

Mental health status and influencing factors of a high school student in Hunan

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Abstract: Objective: To investigate the mental health status of high school students and analyze its influencing factors methods: 349 students in Xinshao No.1 middle school were investigated with symptom checklist 90 (SCL-90) and spss260 statistical software for multivariate analysis. Results 28.3% of high school students had mental health problems in varying degrees. In comparison with the norm of Chinese normal people, compulsion ($t=4.107$, $p<0.001$), depression ($t=2.055$, $p<0.05$), anxiety ($t=2.330$, $p<0.05$), terror ($t=6.762$, $p<0.001$), paranoia ($t=2.120$, $p<0.05$), psychoticism ($t=5.085$, $p<0.001$), and total score ($t=2.353$, $p<0.05$) were significantly higher than the norm. In the gender difference test of depression, $c^2=13.360$, $p<0.001$, indicating that there are significant gender differences in depression, Women have a higher risk of mental health problems. In the difference test of growth status of depression, $c^2=6.874$, $p<0.05$, indicating that there are significant differences in the growth environment of depression. Among the depressed groups, the group whose growth environment is taken care of by others accounts for the highest proportion.

Conclusion: we should focus on female students, give full play to the role of the school, and carry out interpersonal mental health education.

Key words: high school students; Mental health; SCL-90;

Preface: Nowadays, with the rapid economic development, the psychological problems and influencing factors of teenagers have always been of special concern. From 2019 to 2022, tens of thousands of relevant articles were searched on CNKI according to keywords such as “mental health”, “high school students’ psychological trauma” and “depression”, and they are increasing year by year, and the heat is continuous fermentation, To be sure, for high school students with such a heavy life in high school, the psychological burden is not less than that of social personnel, but there are still problems. There are few ways to alleviate the mental health of teenagers at the source, According to the report released by the World Health Organization in 2017 (depression and other common mental disorders: global health estimates), 322million people worldwide suffer from depression, accounting for 4.4% of the total global population in 2015. The suicide rate of depression patients in China is the highest in Asia, reaching 36.3%. The incidence of suicidal ideation in patients with depression in China is 18.0% ~ 51.3%. According to this, the influencing factors of high school students’ mental health status are explored by analyzing the high school students in Xinshao No. 1 middle school.

1 Objects and methods

1.1 Participants: 350 students from grade 1, grade 2 and grade 3 of Xinshao No. 1 middle school in Shaoyang City, Hunan Province

1.2 Sampling and survey methods: This study uses stratified random sampling method, according to the grade and class stratified random sampling of students, a total of 350 people. The questionnaire included the symptom checklist 90 (SCL-90) for high school students. The questionnaire was distributed by the questionnaire star for information collection. Generally, self-made questionnaires are used, including gender, age, living environment, whether the only child, growth status, parents’ marriage and other information. The symptom checklist 90 (SCL-90) 3-4] has good validity and reliability. Therefore, this study uses the SCL-90 to test the situation of high school students in recent 1 week, and uses the grade 1 (none), 2 (very light), 3 (medium), 4 (heavy), 5 (severe). The scale includes 9 factors such as somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia and psychoticism, which respectively reflect the pain of some aspects of the symptoms of the test object. In addition, it also includes 1 other factor, which reflects sleep and diet. The total score of the scale is the sum of the individual scores of 90 items, and the factor score is the total score of each item constituting a factor divided by the number of items constituting a factor. If any factor score ≥ 2 points, it is regarded as positive symptoms of mental health. In this study, the SCL-90 scale cronbach’saThe coefficient is 0.976. Statistical processing: after eliminating invalid questionnaires including missing and wrong filling, the remaining valid questionnaires were coded and spss260 statistical software for descriptive analysis, single sample t analysis, significance test and chi square test, with $p<0.05$ as statistically significant.

2, results

2.1 Analysis of demographic characteristics

Descriptive statistics of the basic information of the respondents are shown in Table 1. The basic information of the respondents in this study is as follows: 43.7% of the respondents are men, 56.3% are women, and the proportion of women is slightly higher; In the age distribution, the average age was 16.27 years old; The living environment was 7.1% in cities, 51.1% in cities and 41.7% in rural areas. More than 90% of the population lived in cities and rural areas; In the distribution of whether it is the only child or not, the only child accounts for 7.4% and the non only child accounts for 92.6%; In the distribution of growth status, single parent families accounted for 9.4%, two parent families accounted for 88.0%, others’ care accounted for 2.6%, and the group with abnormal growth status accounted for about 10%; In the distribution of parents’ marital status, 87.1% were in good condition, 3.1% were divorced, 7.4% were divorced, 2.3% were bereaved, and

more than 10% were in bad marital status.

