

Research Progress of Mental Health Status of Secondary Vocational Students

Qian Zhang

Philippine Christian University Center for International Education, Manila, 1004, Philippines

Abstract: Using the method of literature research, from the concept of mental health, measurement, secondary vocational students' mental health status, influencing factors and intervention aspects of the analysis, to explore the research progress of secondary vocational students' mental health status, to improve and perfect secondary vocational education and secondary vocational students' mental health opinions and suggestions, help secondary vocational students to look at problems correctly, improve their psychological quality and learning concept, promote the comprehensive quality of secondary vocational students.

Keywords: Secondary Vocational Students; Mental Health.

1. Introduction

Compared with ordinary high school students, secondary vocational students are generally less interested in learning and academic performance, and have been more negatively evaluated in the process of growing up. In addition, the family conditions of secondary vocational students are relatively poor, most of them come from rural families and poor families in cities, and there are some problems in family education. The comprehensive influence of many factors such as family conditions, academic performance and growth experience leads to the psychological characteristics of secondary vocational students are prone to inferiority and sensitivity, and may be more prone to mental health problems. The number of secondary vocational students also accounts for a large proportion. According to the statistics of the number of students in school released by the Ministry of Education in 2020, the number of secondary vocational student's accounts for 35.6% of the total number of students in high school. Therefore, the mental health problems of secondary vocational students also need to be paid enough attention.

2. Concepts and Definitions of Mental Health

On the concept of mental health, different scholars at home and abroad have given different explanations.

In 1946, the Third International Congress on Mental Health defined mental health as: "The development of one's state of mind into an optimal state within the scope of physical, intellectual and emotional fitness without contradiction with the mental health of others."

The second meeting of the World Health Organization Expert Committee on Mental Health (1950) defined mental health as a condition, influenced by fluctuations in biological and social factors, that enables an individual to successfully integrate his own potentially conflicting instincts, to establish and maintain harmonious relationships with others, and to participate in constructive changes in the social and physical environment.

The World Health Organization (2004) defines mental health as a state of well-being in which an individual is able to fulfil his capacity to cope with the normal stresses of life, to work productively and to contribute to his community.

Galderisi, S. (2015) defines mental health as a dynamic state of internal balance, which enables individuals to use their abilities in harmony with the general values of the society.

Liu Yan (1996), after analyzing the concept of mental health, believes that mental health is a good state in which the internal coordination and external adaptation of individuals are unified.

Liu Huashan (2001) believes that mental health refers to a continuous state of mind. In this state, Individuals have vitality of life, positive inner experience, good social adaptation, and can effectively play their physical and mental potential and positive social functions.

Feng Lili (2005) believes that the mental health standards of secondary vocational school students are as follows: 1. Normal intelligence; 2. Good at controlling emotions, positive and stable emotions; 3. The behavior is consistent with their age characteristics; 4. Able to accept others and harmonious interpersonal relationship; 5. Know yourself and accept yourself; 6. Complete and unified personality; 7. Strong adaptability.

3. Mental Health Measurement Tools

At present, there are many scales used to detect mental health at home and abroad, and the most widely used is the Symptom Self-Rating Scale (SCL-90), which is divided into 10 subscales, including somatization, depression, terror, hostility, paranoia, obsessive-compulsive symptoms, anxiety, interpersonal sensitivity, psychosis and others, with a total of 90 questions. The five-level score is adopted, the higher the score is, The worse the problem.

In addition, Eysenck Personality Questionnaire (EPQ), Minnesota Multiple Personality Inventory (MMPI), Self-rating Anxiety Inventory (SAS), self-rating Depression Inventory (SDS) and other scales can also be used for the detection of mental health.

In China, in 1991, Zhou Bucheng revised the scale of Mental Health Diagnostic Test (MHT) based on the scale of "Diagnostic Test of Uneasy Tendency" compiled by Japanese psychologist Kiyoshi Suzuki and others. The scale consists of 8 content scales and 1 validity scale, with a total of 100 questions. The test was conducted on a 2-point scale, with the higher the score, the worse the psychological condition.

Zheng Richang et al. (2005) compiled the mental health

scale of Chinese college students by using empirical method on the basis of literature research, consulting case analysis, expert interview and discussion, and open questionnaire survey. The scale has good reliability and validity, and can be used to test the mental health level of Chinese college students.

Jiang Zhaoping et al. (2006) developed a mental health scale for secondary vocational schools, which was tested to have good reliability and validity and could be used to measure the mental health status of students in secondary vocational schools.

Li Juan et al. (2009) compiled a mental health scale applicable to the urban elderly in China, and all the reliability and validity indexes of the scale met the requirements of psychometrics, which can be used for the research and practical application of mental health in the elderly.

Fang Xiaoyi et al. (2018) compiled the mental health Screening Scale for Chinese college students. After sample testing, expert revision and evaluation, the scale can be used as a measuring tool for the mental health screening of Chinese college students.

4. Mental Health Status of Secondary Vocational Students

Chen Xihong (2005) adopted SCL-90 scale to conduct a random sampling questionnaire survey in two secondary vocational schools in Jinhua city, Zhejiang Province, and found that the mean value of each factor was significantly higher than the national adult norm, mainly with interpersonal sensitivity, compulsion, anxiety and other psychological problems.

