Study on the Status quo of Mental Health Education for 12th Grade Students

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Abstract: The adolescent period is a critical stage for children's rapid physical and mental growth and self-awareness development, which is prone to various psychological and emotional problems. According to the Report on the Development of China's National Mental Health (2019-2020), the detection rate of depression among adolescents in 2020 was 24.6 percent, of which 7.4 percent were severely depressed. In addition, depression increases with grade level, with more than 10 percent of high school students suffering from severe depression. It is not difficult to see that the mental health of teenagers is not optimistic. In order to explore the influence of family and school education on the mental health of high school students, I will design a group of classified questionnaires for senior high school students. My expected goal was to conclude that students who received positive help from their families and teachers were psychologically healthier than those who did not.

Keywords: mental health, educational guide, family support

1.   Problem Statement

1.1.   Background

In recent decades, due to the disclosure of the drawbacks of exam-oriented education and the aggravation of study, the mental health problems (depression, anxiety, suicidal tendencies) of senior high school students in China have aroused widespread concern. Teachers and parents are bound to play an indispensable role in affecting the psychological state of high school students, which means how to communicate with vulnerable and sensitive high school students to help them out of the dilemma is particularly important [1]. The present study will therefore focus on 12th students. According to 12th-grade students, to what extent do they get support from parents and school teachers? If students receive help, is the assistance effective or potential?

The object of this fundamental study will be to reveal what kind of help and impact will schools and families bring to the psychological status of high school students. Moreover, the ultimate purpose of this research is to enable students would solve their psychological problems through school and home education.

1.2. Literature review

The previous work on high school students has indicated that they experienced psychological disorders due to daily learning pressure as well as teacher-student relationships and family conflicts [2]. Especially under some specific family conditions, students are often hit by setbacks or difficulties from their families, which can easily lead to emotional distress, depression, and other problems. [3] Jia et al, investigated the current situation and related factors of mental health problems among Chinese high school students, and the data showed that about one-fifth of teenagers have mental health problems, in addition, 12th grade students made up a large proportion. The research of [3] Li et al. also shown that the mental health and lifestyle habits of high school students are closely related. They believe that educators should strengthen students' core self-evaluation of high school students to improve their mental health, especially by reducing their dependence on mobile phones. However, the use of mobile phones is also difficult to control for high school students, which requires joint supervision from both families and schools, as well as students should have a sense of self-management. My research group pays particular attention to the connection between life and school, as [4] Wang et al. reveals that high school is a critical period for personal development. Therefore, the mental health of high school students requires more attention from schools, families, and society. Inspired by this, I believe that the psychological health of 12th grade students should start from multiple dimensions and correctly alleviate academic anxiety and interpersonal conflicts.

Generally, the impact of family education and the study in school on the mental health of high school students will be significant (whether beneficial or negative), which means this study places great emphasis on whether parents and teachers have close communication with students, paying attention to their growth, changes, besides psychological states as well as achieving timely intervention and guidance [5].

1.3. Research gap

My research group attempted the set of questionnaires intending to demonstrate certain phenomena in the influence of parents and school on the psychological state of senior three students. High school students are under huge pressure to study, and some psychological problems are likely to occur if they do not get a positive psychological combing or resolution [3]. Until now no experiments only bullets on 12th students have been reported [4]. The method I used differs greatly from the previous report cause my research group wants to face the group of 12th students. Recent experiments in this area suggested that the high school stage is already a period where students have more physical and mental conflicts and are emotionally unstable in China. However, as the college entrance examination approaches, the psychological burden of 12th students is particularly high, and they are more likely to feel anxious. Due to their strong desire to pursue higher education, students are inclined to rush for success, which can lead to fluctuations in academic performance and unsatisfactory learning outcomes. Many students are easily impatient and unable to delve into their studies with peace of mind. My survey fundamentally distinguishes 12th students from other grade students, as I can observe the triggers that lead to psychological problems among senior high school students in other past analyses. The main reason is that college entrance exams cause fierce competition, which leads them to have less communication with people. Last but not least, my questionnaire under study is within the basic scope of respecting students' daily lives and does not delve into numerous details. Because many psychological surveys on high school students conducted by predecessors overly involve their privacy or are too long, requiring them to spend a long time filling them out. But my questionnaire does not force students to expose too much, and the use of multiple-choice questions makes it easier for respondents.