Table 1 sample information

Table 1 Sample Information	project	category	frequency	percentage
	Gender	male		153
female			197	56.3
Age		16.27±2.22		
environment	city		25	7.1
	town		179	51.1
	countryside		146	41.7
Is it an only child	yes		26	7.4
	no		324	92.6
Growth status	single-parent family		33	9.4
	two-parent family		308	88.0
	Others' care		9	2.6
Parental marriage	good		305	87.1
	Disharmony		11	3.1
	divorce		26	7.4
	Bereavement		8	2.3

2.2 basic information of questionnaire

A total of 350 questionnaires were distributed and 350 questionnaires were actually recovered, with a questionnaire recovery rate of 100%; One invalid questionnaire was excluded, and 349 valid questionnaires were recovered, with an effective rate of 99.7%.

2.3 Detection of mental health symptoms

Among the positive detection rates of mental health symptoms of high school students with different characteristics, women are higher than men, and the care of others is higher than that of single parents and parents in their growth, and the differences are statistically significant (p<0.05). See Table 2 for details. In the overall statistics of mental health score, the total score of the scale was 1.53, and the scores of somatization, obsession, interpersonal sensitivity, depression, anxiety, hostility, terror, delusion, psychoticism, and others were 1.37, 1.78, 1.66, 1.57, 1.47, 1.54, 1.49, 1.50, 1.45, and 1.52, respectively. The scores of obsession, interpersonal sensitivity, depression, and hostility were higher than the total score of the scale, See Table 4 for details. Therefore, comparing the high school students of Xinshao No.1 middle school with the national norm, it was found that the total scores of obsession, depression, anxiety, hostility, terror, paranoia, psychoticism and psychoticism were significantly higher than those of the normal Chinese, as shown in Table 4; It can be seen that the psychological state of students in Xinshao No. 1 middle school is poor, which is statistically significant.

Table 2 positive detection rate of mental health symptoms of high school students with different characteristics [n (%)]

Table 1 Positive Detection Rate of Mental Health Symptoms of High School Students with Different Characteristics[n(%)]					
factor		Depression		χ ²	p
		Non depressive	depressed		
Growth status	single-parent family	23 (69.7)	10 (30.3)	6.874	0.032
	two-parent family	225 (73.1)	83 (26.9)		
	Others' care	3 (33.3)	6 (66.7)		
Gender	male	125 (81.7)	28 (18.3)	13.360	0.000
	female	126 (64.0)	71 (36.0)		
environment	city	17 (68.0)	8 (32.0)	0.260	0.878
	town	130 (72.6)	49 (27.4)		
	countryside	104 (71.2)	42 (28.8)		
	good	224 (73.4)	81 (26.6)		
Parental marriage	Disharmony	5 (45.5)	6 (54.5)	5.037	0.169
	divorce	17 (65.4)	9 (34.6)		
	Bereavement	5 (62.5)	3 (37.5)		
Only child or not	yes	20 (76.9)	6 (23.1)	0.376	0.540
	no	231 (71.3)	93 (28.7)		

Table 3 general situation of mental health scale (m ± SD)

Table 2 Overall situation of mental health scale (M±SD)			
variable	force	Rough score	Factor score
Sensitive interpersonal relationship	depressed	17.81±7.33	1.78±0.73
	depressed	14.91±6.56	1.66±0.73
	hostile	20.47±8.82	1.57±0.68
	hostile	9.24±3.83	1.54±0.64
Total score		138.14±53.31	1.53±0.59

Table 4 Comparison of differences between the model and the norm (m ± SD)

variable	Norm	score	t	p
Somatization	1.37	1.37±0.55	-0.065	0.948
force	1.62	1.78±0.73	4.107	0.000
Interpersonal sensitivity	1.65	1.66±0.73	0.183	0.855
depressed	1.50	1.57±0.68	2.055	0.041
anxious	1.39	1.47±0.61	2.330	0.020
hostile	1.46	1.54±0.64	2.332	0.020
terror	1.23	1.49±0.72	6.762	0.000
Paranoia	1.43	1.50±0.63	2.120	0.035
Psychopathic	1.29	1.45±0.60	5.085	0.000
Total score	1.44	1.53±0.59	2.353	0.019

3 Discussion: analysis of the causes of students' psychological problems

3.1 factors of parents' absence

Due to the lack of emotional communication, it is easy to have an adverse impact on students, resulting in the loss of self-confidence, no one to talk to, serious fear of difficulties, and it is difficult to find a breakthrough that can be vented, so students began to fall into the vortex of self limitation and self contradiction. More importantly, because high school students in addition to their usual time at school, Most of the time is at home, so parents' usual way of getting along and emotional status will affect students' psychological status.

