

**Student Mental Health Promotion Research and Practice -- A Case Study of The Fifth Primary School
in Tianfu New Area, Sichuan, China**

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ABSTRACT

With the continuous development of society and the use of "we media", the psychological age of students is rapidly mature, and the psychological problems of contemporary students are becoming more and more prominent. Although the country and schools pay more attention to mental health, they still face many problems. In this paper through the network and analysis of literature and books, summarize the existing research, listen to the opinions and Suggestions of psychological experts, form the elements of schools, students and parents, and the element set design questionnaire, complete the questionnaire recovery and analysis, using Spss software to collect 316 effective questionnaires, according to the current situation, proposed from school to students to parents, further to mental health promotion research exploration, after the practice and research. The innovation point of this study is to flexibly use different research methods of students to explore the current situation of mental health, design a three-dimensional intervention system to give targeted promotion suggestions, and conduct phased practice and research, so as to effectively improve students' mental health.

Keywords: Mental health promotion research; Mental health three-dimensional intervention system; Mental health status

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Introduction

Mental health has always been a hot issue. With the continuous occurrence of psychological problems in teenagers, people pay more and more attention. However, more research focuses on theoretical research, lacks data support, and does not evaluate and follow-up research, which may lead to effective theory becoming mere formality. In this context, this paper analyzes the current situation of the mental health of the No.5 Primary School, constructs a three-dimensional intervention system to give promotion suggestions, and carries out phased practice and research, to provide help to further improve the level of students' mental health.

Insufficient attention is paid to this in the current theory and practice, and the systematic intervention programs are lacking, and the research on mental health promotion research and practice is not found in the existing literature of CNKI. This paper plans to extract and investigate the characteristics of schools, students and parents, collect data, explore the three-dimensional relationship between home and school students, build a three-dimensional intervention system, and conduct phased practice and research, so as to provide practical programs for promoting students' mental health.

Materials and methods

In the 1980s, China began to study and practice school mental health education. With the popularization of compulsory education and the attention to quality education, mental health education has gradually become a routine component of school curriculum. In 1999, the State Council issued the Decision on Deepening Education Reform and Comprehensively Promoting Quality Education; In the same year, the Ministry of Education issued the Opinions on Strengthening Mental Health Education in Primary and Secondary Schools; in 2001, the CPC Central Committee issued the Opinions on Improving Moral Education in adapting to the New Situation; in 2002, the Guidelines on Mental Health Education in Primary and Secondary Schools. This series of decisions and documents have made mental health education been fully promoted, and many organizations and institutions of mental health education in primary and secondary schools have been established, and systematic curriculum experimental research has been carried out, and rich and colorful books of mental health education books in primary and secondary schools have been published, so that the domestic mental health education has been qualitatively improved.

The United States first built a mental health education system for primary schools, With nearly 100 years of exploration, Many primary and secondary schools in the United States have carried out various forms of mental health education, And to integrate school education and psychological education, The two complement each other, mutual support; The mental health education system in French schools is characterized by the diversified and more integrated content types, The focus is to strengthen the evaluation of children's learning ability and other aspects; The construction of Xu Xiao mental health education in Germany is more inclined to cultivate students' ability to adapt to society and work, Strive to let the students out of the school gate with the psychological quality to adapt to the society and the ability to resist pressure; Japan was one of the first countries in Asia to build mental health education in schools, The purpose is to enable students to adapt to and combat stress in the face of intense social and academic stress.

Research method process: this paper adopts the questionnaire survey and mathematical statistics method, first through the data of questionnaire, through the data analysis of the main reasons of primary school students psychological

influence, through the reason of targeted Suggestions, and implementation, finally will implement the effect of quantification, implement the three-dimensional evaluation system.