Yu Guoliang et al. (2005) conducted a questionnaire survey on students in a secondary vocational school in Beijing, and found that the change trend of the overall mental health of secondary vocational students was V-shaped, that is, the second grade was the lowest, and the first and third grades were basically the same, with gender differences.

Yu Jincong et al. (2013) conducted a mental health test on 1220 secondary vocational students in Guangdong Province, and found that the detection rate of mental problems among secondary vocational students was high, and their mental health level was relatively low.

Li Bo (2013) conducted a sampling survey on three secondary vocational schools in Changchun and found that the detection rate of problems was 14.84%, mainly manifested in learning anxiety, anxiety about others, self-blame tendency, allergic tendency and physical tendency. The mental health status of girls is worse than that of boys, which is manifested in learning anxiety, anxiety about people, allergic tendency and terror tendency. At the same time, the results also show that there are differences in the mental health of secondary vocational students in urban and rural areas, grades and family structure.

Yin Yuhui (2019) made an analysis based on the survey data of a large sample of students' development in China's secondary vocational schools in 2017. The results showed that current secondary vocational students have certain mental health problems, including weak self-identity, psychological fragility, high acceptance of love phenomena, weak respect for life consciousness, and low trust in family and school.

5. Influencing Factors of Mental Health Status of Secondary Vocational Students

Tang Chunju et al. (2014) analyzed the literature and found that the factors affecting the mental health status of medical students in secondary vocational schools mainly include biological factors, psychological factors and sociological factors. The biological factors include heredity, body injury, disease and so on. The psychological factors mainly include personality characteristics, coping style and social support. Sociological factors are affected by birth place, family economic status, gender, different majors and single or double parents in the family.

Zhang Min et al. (2018) found in the questionnaire survey that among 280 secondary vocational medicine students tested, 71 students had a low mental health level, accounting for 25.36% of the total. Among the influencing factors on mental health, the place of residence, family economic level, self-satisfaction, coping style and adolescent life events have a significant impact on the mental health of secondary vocational students.

Gao Jinglei (2019) conducted a questionnaire survey on nursing students in a secondary vocational school in Jilin Province and found that the mental health level of nursing students in a secondary vocational school was worse than the national norm. Grade, academic performance, growth, parents' marital status, drinking alcohol, mobile phone use time are the main factors affecting the mental health of nursing students in secondary vocational school; Parenting style, students' cynicism and subjective well-being are the sociological factors influencing the mental health of nursing students in secondary vocational schools.

Zhou Quan Xiang et al. (2021) conducted a questionnaire survey on students from 4 secondary vocational schools in 3 cities of Qiannan, Guizhou Province, and found that the positive rate of mental health problems among students with left-behind experience reached 57.44%. There were statistically significant differences in physical discomfort, interpersonal sensitivity, fear, compulsion, paranoia and other mental health factors between students with and without left-behind experience.

In order to understand the relationship between the mental health status of secondary vocational students and family factors of origin, Wei Yusen (2022) adopted SCL-90 to conduct a questionnaire survey among 1113 secondary vocational students. The results showed that among secondary vocational students, students whose parents divorced, reorganized and left behind families, especially girls, had a lower level of mental health.

6. Intervention Measures on Mental Health Problems of Secondary Vocational Students

Based on his years of experience, Gao Fei (2011) proposed solutions to school psychological intervention for secondary vocational students, including the establishment of psychological files, psychological committee, group activities, individual counseling, teacher training and parent counseling.

Li Mengqing et al. (2012) believes that after sampling investigation and analysis of 7 provinces and autonomous regions of our country, the mental health education of secondary vocational schools faces such problems as

imperfect system, single form and lack of professional teachers. Therefore, secondary vocational schools should take the following measures to strengthen students' mental health education: one is to establish professional mental health education teachers, two is to build a set of mental health education model, three is to form a social support system.

Ling Yan (2012), based on the results of her own sample survey, believes that the education ideas of Tao Xingzhi, a famous Chinese educator, should be combined to promote the healthy growth of secondary vocational students by constructing a student-centered education model that integrates family education, school education and social education.

After the investigation, Li Junfang (2021) believes that it is necessary to set up education courses of positive psychology from the perspective of positive psychology, change educational concepts, and build a three-in-one school management to ensure the mental health of secondary vocational students.

Huo Zhiming et al. (2021) believe that music therapy is an emerging discipline and has good intervention effects as a unique treatment method, which can be included in the mental health education of secondary vocational schools.

Considering the current situation and influencing factors of secondary vocational students' mental health, the author believes that the mental health problems of secondary vocational students need to be paid attention to, which can be prevented and intervened from three aspects: students, families and schools. First of all, students themselves should maintain a good state of mind and have a certain ability to self-regulate. Secondly, families should cultivate children's good character and broaden their horizons in the process of raising them. Finally, schools should hold regular courses of mental health education and set up colorful extracurricular activities. For students with mental health problems, the characteristics of each student should be evaluated comprehensively and different intervention programs should be formulated. In a word, the mental health status of secondary vocational students is poor in the peer group, and enough attention should be paid to protect the mental health of secondary vocational students from all aspects, so as to train better technical talents for the country.