2.   Theoretical Framework

For socioculturalism, a central idea is that children acquire cultural values, beliefs, & problem-solving strategies through collaborative dialogues with more Knowledgeable members of society. My study, which focuses on the influence of school and parents' psychological education on adolescents' mental health, shares a core idea with socioculturalism, that is, the growth of children has closely related to the people around them and society around them. To be more specific, my research suggests that school and parent psychoeducation can have an impact on adolescents' mental health, essentially linking adolescents' mental health to the behavior of others externality. Therefore, my study has a strong connection to this theory.

As a theory related to pedagogy, socioculturalism has the following salient features: (1) social interaction plays an important role in learning, (2) language is an essential tool in the learning process, and (3) learning occurs within the Zone of Proximal Development [6]. Similar to my research approach is [7] Lorraine DeKruyf's research, The Role of School Counselors in Meeting Students' Mental Health Needs: Examining Issues of Professional Identity. This article traces the historical context driving this evolution and suggests it is time for the profession to join the roles of educational leader and mental health professional.

This proposal is prompted by heightened awareness of unmet student mental health needs, referrals that go unmet, school counselors displaced by other mental health providers in schools, the potential loss of the unique school counselor role, and the natural link between the mental health professional role and the array of personal-social factors that impact student achievement while discussing potential roadblocks and offering suggestions for action. The article also highlights the influence of those around teens, especially teen counselors, on teens' mental health. Such attribution is closely related to socioculturalism. Their theories are rooted in socioculturalism, and their approach is closely related to socioculturalism, which means the emphasis on the influence of the surrounding society and more experienced people on an individual's development. But unlike their article, my research subjects are adolescents—especially high school students in China—and I also emphasize the role of schools and parents in influencing adolescents' mental health. School counselors are different. In addition, my study also used a questionnaire as a unique survey method, which is different from the method of data collection in their article.

Bronfenbrenner proposed the famous ecosystems learning theory: the "ecosystem" is made up by five circles, including Microsystem, Mesosystem, Exosystem and Macrosystem [8]. According to ecological theories of learning, my research mainly focuses on exosystem which focuses on external environmental settings that only indirectly affect development but of which, the individual is not part. For example, parents' working environment or school education, both are external factors that can affect children's behavior passively. My research topic focuses on mental health education in schools and families, and the conclusion is the same as the core idea of ecological theories of learning - if you want to change a person's behavior, you need to change his surrounding environment. Thus, my research factors are exactly the same with definition of exosystem.

3.   Research question

What do 12th grade students report as influencing their mental challenges?
- ■   To what extent do they report family as an influencer?
- ■   To what extent do they report school as an influencer?
- ■   To what extent do they report their personality as an influencer?

I want to determine that whether families pay much attention to students' mental condition? When they tell families that they faced any problems, what do families do, encourage or discourage, even punish them? I want to find that whether teachers or psychological departments give them

effective help or simply ignore them? I want to reveal that to what extent they aware their mental conditions? Do they value their own mental conditions? How does their true thoughts in the depths of hearts?

4.   The Research method

1)   Methodology Overview.

I investigate my research using quantitative analysis because questionnaire allows me to examine the statistical data. The questionnaire made by my research group is aimed at obtaining the results about to what extent they gain mental care from schools and families. The research method used in my study is known as representative sampling.

2)   Participants Overview.

Participants need to be 12th grade students in key high schools, because they are under greater pressure than ordinary schools or other grade students, and can more obviously reflect the change of psychological state on them. I expected to encourage 1,000 people to take part in the survey because I wanted a general conclusion.