Study design and the participants

Basic information: The No.5 Primary School of Sichuan Tianfu New Area is a new high-quality full-time public school with high quality, high starting point and new system. School tube, do, evaluation separation and the principal responsibility system, to establish ecological, intelligent, internationalization, quality of the future school as the goal, people-oriented, respect personality, cultivate ideal, bear, sunshine confidence, having both ability and political integrity of future happy citizens as own duty, innovation training mechanism, the construction of multidimensional curriculum, classroom teaching, do suitable for the development of children education. The author works in the teacher in charge in the fifth primary school, can collect the real and effective students and parents information and information, and in the form of paper file face to face data collection, strictly ensure the effectiveness of the data, the author is engaged in primary school education fixed number of year is longer, very good grasp of psychological problems, and give effective problems.

The purpose of questionnaire design, the purpose of teacher questionnaire survey: teachers are the main way to implement mental health education for students, and it is also one of the important carriers. Teachers' cognition of mental health education and the allocation of school teachers all have a decisive impact on school mental health education.

The purpose of the student questionnaire survey: As the main beneficiary of the mental health, the students are an important standard to judge whether the mental health education is effective. In order to better verify the timeliness of the intervention means, this questionnaire is designed.

The purpose of the questionnaire survey for the parents: the parents, as the main companions of the students, should have an obvious perception of the students' usual habits and the changes in their psychological levels. This questionnaire to parents to survey, intended to have a deeper understanding of students' psychological dynamics, to better lay a foundation for home-school co-education, so that parents can also participate in the construction of mental health education.

After the prediction and revision of the questionnaire, in order to obtain more and more accurate statistical data, the formal questionnaire survey was specially carried out in a paper form. The respondents were 100 working teachers in school A, with 36 classes in grades 1-6, with 3 random parents and three students in each class. After a week of issuance and filling of the questionnaire, a total of 316 questionnaires were collected, and 4 invalid questionnaires were eliminated. A total of 312 valid questionnaires were finally obtained, with an effective rate of 98.7%. The questionnaire was analyzed in three parts: teachers, parents and students.

The questionnaire set mainly includes three questionnaires. The first questionnaire is a survey of the teachers, in order to understand the teachers' cognition of mental health education and the work direction of the school. The second questionnaire to the students' own psychological state and micro habits, a deeper grasp of the students' psychological state. The third questionnaire is to survey parents, mainly including students in various states in daily life.

Results

After the teachers questionnaire collection, through spss, "taught grade", "class mental health education course" and "other mental health education ways" 23 problems (see Table 1), the results show: 11,16,16,22, grade 4,19,16,16; 100 teachers choose class to conduct mental health education courses; 5 teachers conduct mental health education course every two weeks, and 95 teachers conduct mental health education course once a week. Sixty-eight percent of classes carry out mental health courses of poor interpersonal communication, lack of learning interest, bad habits, inferiority; 32% carry on poor interpersonal communication, lack of learning interest, bad habits, inferiority, puppy love; 13% choose psychological counseling room, psychological mailbox and other mental health education; 87% choose psychological consultation room, psychological mailbox, group training and other mental health education.

Table 1 Grade taught

		Frequency	Percentage	Effective percentage	Accumulative perception
Valid	Second grade	11	11.0	11.0	11.0
	Sixth Form	16	16.0	16.0	27.0
	Junior class	22	22.0	22.0	49.0
	Senior class	19	19.0	19.0	68.0
	Fifth grade	16	16.0	16.0	84.0
	First grade	16	16.0	16.0	100.0
	Amount to	100	100.0	100.0	
	The situation of the mental health education courses in the class				
		Frequency	Percentage	Effective percentage	Accumulative perception
	Once every two weeks	5	5.0	5.0	5.0
	once a week	95	95.0	95.0	100.0
	amount to	100	100.0	100.0	
Other mental health education pathways besides mental health education courses are					
		Frequency	Percentage	Effective percentage	Accumulative perception
	(1) Psychological counseling room (2) Psychological mailbox (4) Other	13	13.0	13.0	13.0
	(1) Psychological counseling room (2) psychological mailbox (3) group training (4) Other	87	87.0	87.0	100.0
	Amount to	100	100.0	100.0	

