Effects of Life Education on College Students' Self-Identity Based on Seed Teachers of Life Education on Southwest University

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Abstract

Purpose- Currently, the college students who are late teens are in the self identity crisis stage .it is the main cause .During this stage, this identity is low. Self identity problem have become the key to the healthy growth of college students. The researcher will through a range of intervention of the life education practices to promote it and Explore whether life education is an effective way to improve self-identity. Design \ Methodology\ Approach-This study based on the survey of the status of seed teachers' self-identity who study in Southwest University from 2013 to 2014 in Chongqing through life education intervention, to reflect whether the life education for college students to improve self-identity has or not roles and influences. Results-After the intervention of life education, in particular the level of self-identity of college students, college students are now self-investment and future aspirations of self-investment has increased, and subject to the effects of past crises are smaller. College students' self-identity in the overall level, through interviews and the overall identity investigation, we can see there are significant upgrades of its identity. And life education specific roles for students' self-identity are combing and positioning themselves, and in a converged environment and good interpersonal relationships, exploration to why they become them now. Practical implications-Through this study, Researchers can understand the current situation of students' self-identity, and also we can understand the role and impact of life education to improve college students' self-identity, thus providing a new way and method to improve students' self-identity.

Keywords: College student, Seed Teacher, Self-identity, Life Education

1. Introduction

1.1 Background

Anomie″ [1] is a significant feature of Chinese transition period .In the period the new values have not yet been fully established, and the old values are still not fully exit, and there have been "vacuum" zone in ideas, values and social norms, leading to disorder and confusion of values and norms, and personal self and social identity appear confusion, the deviations and faults. The contemporary college students in this social context, who will be affected by the social environment, and deviate their values, culminating in self-identity disorder and crisis. Then the developments of students′ self-identity also have some features. On the one hand, it has instability, structures of formation of college students self-identity, on the impact of family and the environment, have large fluctuations in self-identity.

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On the other hand, the formation of self-identity need a long time, involving a broader, but they are short at these resources. And Cunningham and Zimmerman etc. think that late adolescence is major change period of attitudes. The development and recognition in their ambition, self-concept, and attitudes to role models from their parents and for housework gender attitude are very important for self-identity formation of young adults′ attitude [2].Therefore, the necessary corrective intervention is needed, and it is also important to bring results.

1.2 Related Research on Self-identity

1.2.1 Defining the Concepts of Self-identity

[4]Following Freud put forward that "identity" is an original mental process which contact with feelings of others. [3] Some different scholars have different definitions for it. James believes self-identity is to feel mainly for individual self-image process. [4]The famous psychologist Eriksson on the basis of previous proposed the concept of "identity". He divided it into individual identity and group identity. The individual identity may refer to an individual self consciousness of identity, or the character of the individual pursuit unconsciously of continuous consistency. [5]And in Giddens' Modernity and Self-Identity′, it described the self-identity refers to an individual through personal experience to understand the self-reflective, which requires internal motivation and is a continuous action. [6]Self-identity is mainly related to achieve a unified understanding and perception of self-psychological process. In this article ,self-identity is a process that an individual establish their own consistency with their own characteristics and uniqueness in the surrounding environment, both here talking about the environment, which include social environment and natural environment, and through individual efforts to explore "Who am I", to get a complete self-concept, self-esteem, personal values and to eliminate anxiety momentum of growth, to achieve self-realization, finally to be able to experience happiness