3)   Data Sources Overview

This questionnaire will examine students' psychology from three dimensions. The first part is to briefly review the background of students, including their gender and age. In addition, the second part is to investigate their daily psychological situation, and the third part is to classify students based on whether they have received assistance from schools and families. If the respondents receive help from family or teachers, they will be redirected to more detailed questions. If the student answers without any assistance, the questionnaire ends.

4)   Data Analysis Overview

Through Cronbach's alpha coefficient and Kuder-Richardson coefficient, it is proved that my questionnaire has validity and reliability. I will mainly adopt the method of convenient sampling, aiming at the senior three students in key high schools near my residence to conduct a questionnaire survey. I will use descriptive statistics, which explain data numerically. The Descriptive statistics analysis has several categories: the number of variables involved, including univariate, bivariate, or multivariate (one, two, and three or more variables). This study uses a frequency distribution. Frequency distribution uses nominal, ordinal, interval, or ratio level data. Descriptive statistics (frequency, average, and standard deviation) is using to compare each factor between TRI factors. Data analysis uses SPSS Program assistance. All questionnaire data are included in the SPSS program. The subsequent analysis is by identifying questions and analysis of Frequency Distribution [9]. [9] Hidayati and Saputra are also trying to provide a clear analysis, I applied their methods to my research. And for my study, I want to get a result that it must be obvious that parents and teachers influence students' mental health to some extent.

5)   Limitations

Conclusions are drawn only through data collection and analysis, without in-depth personal stories and experiences, and without recording the participants' live performance. At the same time, because the survey group is mainly for the researcher to decide what to collect, the understanding of the background of the participants themselves is limited.

5.   Conclusion

In summary, combined with my analysis of the collected data, the development of psychological education by families and schools has a significant impact on students. Study pressure, can not be ignored will bring students learning pressure and psychological burden, so as parents and parents, to the students of the positive guidance is particularly important. This problem can not help but cause us

to think more deeply, adolescent mental health problems in today's society is common, part of the reason may be that student's self-regulation ability is not strong, easy to be influenced by the outside world, the other part may be due to parents and teachers' incorrect education methods, such as too much pressure, self-touched education methods. So, if they change the way of education and give students more positive help, it will be of great help to students? The answer is yes.

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Appendix

Questionnaire setting
Secondary school students' mental health questionnaire (only for grade 12)
1. Your gender
A.male
B.female
2. What do you think your personality is?
A.Introversion
B.Extroversion
C.Somewhere in between
3. Do you have a lot of mood swings?
A.Very emotional
B.Not much
4. How do you think of your ability to get along with people
A.Very good. I make friends all over the world.
B. A lot of friends, but few close friends.
C.There are not many friends, but some bosom friends.
D.Unsociable, few friends.

5. Do you have any of the following psychological states? (Multiple Choice)
A.depressed
B.Lethargy, apathy, lack of interest in food
C.Lack of confidence in yourself, fear of things
D.Withdrawal from interpersonal interactions
E. Periodic mood swings, positive and energetic when emotions are high; when   you are down, you are negative and depressed, and you are not.
F.None of the above states were present
6. Which of the following signs of stress have you experienced?
A. It occurs whenever you take a test or are asked a question.
B. You get confused when you see someone you don't know well
C. When you are nervous, your mind is not clear.
D. It doesn't happen or otherwise.
7. Do you feel that there is no time for leisure, all day long to study and work?
A.Never happened
B.Happens occasionally
C.Happens often
8. Whether you can't concentrate on things?
A.Never happened
B.Happens occasionally
C.Happens often
9. Whether you worry about other people's evaluation of your grades or daily performance.
A.Never happened
B.Happens occasionally
C.Happens often
10. Which of the following psychological conditions have you experienced? (multiple choice)
A. Mental tension, magnified serious problems, worry too much, often depression,   extreme tendency to react to the outside world, anxiety, wanting to find someone   to vent.
B. Interpersonal withdrawal, negative, sensitive, difficult to communicate with others, and even more difficult to communicate with the opposite sex. Or they are   self-centered and don't listen to others' opinions.
C.Love twists and turns to produce too strong emotions and go to a negative state   and cannot be adjusted for a long time this psychological reaction.
D. The nature and condition of the cognitive reaction to things, and the   psychological state that they believe in magnify the cognition and judgment of   ordinary people.
E. None of these conditions occur.
12. Which of the following situations have you experienced?
A. You also feel worried when someone else does something wrong.
B. You are often timid and afraid.
C. You often break out in a cold sweat.
D. You often have thoughts or feelings of wishing you were dead.
E. It doesn't happen or otherwise.
13. Do you sometimes lose interest in interpersonal communication?
A.Never happened
B.Happens occasionally
C.Happens often
14. Are you worried about a lot of things, difficult to fall asleep?
A.Never happened