After the collection of student questionnaires, Through spss analyzed 24 questions including "always thinking about tomorrow's homework," "more worried about learning than others," and "have few friends?" (see Table 2), The results showed that 10.2% of the students always thought about tomorrow's homework while sleeping; The 11.1% of the students are always nervous when their academic performance is bad; Sixty-six-five percent of the students did not want to pass the exam successfully; Sixty-five percent of the students thought they were more worried about learning than others; After being judged by their parents, The 7.4% of students are always hard, take...to heart; 10.2 percent of students were worried about serving as class leaders; Are 3.7% of students always upset when judged by their teachers; The 4.6% of the students think that playing with their classmates, Better to play alone; Eight. 3 percent of students think they have few friends; The 5.6 percent of students always think they were bad; When everyone is blamed, About 1.9 percent of the students thought it was their main fault; When something is going wrong, 3.7 percent of the students felt very upset; 10.2 percent of students are always worried about something unexpected; 4.5 percent of students have headaches; Two-and-three percent of students were reluctant to take medicine; Four-five percent of students went to the bathroom more than others; 10.2 percent of the students were timid; 3.7% Very scared to hear the thunder; 4.6 percent of students do not want to get good grades; Eight and three percent of the students are always impolite; Ten, 0.2 percent of the students were not close to anyone.

Table 2 When you sleep at night, do you always consider tomorrow's homework

		Frequency	Percentage	Effective percentage	Accumulative perception
Valid	Deny	97	89.8	89.8	89.8
	Yes	11	10.2	10.2	100.0
	Altogether	108	100.0	100.0	
Do you think you are more worried about learning than others					
		Frequency	Percentage	Effective percentage	Accumulative perception
	Deny	96	88.9	88.9	88.9
	Yes	12	11.1	11.1	100.0
	Altogether	108	100.0	100.0	
Do you have very few friends					
		Frequency	Percentage	Effective percentage	Accumulative perception
	Deny	99	91.7	91.7	91.7
	Yes	9	8.3	8.3	100.0
	Altogether	108	100.0	100.0	

After the collection of parent questionnaires, Through spss, 24 problems such as "mentioning learning is upset", "hesitating" and "doing while playing while doing homework" were analyzed (see Table 3), The results showed that 2.8% of parents think that students often do not correctly understand letters or spell syllables; The 0.9% of students were upset; 3.7% of students could not hand in homework on time or had poor homework quality; The first 0.9 percent of the students were afraid of going to school; The first 0.9 percent of the students do not dare to leave the house alone; 2.8% of students are unhappy for no reason; 3.7 percent of students are often dependent on others; Fifty. six percent of students were hesitant;

2.8 percent of students tend to get angry; 6.5% of students reacted too strongly or depressed after setbacks; Sixty-six-five percent of students are prone to trouble; 6.5% of the students have to adapt to the new environment; 9.3 percent of students often vandalism; Seventy-four percent of the students often lied; One and nine percent of students have run away from home; For 4.6% of the students, regardless of the occasion, Be very active; 1.9 percent of the students played while doing their homework.

Table 3 The mention of learning is upset

		frequency	percentage	Effective percentage	accumulative perception
valid	often	1	.9	.9	.9
	not have	86	79.6	79.6	80.6
	once in a while	21	19.4	19.4	100.0
	amount to	108	100.0	100.0	
He hesitated					
		frequency	percentage	Effective percentage	accumulative perception
	often	6	5.6	5.6	5.6
	not have	91	84.3	84.3	89.8
	once in a while	11	10.2	10.2	100.0
	amount to	108	100.0	100.0	
Do it and play while doing your homework					
		frequency	percentage	Effective percentage	accumulative perception
	often	2	1.9	1.9	1.9
	not have	85	78.7	78.7	80.6
	once in a while	21	19.4	19.4	100.0
	amount to	108	100.0	100.0	