1.2.2 Related Research on Self-Identity

Self-identity theory is three main theoretical orientations, which are the physical orientation, biological orientation and social orientation, as well as four basic theoretical perspectives, including psychodynamic theory, social learning theory, cognitive development theory and the theory of social archetypes. In the self-identity, the earlier Hall in the "adolescence" [7] proposed a theory of storm and stress that teenagers will be unrest, tension, conflict and other issues, and they are also difficult to find themselves in this period. And Freud uses its view that young people in the special period maintain the balance of the state that is not normal. [3]When it is not normal so that young people in this period face a lot of changes. If we can integrate these resources and changes to form individual personality, then reconstruct the teenagers 'self-identity is very necessary. Sullivan [8] from social factors show that peer relationships factors play an important role for the formation of the individual's sense of security, which include relationships between interpersonal ships and self-identity. Eriksson divided self development into eight stages [9], indicating the characteristics, focal points, and the best condition of self-identity in the different life periods. Character of self-identity in the fifth stage is that adolescents continue to explore and develop a more harmonious self-identity. While McCabe etc. think that they face with the struggle and a crisis whether we can achieve consistent and stable self-identity .At this stage, self-identity is decentralized, not stereotypes and fluctuations. [10]"The most obvious concomitant is feeling of his body at ease, knowing where you are, and the heart was determined to get an important affirmation from others," [5] embodied that in the fifth stage they are mainly looking for self-identity, and the final to experience happiness. Today's college students are just in late adolescence whose also find themselves identity that is more scattered, messy and unstable structure. Then Maher from the finish, delay, early closure and diffusion aspects show that self-identity formation will be divided into the following categories .The first is self-identity diffusion, which emphasizes the individual relative thinking and gratification. The second is self-identity early closure, which means that they accept other people's values and goals, without exploring alternative roles. The third is delay self-identity, like Erickson talked about mental delay. The last is the completion of self-identity that individuals get their inherent stability adapting to expectations from others. [11] While Giddens from emphasizes self-identity development from postmodern reflexivity, and explained that the relationship between self-identity and social identity, and showed the relationship between self-identity and rationality of self and so on. [6]

1.2.3 Students' Self-identify Research Status

In the measurements, it mainly used quantitative research study, which used SIS scale, prepared by the Ochse and Plug, and identity scales. Self-identity scales over time also show diversity. According to the respective life cycle, there is a sense of self-worth of young students table made by Huang Xiting, and "life purpose test" made by Song Qiurong for the good reflection of university students′ self-identity which is crucial to the formation of them. In a relationship between self-identity and social identity, it uses "interpersonal comprehensive diagnostic scale" to measure made by Zheng Richang. The main research direction of self-identity in contemporary society is from many aspects to find college students self-identity differences [12], and make its subtle to study [13].and they think that the main difference is in the family identity, gender s, the scores and grade [14]; and self-identity crisis that young people face at this stage, and from the perspective of changes of social and life to analysis causes of self-identity crisis. [15]

1.3 The Purpose of the Study

This study, through analyzing self-identity changes in situation of college students before and after who participate in the life education , understand the specific role and impact of life education on college students of deferred period , when faced with identity crisis of self-identity, and seek an effective way to help students to achieve consistency in self-awareness, to aware their value and meaning, so as to enhance their well-being, both in inside and outside to form a better power, and to achieve higher self-identity by life education.

2. Methodologies

In this study, guiding with theory of "scientific ring", 52 undergraduate college students were investigated for conditions of identity change under the intervention way of life education. At study design aspect ,author take the way of control group, because the classic experimental design requires some experiments as the random assignment of objects and a closed environment, and other conditions. Such stringent near-perfect conditions for the experimental design and experimental study for the reality is the larger difficulty. Because this as sociological research is concerned, so a strict for comprehensive experimental standard is little possibility [16].so quasi-experimental design theory are applied to this research made by DT Campbell and JC Stanley in 1966.While in the semi-experimental design, in order to better meet the needs of the study, author changed small parts of original design to enhance the useful value of quasi-experimental and to increase the flexibility of the experiment as shown in figure.

2.1Objects of Research

In this study, college students as research object, author selected sophomore to senior students to participate in the survey , mainly due to sophomore and above students' the psychological state of being mature, who can better understand themselves and objectively express themselves. Objectively speaking, life education is mainly carried out with them, and it has a better representative. Students who voluntarily participate in life education are members of experimental group, and then author take stratified random sampling method to extract the control group members from the same class where students participate in the life education .And the final total of 56 students participated in the survey. 52 questionnaires were returned and rate recovery was 92.9%, after a rigorous screening, the effective rate was 100%. In the survey questionnaires, in terms of gender, boys and girls were 22 and 30 people; in terms of grade, second grade, third and fourth, respectively, for the 26 person, 6 people and 7person, and finally the control group and the experimental group were 26 people .In the questionnaire statistics personnel distributed as shown in Table 1:

Table 1 Status of Samples Sheet

Stutas of Samples Sheet		Gender		Grade		
		Male Count	Female Count	Sophomore Count	junior Count	senior Count
Have you participated in life education	Yes(Experimental Group）	11	15	13	6	7
	No(Control Group）	11	15	13	6	7