B.Happens occasionally

C.Happens often

15. Do you burst into tears or feel like crying?

A.Never happened

B.Happens occasionally

C.Happens often

16. Do you lose sleep at night or have frequent nightmares?

A.Never happened

B.Happens occasionally

C.Happens often

17. How do you think stress affects your life?

A.Very big, has affected normal life

B.It has, but not much

C.Not too much

D.It doesn't matter

18. What do you think are the main sources of students' psychological problems?
(Multiple choice)

A. Academic pressure

B. Emotional stress

C. Discomfort with your surroundings

D. Family stress

19. Have you ever been comforted and helped by a teacher at school?

A.Never happened

B.Happens occasionally

C.Happens often

(Only when you choose A or B can you see the following questions 27-30)

(Only when you choose C or D can you see the following questions 20-26)

20. Which of the following methods have been implemented in your school? (Multiple Choice)

A. Take the mental health class

B.Talk to the teacher in the school counseling room

C.Teachers often encourage you when you are in trouble

D. something relaxing regularly

E. Do some regular health surveys and counseling

21. Have you ever sought psychological assistance services provided by the school within the past year?

A.yes

B.no

22. If you have ever sought psychological assistance services, please choose the applicable situation (multiple choices are allowed) from the following options:

A.Academic pressure

B.Interpersonal relationship issues

C. Emotional distress (such as anxiety, depression, etc.)

D.Family issues

23. Do you think the psychological assistance services provided by the school meet your needs?

A.Very satisfied

B.satisfied

C.commonly

D.Not very satisfied

E.Very dissatisfied

24. Have you ever been comforted and helped in your family?

A.Never happened

B.Happens occasionally

C.Happens often

(Only when you choose B or C can you see the following questions)

25. How much do you think your parents care about you?

A. Very concerned

B. Relatively concerned

C. General

D. Not very concerned

E. Rarely concerned

26. Do you resent your parents asking about your emotions and learning?

A. Often

B. Occasionally

C. Rarely

D. Never

(Only when you choose C or D can you see the following questions 27-34

27. How is your relationship with your parents?

A. Very harmonious

B. Relatively harmonious

C. General

D. Not very good

E. Very poor

28. Will parents proactively inquire about your learning and living conditions?

A. Often

B. Occasionally

C. Rarely

D. Never

29. Will your parents encourage you to try new things?

A. Often

B. Occasionally

C. Rarely

D. Never

30. Will your parents help you solve problems in your studies and life?

A. Often

B. Occasionally

C. Rarely

D. Never

31. Will your parents teach you how to deal with difficulties in life?

A. Often

B. Occasionally

C. Rarely

D. Never

32 Will your parents encourage you to actively participate in social activities?

A. Often

B. Occasionally

C. Rarely

D. Never

33. Will your parents accompany you through unhappy times?

A. Often

B. Occasionally

C. Rarely

D. Never

34. What aspects do you think parents should provide you with more psychological assistance?
[Multiple choice question]

A. Learning aspect

B. Emotional aspects

C. Social aspects

D. In terms of career planning

35. How is your relationship with your parents?

A. Very harmonious

B. Relatively harmonious

C. General

D. Not very good

E. Very poor

36. Do your parents suppress your interests?

A. Often

B. Occasionally

C. Rarely

D. Never

37. Do your parents often compare you with others?

A. Often

B. Occasionally

C. Rarely

D. Never