Teachers and parents, as the main instructors of students, know how to implement mental health education is a key, and students' self-psychological regulation is also essential. In order to enable more schools, parents and teachers to better improve students' mental health, combined with the effective experience of the above questionnaire, a three-dimensional intervention system of mental health education is constructed. The specific contents are as follows.(See Figure 1)

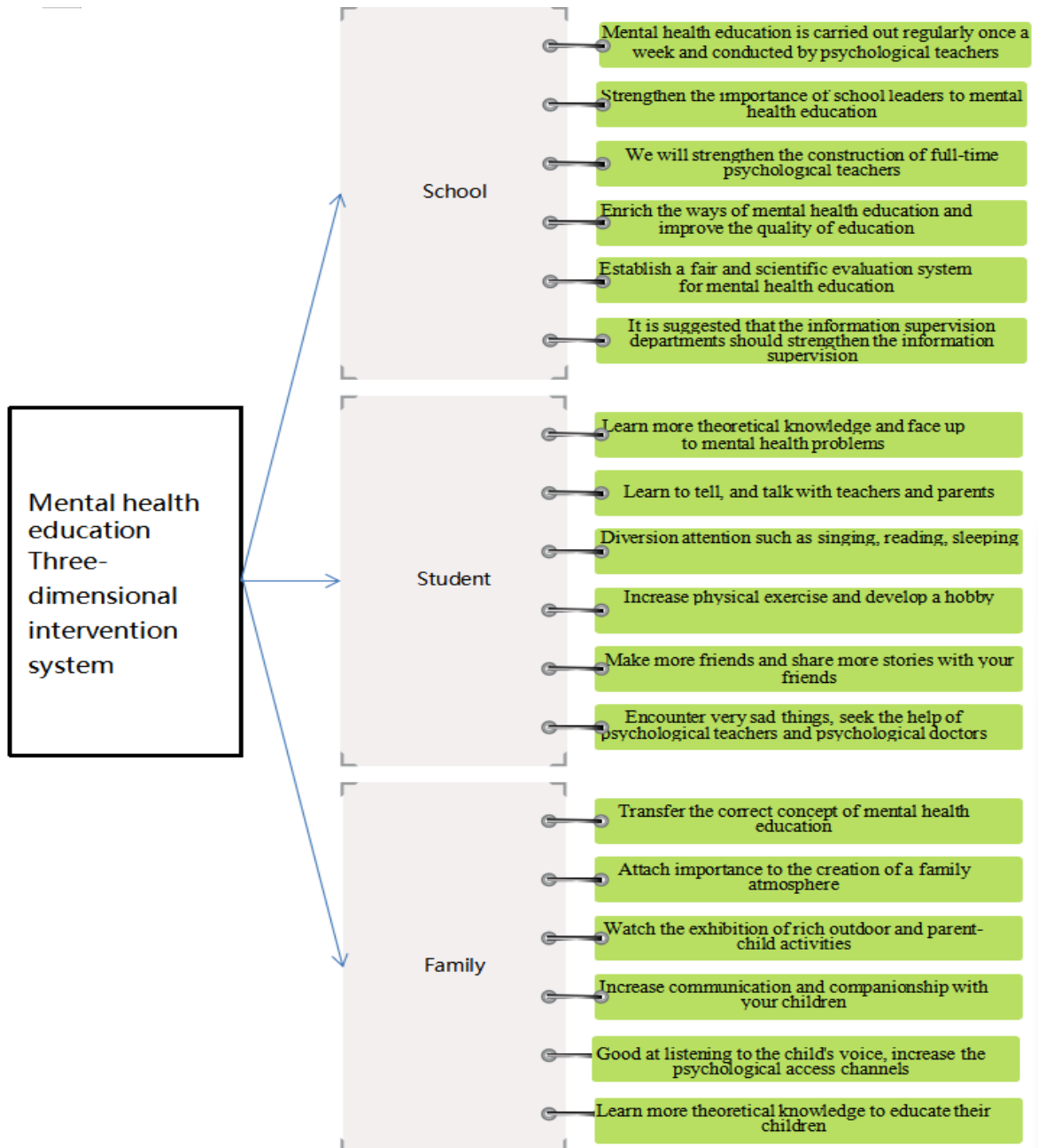


Figure 1

Through the implementation of the three-dimensional intervention system, tracking the students of the survey, again design the last questionnaire similar general questionnaire, in order to understand through the 3 d intervention system after the effect of students' mental health, respectively from the love of learning, reflect on themselves, friends, courtesy, bold careful several aspects of anonymous survey, survey results shown in table 4.