2.2 Research Tool

In order to make this study have high reliability and validity of high quality, the author used a sociological research method combined qualitative research and quantitative research, thus more comprehensive and accurate highlighting self-identity changes of college students when they attend to life education. In the present study, research tools included questionnaire and unstructured interview. Firstly, questionnaire survey used two scales on aspects of self-identity to study from the macro and micro. At the macro level, it used self-identity scale by Ochse and Plug [17], which include 19 questions and the use of 4 points of positive and negative level, to test whether the college overcome adolescent′ crisis of self-identity and struggle in the time spoken by Erickson [18]. At the micro level, sheets of self-identity was used in this article which made by Zhang Risheng who modified the Japanese Kato′ scale [19], to observed self-past crises, and now the self-investment and self-desire of investment in the future. It was a total of 12 questions, using a 6 grade scoring method of gradual transition to measure its self-identity position .In this study, statistical analysis used SPSS20 software combing with the standard scale to determination and analysis and to ensure the reliability and validity of the study. Finally, author used unstructured interviews in the experimental group. This depth interview has high elasticity and flexibility and is conducive to interactions. And it is more in-depth and meticulous than structured interview. Study is based on changes for college students' self identity who attend life education, changes in what areas as the theme, to interview 26 students in the experimental group. In the process of finishing and interviews, the author will try to make it unify and standardize, but also make up for the former limitations of quantitative research.

3. Data Analysis

3.1.1 Pretest Analysis of Specific Factors of Self-identity

At the micro level, in pretest of specific factors of changes in self identity , as the number of the classifiable samples is less than 29, so there used independent samples T test to get table (2). The test results is as following; firstly, when the significant level of P<0.05, the experimental group and the control group differences in the total score of self-identity, but their inputs of the three elements are low. The experimental group now the self-input (M=17.31), the crisis of the past (M=17.12), future self-input desire (M=16.77) and the control group now self-inputs (M=18.27), the crisis of the past (M=17.65) and desire of self-inputs in future (M=17.23), a combination of the three standard does not belong to the first 5 combinations according to scales. Therefore, the whole are in continuous proliferation of self identification period. During this period, members of two groups are at present only in a lower level of self devotion and self understanding degree is low, and the future self input desire have relatively low [20].In the journey of life, they have relative polarity thinking and some self satisfied consciousness, but regardless of whether they experienced crisis, or had road and experienced value, they are someone not make decisions and yearning. They do not know they will become someone, nor do what in their life [21]. Secondly, the control group of three factors in the test is slightly higher than the experimental group. It shown that in a certain extent, compared to the control group, the experimental group consciousness for their own past, present and future is fuzzy, and they do not understand what kind of people they are, and have not enough investment, so their self recognition is relatively low.

Table 2: Life Education Pretest

	Experimental group N=26		Control Group N=26		
	Mean	Std. Deviation	Mean	Std. Deviation	T
Now self-inputs	17.31	3.082	18.27	3.758	-1.009
Crisis in past	17.12	2.643	17.65	2.727	-.723
Desires of self-inputs in future	16.77	1.986	17.23	1.632	-.915
Total	51.19	6.248	53.15	6.077	-1.147

3.1.2 Differences of Appreciation of Posttest of Specific Factors of Self-identity

After three months life education counseling intervention, it had a test for two groups. Appreciation scores for the post-test take the independent samples T-test that the scores is post-test scores for each sample by subtracting the value of the pre-test scores to carry on independent samples T-test. After post-test analysis it resulted in Table 3, life education as this experiment stimuli, there are some changes in factors. At stats of P <0.05, the experimental group′s now self-inputs M = 19.31, future self-input desires M = 18.12 and identity score M = 55.92, while in the control group, these three factors respectively are M = 18.96, M = 17.92 and the whole scores M = 55.08.

Three factors to measure the experimental group members′ degree of self-identity has been greatly improved over the control group. But in the value-added scores of past crises T test, P = 0.076 > 0.05, indicating that the crisis in the past does not exist significant differences. In short, the experimental group is currently working to understand and explore themselves and what they are, and to work hard. So it has a higher self-identity enhancement. Combined with Table 2, the control group, although it changed, but the control group are still in a period of self-identity diffusion, who explore their own little and not clear understanding of what kind of person they are.