References

- [1] World Health Organization. (1951). Expert Committee on Mental Health: report on the second session, Geneva, 11-16 September 1950.
- [2] World Health Organization. (2004). Promoting mental health: Concepts, emerging evidence, practice: Summary report. World Health Organization.
- [3] Galderisi, S., Heinz, A., Kastrup, M., Beezhold, J., & Sartorius, N. (2015). Toward a new definition of mental health. *World psychiatry*, 14(2), 231.
- [4] Liu Y. (1996). Analysis on the concept of "mental health". *Research and Experimentation in Education* (03), 46-48.
- [5] Liu H S. (2001). A review of mental health concepts and standards. *Journal of Psychological Science*, 24(4), 481-481.
- [6] Feng Lili. (2005). Investigation and Analysis of the Mental health of Secondary Vocational School students in Guiyang City and its related factors (Master's thesis, Central China Normal University).
- [7] ZHOU Bucheng. Mental Health Diagnostic Test Manual [M]. Shanghai: East China Normal University Press, 1991:5-10.
- [8] Zheng Richang, Deng Lifang, Zhang Zhonghua, & Guo Zhaoliang. (2005). The Development of the Mental Health Scale for Chinese College Students. *Psychological and behavioral research*.
- [9] Jiang Zhaoping, & Yu Guoliang. (2006). The preliminary development of mental health scale for secondary vocational school students. *Journal of Behavioral Medicine*, 15(5), 3.
- [10] Li J, Wu Z Y, & Han B X. (2009). The development of mental health Scale for the elderly (urban version). *Chinese Journal of Mental Health*, 23(9), 656-660.
- [11] Fang Xiaoyi, Yuan Xiaojiao, Hu Wei, Deng Linyuan, & Lin Xiuyun. (2018). Development of mental health Screening Scale for Chinese college students. *Journal of Psychological and Behavioral Research*, 16(1), 8.
- [12] Chen Xihong. (2005). Investigation and analysis of the mental health status of secondary vocational school students. *Vocational and Technical Education* (29), 3.
- [13] Yu Guoliang, Hou Ruihe, Jiang Zhaoping, Dong Yan, & Wang Yongli. (2005). Investigation on mental health status and characteristics of secondary vocational school students. *Vocational and Technical Education in China* (32), 4.
- [14] Yu Jincong, Wei Weiquan, Wang Zengzhen, Cao Huiping, Wang Dongming, & Xiao Yang, et al. (2013). Mental health status of secondary vocational school students. *Chinese Journal of Health Psychology* (3), 3.
- [15] Li B. (2013). Research on the status quo and countermeasures of Mental health of secondary vocational students in Changchun City (Master's thesis, Northeast Normal University).
- [16] Yin Y H. (2019). Investigation and analysis of the mental health status of secondary vocational school students -- based on the investigation of the development status of national secondary vocational school students in 2017. *Vocational and Technical Education in China* (22), 8.
- [17] Tang Chunju, & Cui Y. (2014). Research progress on mental health status and influencing factors of secondary vocational medical students. *Occupational and Health* (3), 4.
- [18] Zhang Min, Chen Xiaoling, Jia Ying, & Wu Qiulin. (2019). Mental health status of secondary vocational medicine students and its influencing factors. *Journal of Henan Staff Medical College*, 031(003), 409-412.
- [19] Zhou Quanxiang, She Fuqiang, Yang Jingyuan, Wan Yan, Cao Xianming, & He Xuehua, et al. (2021). Analysis on mental health status and influencing factors of secondary vocational students with left-behind experience in ethnic areas of south Guizhou. *Chinese Journal of Preventive Medicine* (022-004).
- [20] Gao Jinglei. (2019). Research on the status quo and Influencing factors of Nursing students' Mental health in secondary vocational Colleges (Master Dissertation, Jilin University).
- [21] Wei Yusen. (2022). Investigation on the influence of family of origin on the mental health of secondary vocational school students. *Mental Health Education in primary and secondary schools* (22), 14-18.
- [22] Gao Fei. Study on Psychological problems and intervention methods of secondary vocational students. (Doctoral dissertation, East China Normal University).
- [23] Li Mengqing, & Xu Yanping. (2012). Management and countermeasures of secondary vocational students' mental health problems -- based on the analysis of sampling survey of secondary vocational students in seven provinces (autonomous regions). *Vocational and Technical Education* (4), 6.
- [24] Ling Yan. The attribution and countermeasures of secondary vocational students' mental health problems and problem

- behaviors. Vocational Education (next month) (3 issues), 34-38.
- [25] Li Junfang.(2021). Discussion on effective measures of mental health education for nursing students in secondary vocational schools from the perspective of positive psychology. Journal of Psychology (06),29-30.
- [26] Huo Zhiming, Zhang Saiyu, & Wu Jie. (2021). Application of music therapy in secondary vocational students' mental health education. Journal of Psychology (6), 2.