Table 4 Number (%)

group	number of people	love learning			reflect on oneself			Many friends		
		Very consistent with	accord with	inconfor mity	Very consistent with	accord with	inconform ity	Very consistent with	accord with	inconform ity
Grade 1,2nd, and 3rd grade	54	40 (74.07)	11 (20.37)	3 (5.56)	38 (70.37)	14 (25.93)	2 (3.70)	42 (77.78)	10 (18.52)	2 (3.70)
Grade 4,5th, and 6th	54	41 (75.93)	9 (16.67)	4 (7.40)	42 (77.78)	32 (29.63)	4 (3.70)	38 (70.37)	9 (16.67)	7 (12.96)
group	number of people	Treat people with courtesy			Discretion is the better part of valor					
		Very consisten t with	accord with	inconfor mity	Very consisten t with	accord with	inconfor mity			
Grade 1,2nd, and 3rd grade	54	44 (81.48)	5 (9.26)	5 (9.26)	39 (72.22)	8 (14.82)	7 (12.96)			
Grade 4,5th, and 6th	54	41 (75.93)	10 (18.51)	3 (5.56)	43 (79.63)	5 (9.26)	6 (11.11)			

As can be seen from Table 10, most students' interest in learning has been significantly improved, more students are good at reflecting on themselves, willing to make friends and treat others with courtesy, the courage is becoming more and more big, a small number of students have inconsistent phenomenon, especially the senior students take the initiative to make friends. Therefore, in the subsequent mental health promotion and practice, it is also necessary to intervene according to different age groups to ensure its timeliness and particularity.

Discussion

Through the analysis of teachers, students and parents of the three aspects of the questionnaires and the implementation of the three-dimensional intervention system. The main conclusions are as follows: the three-dimensional intervention system has good theoretical support through the collection of three-dimensional data. Through one month of practice, it is found that the mental health of the investigated students has improved significantly, which has well promoted the students' mental health.

This paper adopts the questionnaire survey method and the mathematical statistics method, First, the data from the three dimensions were collected by questionnaire, Analyzing the main reasons for the psychological impact of primary school students through the data, Through the cause-specific suggestions, And to implement it, Finally, the effect of the implementation is quantified, The implementation of the three-dimensional evaluation system, However, the validity and relevance of the problem in the design of the questionnaire, To avoid problems, at the same time, Attention should also be paid to the randomness in the process of issuing the questionnaires, Ensure the representative of each student and their parents, The questionnaire is also screened after its collection, For unreliable questionnaires, to be removed, Ensure the reliability of the data.

Students with the growth of age, psychological change, each grade psychological cognition is different, student personality will be completely different, lead to individual differences, 3 d intervention system can use menu selection mode, according to different ages, different gender and different personality, to choose their like and effective intervention, let the students and parents are willing to practice, improve their subjective initiative, prevent the intervention system becomes a mere formality.

Conclusion

In a word, mental health is a hot topic at present. In order to effectively promote students' mental health, continuous exploration and practice is essential. Based on the overall situation of this study, it can be seen that the mental health of students has achieved very good results under the leadership of the school and the superior department, and under the efforts of all teachers and parents. On this basis, the author put forward the —— three-dimensional intervention system to promote students' mental health, and the system practice and tracking, analyze its impact, let everyone reference. The number of this sample is limited, so we reduce the representativeness of the sample, and different schools have different actual situation, I hope that you according to their own situation, combined with the use, I hope that the results of this article can provide you with a certain reference basis, to promote students' mental health to play a role in promoting.

Take home messages

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