Table 3 Differences of Appreciation of Posttest of Specific Factors of Self-identity

	Experimental group N=26		Control Group N=26		
	Mean	Std. Deviation	Mean	Std. Deviation	T
Now self-inputs	19.31	3.134	18.96	3.671	4.556
Crisis in past	18.50	2.627	18.19	2.638	3.385
Desires of self-inputs in future	18.12	2.179	17.92	1.671	3.183
Total	55.92	6.554	55.08	5.810	3.183

3.1.3 Comparative Analysis of Specific Factors in Experimental Group Self-identity

After a series of life educational intervention and counseling, it took before the paired samples T-test for differences in experimental group when they attend and before. The results shown in Table 4, in paired samples statistics, the grades of the 26 members of the experimental group in self-investment past was 17.31 and now 19.31, respectively, the mean was 3.082 and standard deviation was 3.134. Grade for Past crises in past and now was 17.12 and 18.50, the mean and a standard deviation was 2.643 and 2.627. Grade of future aspirations for self-investment was 16.77 and 18.72, mean and a standard deviation was 1.986 and 2.174. As can be seen in measuring, the degree of self-identity in the past, present and future three have a larger increase.

Table 4: Paired Samples Statistics

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Have you participated in life education		Mean	N	Std. Deviation	Std. Error Mean
yes pair1 Now self-inptuts1&Now self-inptuts2	1	17.31	26	3.082	0.605
	2	19.31	26	3.134	0.615
pair2 Crisis in past1&Crisis in past2	1	17.12	26	2.643	0.518
	2	18.50	26	2.627	0.515
pair3Desires of self-inputs in future1&Desires of	1	16.77	26	1.986	0.390
self-inputs in future2	2	18.12	26	2.179	0.427
pair4 Total 1& Total 2	1	51.19	26	6.248	1.225
	2	55.92	26	6.554	1.285

In paired sample correlation coefficient table, the correlation coefficient in the now self-investment, past crises and future aspirations of self-invested respectively r = 0.901, r = 0.936, r = 0.903, P = 0.000 <0.05, according to α = 0.05 level, it can think there is a correlation between the specific three standard of self-identity before the experiment and after the test college students.

Table 5: Paired Samples Correlations

Table 5 Paired Samples Correlations					
Have you participated in life education			N	Correlation	Sig.
Yes	Pair 1	Now self-inputs1 &Now self-inputs2	26	0.901	0.000
	Pair 2	Crisis in past1 & Crisis in past2	26	0.936	0.000
	Pair 3	Desire of self-inputs in future1 & Desire of self-inputs in future2	26	0.903	0.000
	Pair 4	Total1 & Total2	26	0.874	0.000

In paired sample test table, mean of differences in experiments of now self-invested, the crisis of past and desire of future investments was -2.000, -1.385, and -1.346, standard deviation of them was 1.386, 0.941 and 0.936, t = -7.360, -7.500 and -7.336, P = 0.000, instructions can be considered that life education pay a role on self-invested now, the crisis of the past and the future aspirations of self-investment of college students in the experimental group. Most of the experimental groups were in the self-identity stable transition period to complete the stage.

They had specifically self-awareness, and increased investment for themselves. Because the combined group analysis it also showed that this experiment stimulated through life education, the experimental group had higher self-identity.

Table 6: Paired Samples Test

Table 6 Paired Samples Test									
Have you participated in life education	Paired Differences						t	df	Sig. 2-tailed
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Yes	Pair 1 now	-2.000	1.386	0.272	-2.560	-1.440	-7.360	25	.000
	Pair 2 past	-1.385	0.941	0.185	-1.765	-1.004	-7.500	25	.000
	Pair 3 future	-1.346	0.936	0.183	-1.724	-0.968	-7.336	25	.000
	Pair 4 total	-4.731	3.232	0.634	-6.036	-3.425	-7.464	25	.000

3.1.4 Comparative Analysis of Specific Factors in Control Group Self-identity

By the same way, to get pairing Table 7, the total score in the control group and the three factors involved in self-identity had no significant changes (P> 0.05), it showed the control group in this period of time did not change too much in self-identity. Meanwhile, the result also showed that, in this experiment can exclude the presence of history, emotion, time and other factors to influence the development of self-identity, to further illustrate the effectiveness of life education for the experimental group.

Table 7: Comparison of the Differences of Control Group in Pretest and Posttest

	Protest N=26		Posttest N=26		
	Mean	Std. Deviation	Mean	Std. Deviation	T
Now self-inputs	18.27	3.758	18.96	3.671	-7.500
Crisis in past	17.65	2.727	18.19	2.638	-3.195
Desire of self-inputs in future	17.23	1.632	17.92	1.671	-7.500
Total	53.15	6.077	55.08	5.810	-6.6446

3.1.5 Overall Analysis of Self-identity

In Macro, using the Ochse and Plug's SIS scales to measure whether the experimental group' self-identity can through a crisis at this stage. Before life education, contrasting that results in average 56-58 minutes were a normal result from Ochse in Africa, the sig = 0.04 <0.05, α = 0.05 ,the overall of self-identity for experimental group was 56.09 and 56.38 for the control group. It just closed to the normal range of self-identity. After life education, control and experimental groups in this period of self-identity has been enhanced, self-identity grade in the experimental group was 58.04, which was greater than the normal range, and they form a better sense of identity than before. It Illustrated the life education in enhancing the overall sense of identity has a certain role.

