.47	11.88

Cognition and Practice of the Value of Life

University students' life values can be divided into biological, social, and spiritual life values. Biological values of life are the basis of values and the basis for the existence of values of life. Social life values are an extended part of life values, and more of them are individuals' cognition and thinking about social life. The life value of spiritual life is the deepening part of individual life value. Individuals with positive life values can calmly, positively, and calmly face the pressure of life, and actively deal with and cope with the difficulties in life.

Table 3 Statistical Table of University Students' Cognition of Nature, Society and Spiritual Life

Content	Project	Awareness	Frequency	Percentage
Biological Life Values	Do you think good health is important	Very important	1040	96.7
		Generally important	9	0.8
		Unimportant	26	2.4
	Do you know how to take care of your body	Know very well	196	18.2
		Better understand	618	57.5
		Do not know much	257	23.9
		Don't understand at all	4	0.4
Social Life Values	Do you think good or bad relationships are important to personal development?	Important	806	75
		More important	256	23.8
		Unimportant	13	1.2
	What should I do if there is a conflict between classmates?	Timely Communication, dialogue and negotiation	1008	93.8
		Ignore it, and the relationship has become rigid since then	62	5.8
		Take drastic actions	5	0.5
Spiritual Life Values	Do you often think about the meaning of life	Often	508	47.3
		Occasionally	555	51.6
		Never	12	1.1

Biological life values are the basis of life values. The survey found that do you think good health is important? The data shows that 96.7% of the students think it is very important, 0.8% of the students think it is generally important, and only 2.4% of the students think it is not important. But when asked how to take care of their bodies, only 18.2% of the students thought they knew how to take care of themselves very well, and 57.5% of the students said they knew it well, but the students on 23.09 said they did not know how to take care of themselves. Everyone lives in a society. The most important interpersonal link in social life, to better analyze the value of life, it is necessary to seriously consider the relationship between people and other people. Therefore, the author believes that the cognition of social life is mostly reflected in interpersonal relationships. It can be seen from

Table 2 that 75% of the students think that interpersonal relationship is important to personal development, and 23.8% of the students think it is more important. It can be seen from the data that most students have a reasonable understanding of interpersonal relationships. When encountering conflicts and conflicts in interpersonal relationships, most students choose to communicate promptly, dialogue, and negotiate, only 5.8% of the students ignore them, and even a small number of students choose to take drastic actions to solve the problem.

In terms of spiritual life values, the survey found that 47.3% of the students often think about the meaning and value of life, 51.6% of the students occasionally think about it, and 1.1% of the students never think about the value and meaning of life. It can be seen from the data that thinking about spiritual life is still only a small number of students.

From the results of the above survey and interviews, from the perspective of the three-dimensional goals of life values and the biological life values of university students, university students pay more attention to physical health but lack knowledge of body maintenance. In terms of social life values, university students lack interpersonal communication and coordination skills. From the perspective of spiritual life values, university students think less about and pursue a spiritual life.

The Characteristics of University students' Life Values of Nature, Sociality and Spirituality

From the perspective of gender, it can be seen from Table 3 that there are significant differences in the scores of boys and girls in terms of physiological life values, and the scores of boys are significantly lower than girls ($X^2 = 15.21, P < 0.001$). The body pays more attention to and understands. In terms of social life values, boys scored significantly lower than girls ($X^2 = 15.21, P < 0.001$), and girls generally valued their social attributes. From the perspective of spirituality, the scores of boys are also significantly lower than girls ($X^2 = 11.686, P < 0.05$). It can be seen from the data that girls pay more attention to and think about the value of life than boys.

Table 4 Scores of Different Genders in Physiological Life Values, Social and Spiritual Values

Life Value Item	Project	Male	Female	Total	X ²	P
Do you think good health is important	Very important	249	791	1040	15.21	0
	General important	6	3	9		
	Not important	12	14	26		
	Total	267	808	1075		
Do you know how to take care of your body?	Know very well	64	132	196	14.178	.003
	Better understand	137	481	618		
	Do not know much	63	194	257		
	Don't understand at all	3	1	4		
	Total	267	808	1075		
Social life values	Timely communication, dialogue and negotiation	248	760	1008	8.193	.017

	Ignore it, and the relationship has become rigid since then	15	47	62		
	Take drastic actions	4	1	5		
	Total	267	808	1075		
How often you think about the meaning and value of life	Often	139	369	508	11.686	.003
	Occasionally	121	434	555		
	Never	7	5	12		
	Total	267	808	1075		

Through in-depth interviews, it was also found that female university students generally think more about the value of life than boys. The following is the thinking and exploration of some interviewees about life and life values. Each of us is destined to be unfair when we come into this world. Because everyone's family and everyone's growth environment are different, we can't blame others, or try to break away from our status quo. I (FS-02). A life that can realize one's life value is meaningful. Everyone has their pursuits and dreams. They all want to make a big difference and become a great person. They are not willing to be ordinary, but after a long time, it seems Dreams are defeated by reality, so we have to compromise. And those who can still stick to their dreams and achieve something (FS-26). I think life is valuable and we should work hard and bravely to learn some new things to add color to our life (FS-20). I think it is meaningful to live a full and hard-working life, and just live each day to the fullest (FS-24).