However, our survey data only shows that the prevalence of depression among students who are cared for by others is the highest, while the prevalence of depression among students who are cared for by their parents is the lowest, which shows that the company of family members and the care of no family members are very important to the mental health of children, which is different from weilingzhen, xuxinpei, zhangjinyong Lijinghua and others' views coincide in the current county schools, many parents will put their children at relatives' and teachers' homes to study because of migrant workers and older parents' inconvenience in taking care of their children. However, as time goes on, The child's heart will also become complicated with age. At this time, the guidance of the school, the handling of the relationship between classmates, and the teaching of teachers are very important, but the parents' education methods and positive guidance are also very important. When the family is not around, the child's many ideas can only be digested by himself, which slowly leads to the child's depression.

In addition, family education factors that affect students' psychology also include parents' attitudes, expectations, requirements, etc. studies have found that parents' parenting styles are closely related to their children's mental health in later growth and even adulthood. A good parenting style will make their children live in a safe and optimistic environment and help prevent the occurrence of emotional symptoms, And bad parenting style will increase the generation of negative emotions. Even when parents go out to work, many children will tell themselves invisibly (subconsciously) that I can't let parents worry, or let parents care about themselves in another way to win attention, so that children will slowly fall into self-worth proof in life. At this time, because parents are not at home, Or ignore the child, the child will gradually lose self-confidence, will gradually fall into the stage of self doubt, and over time will suffer from depression.

In addition, parents' education style, education level, social status and behavior habits will also affect students' personality formation and personality improvement. Research shows that the formation of a considerable part of students' psychological barriers (such as interpersonal barriers, psychotic barriers, etc.) is related to family education.

3.2 Factors of gender differences between men and women

According to the survey data, the number of women in the depression group is higher than that of men. First of all, the physiological structure of men and women is quite different. The vast majority of girls have delicate emotions, strong empathy ability and attention to details, while boys are mostly rational. Their empathy ability is not so strong compared with girls, which leads to girls thinking more about many issues than boys, The mood will be more complicated. In this case, it is understandable that girls suffer from depression more than boys.

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3.3 Other influencing factors

When high school students encounter psychological problems, they will take different solutions. For example, students who are close to their parents will tell their parents about their confusion and seek solace when they encounter a situation. However, in most single parent families, some students will take self digestion to solve the problem. In this data, In addition to the growth environment and gender differences, other aspects are not significant, but it does not mean that there is no impact.

Teachers and parents are the two groups most closely related to students. Their mental health status and ability to deal with psychological problems will directly affect students' mental health status. Therefore, school mental health education activities should target students, teachers and parents. In addition to family, the influence of school, including getting along with classmates, will affect the psychological state of students, which also needs to be paid equal attention.

4 proposal

4.1 important positioning of family

At the educational level, in addition to the second classroom at school, which is the family, parents should pay attention to their children's psychological status as much as possible on the basis of what they can do. They can perceive their children's emotions and ideas through some subtle aspects, negotiate with their children and communicate with the school in time, get rid of negative factors, and face life with a positive and optimistic attitude in family education, To carry out crisis and setback education in a timely manner can fundamentally relieve children's psychological pressure and temper their temperament. Not only that, but also companionship is important. Sometimes it is not necessary to say too much, silently support them behind their back, and let children know that parents' support and companionship will relieve children's psychological pressure, and can better get close to children.

The expectations of children should be realistic, establish a correct outlook on training, love with moderation, be warm and patient, encourage help, and be strict with requirements. Parents should communicate with their children in an equal way, understand their children's inner world, and be their children's most sincere friends.

It is better to often communicate face-to-face with children, and call more if there is no condition. Ordinary care may not be much improved for a while, but in the long run, children have established trust and intimacy, and the relaxation of parent-child relationship is a positive guide to their psychological endurance.

4.2 Active cooperation of the school

1.First, set up students' mental health education course

Mental health education is aimed at students in school. It offers mental health education courses to let students have a way to vent.