Table 8: Self-identity Total Table in Pretest and Posttest

	Experimental group N=26		Control Group N=26		
	Sig=0.04	F=8.470df=41.189	Sig=0.02	F=10.62df=39.417	
	Mean	Std. Deviation	Mean	Std. Deviation	T
Self-identity 1	56.09	3.907	56.38	6.444	0.208
Self-identity2	58.04	3.605	57.08	6.400	0.667
Difference	1.9500	0.93562	0.6923	0.47063	3.183

3.2 Life Education for the Specific Effects of Improving the Self-identity

Through field observations and interviews, in the semi-structured interview, it examine whether there is a change of students' self-identity who attend life education. 90% students believe life education for enhancing self-identity has a certain role, and the role is different as it followed. In the self-level, life education role for college students' self-identity is mainly reflected in the on reorganizing through life education students can know themselves, to become aware of reasons why they become them now ,to form a clearer concept of self, and to improved identity. Firstly, the role of life education is positioning and combing.

Life education can help students have a more clear interpretation and finishing on their knowledge, personality, perception, social context and so on, and a clear understanding of themselves and thus are aware of their value, make clear positioning, so that in this process they gain power of self-identity. Respondents: TZ is a boy who attended to life education for two years in Meihuashan primary school as a volunteer for one more year.

Q: what are the specific impact on the development of your character, self-awareness and self-concepts, values, and interpersonal relationships, when you participate in life education activities?
A: There is definitely a role; the role primarily made me more able to have...... Well ...... that is subjective. Subjective feeling less clear is rising into a relatively clear stuff of theory. It can help me to quickly figure out what kind of situation I am, and to know my status, when I encounter problems .And it is also quite useful for me to help my usual adjustments, and to understand world.

Secondly, in the history of life education, the function is introspection that students will be more proactive to analysis themselves in-depth and to enhance the understanding of the crisis of past .And it also will help students to explore the causes of the past why they become they are now and the most fundamental self-identity thing, namely "who I am". In this process, students gradually enhance self-concept and obtain the power for subsequent development. Respondents: LZ is 22-year-old girl who attended to life education for one year in Meihuashan primary school as a volunteer for one year.

Q: what are the specific impact on the development of your character, self-awareness and self-concepts, values, and interpersonal relationships, when you participate in life education activities?
A: In fact, I have been finding my degree of self-identity okay, I think it help me to explore myself in greater depth after life education, like the reasons for the formation of my characters. Secondly, it is self-exploration, before this time, I know I am such a person, but I do not know reasons, and why I would become myself today. (Laughter, ha ha) And then it will give yourself the energy, I will discover why .First one is family reasons, and then you will consider the parents (ah) who give my subtle supports, you will feel there are some links between I and my family when I do something .Although previously I will know I'm certainly impacted by family, I don't thoroughly explore before. There are energies for me to have clear understanding of me now, and motivation comes (laughs).

Second, self-acceptance improves, they will explore their own image and attitude and understand their weaknesses and strengths correctly thorough observing themselves, and then to form a positive self-concept and to improve the situation of self-awareness, so as to achieve self-consistency. It will help them to make positive assessments and judgments for their abilities and values. To start with, the role of life education for college students' self-identity is that the degrees of self-acceptance become higher. In the process, they can to recognize their uniqueness and uniqueness, letting college students be pride of their uniqueness, and knowing what certainly their value lies in. Respondents: XFG is 21-year-old boy who attended to life education for one year in Meihuashan primary school and vocational high school as a volunteer for one year.

Q: what are the specific impact on the development of your character, self-awareness and self-concepts, values, and interpersonal relationships, when you participate in life education activities?
A: Let's say that I suddenly get course in school for the children , I found that I am the most liked by kids in our class , because my face are always wearing a smile, and then occasionally talking humor, or something I do not understand . Then they found it very fun. Then I feel my self-identity is more agreeable .Originally, I do not like my think that I 'm not so expertise and don't play basketball and the piano, and others. I suddenly find that communication with the children still is my expertise. In fact, you will find yourself ideas changed by life education.