The above are some girls' thinking and exploration of life values. In the face of life, many female university students choose aggressive behavior patterns to constantly improve themselves, constantly transform themselves, and make themselves better and better.

Cognitive characteristics of parental relationship on life values

From Table 4 and Table 5, we can see that there is a significant difference in physiological life values between university students who have a close relationship with their parents and university students whose parents are not so close ($X^2=14.152$, $P<0.05$). University students who have a close relationship with their parents think that physical health is very important. In comparison, university students who have a less close relationship with their parents think that physical health is important. There is a significant difference. At the same time, university students who have a close relationship with their parents think more frequently about the meaning and value of life than those who have a less close relationship with their parents ($X^2 =15.609$, $P<0.05$). This is consistent with the results of the statistical analysis above, indicating that the relationship between parents and families has a great influence on the life values of university students. Therefore, in the process of life value education, we should pay attention to the participation of parents and families, and carry out life value education more reasonably and efficiently.

Table 5 Characteristics of Statistical Table of Parental Relationship and Biological Life Values

		Do you think good health is important?				X ²	P
		Very Important	Generally Important	Unimportant	Total		
Your relationship with your parents	Close	773	5	17	795	14.152	0.007
	Generally	248	4	6	258		
	Not very intimate	19	0	3	22		
	Total	1040	9	26	1075		

Table 6 Statistical Table of Differences between Parental Relationship and Spiritual Life Values

		How often you think about the meaning and value of life?				X ²	P
		Often	Occasionally	Never	Total		
your relationship with your parents	close	400	387	8	795	15.609	0.004
	generally	103	152	3	258		
	not very intimate	5	16	1	22		
	total	508	555	12	1075		

4.3 Summary of the Results

In the process of university students' life values education, we should pay attention to the linkage between home and school, and handling the relationship between students and families is of great significance and value for the improvement of university students' life values.

5. Conclusion, Discussion, and Recommendation

5.1 Conclusion

Under the multicultural background of today's university students, the life values are also showing a trend of diversification. Through the questionnaire survey, it is found that the life values of university students from high to low are: filial piety to parents, family happiness; self-challenge, transcendence; dedication; pursuit of self-dreams; others. From the results of the survey, it can be seen that the life values of university students are mainly biased toward family happiness and self-transcendence. Judging from the results of the survey, it may be due to the impact of the new coronavirus that intensified the affinity motivation of university students. Therefore, in terms of the score of life values, filial piety to parents and family happiness are placed first; followed by second and third, all about self-realization and transcendence. From Maslow's hierarchy of needs theory, people's highest need is the need for self-realization. Therefore, self-challenge and self-transcendence

are a manifestation of self-realization. These two aspects can also be seen in the respondents in the in-depth interviews.

5.2 Discussion

According to the survey and interview results of the life values questionnaire, university students' social orientation is higher than their orientation. In terms of the life value process, from high to low, take the initiative to solve, work hard, and fantasize and avoid; in life value evaluation, positive optimism is higher than negative fate. Therefore, positive life value education is particularly important for university students to carry out life education.

From the perspective of the three-dimensional goals of life values and the biological life values of university students, they pay more attention to physical health but lack knowledge of body maintenance. According to the survey results, life values and education should be further strengthened among university students. Universities should strengthen the construction of explicit and implicit courses of life values.

From the perspective of the characteristics of life values, gender, and family relationship have become important factors that affect university students' life values. Girls' life values score is significantly higher than that of boys. Family relationships and parent-child relationships have become the influencing factors of university students' life values. Analyzing the reason may be due to the girl's personality and delicate thoughts, so she thinks and explores more about life. In addition, from the perspective of family, the parental relationship has a greater impact on university student's life values. University students from families with better family relationships score higher in life values. Therefore, in the process of university students' life values education, home-school linkage should be emphasized. Handling the relationship between students and families is of great significance and value to the improvement of university students' life values.

5.3 Recommendation

1. Chinese universities should increase the guidance and education of university students' life values under the background of the epidemic, and pay attention to the guidance of personal values, social values, and spiritual values in the value of life.

2. To carry out life-value education, we should pay attention to the effectiveness and permeability of education. In the process of life value education for university students, we should pay attention to the linkage between family and university. Handling the relationship between students and families is of great significance and value for the improvement of the life value of university students; University students are divided into biological, social, and spiritual life value education.

3. In the value of life education, we should strengthen the guidance of mental health under the practice of public health emergencies, carry out mental health education and counseling, and improve the level of life value of university students.

4. At the level of social public opinion, attention should be paid to the construction of a positive network public opinion guidance system. In addition, a positive online public opinion guidance system should be created, and positive energy and positive content should

be promoted as much as possible in the public opinion guidance of young people, to promote university students to form correct, healthy, and reasonable life values, and have a healthy, happy and fulfilling life course.

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