

Exploration of the Path of Mental Health Education in Middle Schools in Southwest China-Takes a School in Nanchong, Sichuan Province as an Example

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Abstract: To adapt to the development of The Times, pay attention to and improve the middle school mental health education work, is the top priority of school development. There are many problems in the development of mental health education in the area where A school is located, especially in the implementation path of school mental education. This study aims to analyze the present situation of middle school mental health education implementation path by compiling the questionnaire and summarizing the problems. Based on the results of literature analysis and qualitative research, a questionnaire model was constructed, and the questionnaire was prepared based on the questionnaire survey results combined with quantitative research. The results show that there are 30 questionnaires on the implementation of mental health Education in Middle schools, which are divided into six dimensions: facility environment, teaching staff, curriculum, counseling, atmosphere and home-school cooperation. Conclusion of the study: (1) the questionnaire compiled by this study has good reliability and validity, which can be used to measure the implementation of mental health education in middle schools. (2) The implementation of mental health education in this region is generally great, but there are some problems in the three aspects, teaching staff, curriculum and counseling, which should be optimized accordingly.

Keywords: Middle School; Mental Health Education; The Path of Implementation

Introduction

According to the “Guidance Outline of Mental Health Education in Primary and Secondary schools” and other relevant provisions, mental health education is an important link in cultivating high-quality talents. Now, the southwest region is still lack of it, the exploration of local mental health education paths is urgently needed. According to the theory of social psychological development, middle school is the key period for students’ psychological development. Therefore, it is urgent for schools to take mental health work as an important task in the school.

From the existing research, compared with Chinese research, foreign research is more complete and diversified in the research content, system and methods. In view of the current research of our country, especially the mental health education, although some researches make lost of achievements, but in general, it’s still lack of the implementation of middle school mental health path. According to the results of the search, there is no scale for measuring the implementation path of mental health education, so the relevant questionnaires were prepared and tested on the existing research. There are few case studies on the implementation path of mental health education in middle schools, using case study to explore it in southwest China, which enriches the theoretical and practical research.

1. Research question

What is the basic situation of the implementation path of mental health education in middle schools in this region?

How to measure the situation of the implementation path of mental health education in middle schools more properly?

What are the problems existing in the implementation path of mental health education in middle schools in this region?

2. Method

2.1 Participants and procedure

A total of 200 students from Nanchong A Middle School in Sichuan Province were selected as the subjects. 130 middle school students were selected through random sampling for qualitative research, and the initial questionnaire on the implementation of mental health educa-

tion in middle schools was compiled according to the root theory. 2,100 middle school students were selected for project analysis and exploratory factor analysis, and 100 middle school students were selected for validation factor analysis, among which 100 middle school students were tested for validity and standard association, and finally a formal questionnaire was formed. The results were analyzed in SPSS24.0 and organized in outline.

2.2 Measure

In this study, referring to the Guidelines of Mental Health Education in Primary and Secondary Schools and combined with qualitative research, the implementation questionnaire of mental health education in middle schools was formulated and distributed to the students selected from school A. This study is a qualitative study of mental health education implementation in secondary schools by using semi-structured interviewing. The study found that the implementation of mental health education in middle schools is generally divided into seven dimensions, which are facilities, teaching staff, curriculum, guidance, atmosphere, home-school cooperation and social support. The questionnaire consisted mainly of closed questions, with only one open question (collecting more comments), for a total of 32 items. According to the qualitative research, the survey can be divided into seven dimensions: facilities and environment, teaching staff, curriculum, tutoring, campus atmosphere, home-school cooperation, and social support. This questionnaire uses Likert 5, 1 is the lowest and 5 is the highest. The higher the score, the better the implementation of mental health education in the school.

2.2.1 Reliability test

This study used SPSS24.0 to test the reliability of the “questionnaire on the Implementation of Mental Health Education in Middle Schools”, and the results are shown in Table 1, and the Cronbach α coefficient of the whole questionnaire was 0.810, indicating the good reliability of the questionnaire. Using the same method to examine the seven dimensions of the questionnaire separately, the reliability of the first six dimensions was ideal.

2.2.2 Validity test

Content validity: the selection of measurement indicators in the questionnaire comes from the review of relevant literature and policies, through the consultation of the teachers and tutors in school mental health education and the survey of the actual implementation. By predicting students through pre-survey and modifying it again, the content of the questionnaire is finally determined, so this questionnaire should have good content validity.

Structure validity: this study examined the structural validity of the questionnaire with significance <0.001 ; KMO value was 0.755 and value >0.7 , which is suitable for exploratory factor analysis.

In this study, principal component analysis was used for factor analysis, and a total of 6 common factors were extracted, and the cumulative percentage of the total variance interpretation was 78.814%, indicating that the extracted 6 factors had a high degree on the overall interpretation and had good results. Furthermore, the rotated component matrix was obtained by using the Kaiser normalized maximum variance method, removing the coefficient below the absolute value of factor load. 6 public factors were compiled, and each public factor determined the corresponding dimension of the questionnaire questions.

Table 1 Questionnaires and Cloned Bach Alpha values in all dimensions

Dimension	Cronbach Alpha	Number of terms
Facility environment	.836	6
Teaching staff	.904	5
Curriculum	.873	6
Guidance	.896	6
Campus atmosphere	.812	3
Home-school cooperation	.863	4
Entirety	.810	30

3. Results

3.1 Implementation of mental health education in a middle school

A descriptive statistical analysis of the mean value of mental health education implementation in A, and the results are shown in tables. It can be seen from the data in the table that there are three dimensions lower than 3 points, including the teaching staff, curriculum and guidance, which indicate that the implementation of school heart education has obvious problems in these three aspects. The average value of the overall situation was 3.2960, indicating that the overall situation of mental health education implementation in schools was good.

Table 2 Analysis results of each dimension and the overall implementation situation

Dimension	N	minimum	max	average	standard deviation
Facility environment	128	1.50	5.00	3.8555	.58089
Teaching staff	128	1.00	4.00	2.7234	.84848
Curriculum	128	1.05	4.12	2.7168	.49043
Counseling	128	1.12	4.67	2.6458	.63680
Campus atmosphere	128	1.03	4.03	3.3274	.48827
Home-school cooperation	128	1.48	5.00	3.8375	.57053
Entirety	128	1.37	4.26	3.2960	.47024

3.2 Implementation of all dimensions of mental health education in a middle school

As can be seen in the table, in the dimension of facility environment, the implementation of school mental education has obvious problems in the construction of special group auxiliary activity area. In the dimension of teaching staff, there are problems in both the quantity and quality of mental health teachers. In the curriculum dimension, there are great problems in the frequency of the specialized mental health education courses, the standardization of the teaching materials, the enrichment of the teaching content of the courses and the degree of subject penetration. In the counseling dimension, the school was slightly poor in both the frequency of psychological group counseling and the richness of activities. No obvious problems in other dimensions.

Table 3 Analysis of each item in dimension 1

Item	N	average	standard deviation
Q1	128	3.31	1.107
Q2	128	2.32	.783
Q3	128	2.23	.865
Q4	128	3.95	.816
Q5	128	2.51	.763
Q6	128	2.81	.791

4. Conclusion

Through the systematic research, the purpose of this study is basically realized. The innovation of this paper lies in the comprehensive investigation of the path of mental health education, but in the study, there are still many deficiencies, for example, the questionnaire is only distributed to some students, and the number of the sample is small; In addition, the representativeness of A School is not proved.

Although there are some theoretical achievements in the research on the implementation path of mental health education, there is still little attention about the middle schools in this region, which provides support for the theoretical and practical research in the future.

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