2.Second, carry out targeted mental health publicity and education activities

By holding mental health knowledge publicity, mental health theme lectures, physical and mental development training and other activities, combined with daily psychological education activities, students are encouraged to participate independently and promote each other, improve self-confidence and the ability to adapt to the environment. In September every year, the school organizes psychological adaptability education for freshmen to improve their self-confidence through psychological knowledge lectures, psychological counseling experience and other activities.

3.The third multi-channel publicity of mental health knowledge

Strengthen students' mental health awareness and self-help ability through class meetings, community activities, scientific and technological innovation activities and other forms. In terms of mental health publicity, in addition to making good use of billboards, campus radio and other channels, the college stipulates that each class regularly carry out psychological theme class meetings to cultivate students' health awareness.

4.Fourth open pressure decompression room

Students can open a pressure room for students to release, shout loudly and tear up waste newspapers. As long as students who have pressure but do not have a way to decompress can choose their own way and write their troubles anonymously on post it notes. Students can also choose to comfort themselves between troubles.

4.3 Pay attention to the improvement of teachers' mental health literacy

At present, the domestic school mental health education mainly focuses on the promotion of students' mental health, ignoring the basic role of teachers' mental health literacy. Due to the lack of mental health literacy, ordinary teachers may cause teachers' psychological injury to students, do not know how to carry out mental health education for students' future development, and can not timely identify students' bad mental state and provide timely and appropriate help.

4.4 Starting from high school students themselves

Taking the sound personality development of high school students as the starting point, we will comprehensively popularize, promote and deepen mental health education, guide high school students to establish their career ideals, improve their social responsibility and sense of social responsibility, and make choices and preparations for further education and employment on the basis of fully understanding their interests, abilities, personality, specialties and social needs. Secondly, in order to improve the level of subjective well-being of high school students, we can focus on cultivating the four positive psychological qualities of high school students: persistence, love, sincerity and friendliness. In the process of training, guided by the concepts and methods of positive psychology, according to the characteristics of students' physical and mental development, and based on the in-depth understanding of the specific connotation of positive psychological quality, we should integrate mental health activity courses, group psychological counseling, ideological and moral character, comprehensive practice, class and campus culture construction, so as to stimulate students' internal positive force, Promote students to form positive psychological quality and virtue, and obtain due happiness.

5 conclusion

1Family environment and gender differences are closely related to the prevalence of depression. 2. Parents' company and the formation of school environmental atmosphere can effectively relieve children's psychological pressure and reduce the prevalence of depression. 3. Finally, in today's society, social and family factors may become the last straw to crush children's psychological defense at any time. I want to tell parents through this set of data that sometimes a small thing that seems insignificant to you may become the fuse. At the end of the article, I hope there is no pain in the world, Every family is happy.

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Teaching mode and implementation of university marketing based on flipped classroom mode

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Abstract: flipped classroom is a new teaching mode developed under the background of information teaching, which has brought new ideas to the teaching work in colleges and universities, strengthened the dominant position of students in the learning process, and laid a solid foundation for the comprehensive development of students. Taking the marketing course in Colleges and universities as an example, this paper analyzes the application of flipped classroom teaching mode in the teaching of marketing course, hoping to make up for the problems existing in the traditional teaching process, so as to fully mobilize students' subjective initiative at different stages, stimulate their interest in learning, and improve students' ability to solve practical marketing problems.

Key words: flipped classroom; Marketing; Teaching strategies

The introduction of flipped classroom into the teaching of marketing course is an effective idea, which can break through the limitations of the classroom, extend the learning platform beyond the classroom, inspire students to think actively, let them skillfully use information technology to obtain more knowledge, and improve students' ability to analyze and solve problems. This paper analyzes the strategy of applying flipped classroom in an undergraduate marketing course, and specifically expounds the implementation points of each teaching stage, hoping to provide some references for teachers who teach the marketing course.

1 The concept of flipped classroom and its advantages and disadvantages

1. Basic links of flipped classroom

Flipped classroom overturns the traditional teaching mode which is "learning before teaching". On the contrary, the traditional teaching mode is "teaching before learning" - teachers first impart knowledge in the classroom, and then internalize knowledge through students' practice. Specifically, flipped classroom includes three basic links: problem guidance before class, problem solving in class, and problem extension after class. Before class, students watch the designated teaching micro video, answer the thinking questions assigned by the

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