Next, it is the role of self-motivation, namely through life education' curriculum and atmosphere, it will improve self-acceptance of college students and from the heart to give students a positive energy and to recognize their value, so as to enhance students' self-confidence in the psychological and social life to enhance self-esteem. Respondents: XY is 21-year-old girl who attended to life education for one and half years in Meihuashan primary school and vocational high school as a volunteer for one year.

Q: what are the specific impact on the development of your character, self-awareness and self-concepts, values, and interpersonal relationships, when you participate in life education activities?

A: It could change my outlook on life value. For example, in the personality, I denied myself particularly when I came to university. Because from high school, I was relatively good one in our high school, but I came to the university, I felt nothing .that time mood is particularly low (emphasis on sound and go into memories), I felt too bad (emphasis on sound), and then denied myself particularly. Later I went to life education activities that were from realizing yourselves, I became gradually to accept myself and think that I was not so bad. Life education courses touched me so much. It is true (excited) .It make me full of energy just like battery charged that I need especially my brain looked like be washed when I came to university from high school .After learning this, I learn to share what I study to help others .In fact, I think life education give me confidence and a bone, making me begin to slowly stand not floating.

In the our social environment, life education help students to adapt to society better and deal with the relationship between yourself and others, and have positive interactions with others .It for enhancing self-identity creates a better atmosphere. At the same time as a mirror to society, we can better understand themselves of their and explore who I am in the environment, to get a sense of accomplishment. It is useful for them to aware of their value, to achieve themselves, to achieve consistency with themselves and society and to get rid of self-identity crisis. First, through the life education team, they can get power and courage to communicate with others, because they have self-confidence in the process. And it improves their personality and ego. Respondents: MM is 23-year-old boy who attended to life education for one and half years in vocational high school as a volunteer for one year.

Q: what are the specific impact on the development of your character, self-awareness and self-concepts, values, and interpersonal relationships, when you participate in life education activities?
A: There are some impact on me, especially in terms of relationships and personality. At aspect of character let me more cheerful, more willing to communicate with others. As you know, in past I was very introverted. And now I feel not so timid when communicating with strangers.

Second, through life education, recalling their past and present development, they found themselves access to a growing sense of satisfaction and accomplishment in the interaction with the social environment. And they also recognize their feelings and cherish friends, multi-faceted look themselves and get energy from the environment, thereby transforming the energy to support their development. Respondents: WN is 24-year-old boy who attended to life education for one year in vocational high school as a volunteer for one year.

Q: what are the specific impact on the development of your character, self-awareness and self-concepts, values, and interpersonal relationships, when you participate in life education activities?
A: This activity is special one that I learn more about something. For example, when I went to teach the students, I had achievements in communicating with children. Next, I may pay more attention to feelings, like my girlfriend, my friend .There will be better to deal with the relationships with friends and cherish more. It′s an interaction.

4. Results Analysis

In this study, thorough research of role of life education for college students self-identity, It find the characters and situations of college students' self-identity and the self-identity crisis they face. Life education takes positive way to intervene. Eventually in this thesis, author applies the more research method to evaluate and analysis the effect of intervention. In the surrey, we can exclude other factors which may impact on this result, like quizzes and history, etc. by comparison group. It is objective to describe that the students who attended life education have a certain development in today's investment, past crises and aspirations of future investment than before. They will have a certain understanding in value, interpersonal and self-concept .They also going in invested and purposeful stage. On the identity measurement, their identities have improved and the experimental group has formed a good sense of identity to ease self-identity crisis they faced in the psychological deferred period. Also it shows that it has good effects in life education intervention that the college students improve their self-identity. In the interview process, the specific impacts of life education for college students′ self-identity are diverse. Firstly, in the self-level, it guides students to sort their development out and has deep introspections. Life education also helps students to explore the reasons why we become ourselves now, and guide students to find their stage and the specific situation with accurate positioning. Secondly, life education makes college students improve the degree of self-acceptance, in accepting their strengths and weaknesses, and seeing their own uniqueness, in order to gain energy and form a positive self-concept. And then they will gain confidence and self-esteem.

In terms of people and situations, it′s useful for students to adapt better to their environment and deal with interpersonal relationships better. They will cherish feelings between each other to achieve the unity of man and society. As well as they will make full and active use of the environment as a tool for positive self-awareness and a good identity, and then experience happiness and accomplishment to achieve self-consistent.

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