

Investigation and solution of mental health status of middle school students in urban and rural areas

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Abstract : *with the rapid development of China's economy and the acceleration of the urbanization process, the families in the urban-rural fringe neglect the education or improper education of their children, which directly affects the smooth realization of Chinese school education and the mental health and life development of middle school students in the urban-rural fringe. Through the investigation, it is found that the most obvious mental health problem of junior middle school students in the urban-rural fringe is learning anxiety, and the others are allergic tendency, self accusation tendency and physical symptoms in turn; the score of loneliness tendency is very low; the score of anxiety, impulse tendency and terror tendency is general. The overall score of mental health status was lower than that of urban middle school students, and that of male students was lower than that of female students. Bullying is a common phenomenon on campus, but middle school students have a misunderstanding about whether they are bullies or bullies. We should comprehensively promote the information construction of mental health education in the middle school campus in the urban-rural fringe, pay attention to developing the mental potential of middle school students' health, reduce their influence of bad factors, and improve their mental health level.*

Key words: *urban Rural Integration middle School Students mental health Informatization*

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I. Introduction

With the rapid development of China's economy and the acceleration of urbanization, the scale of all kinds of cities at all levels is expanding, the area of the urban-rural fringe is increasing year by year, and the population is growing. Most of the families in the urban-rural fringe can provide their children with income to go to school, but they neglect their children's education or improper education. The family is the cell of the society, "the child has the shadow of the parents", the success of family education directly affects the smooth realization of children's school education and even the development of life.

The author once went to the countryside for one year in the urban-rural fringe of a district, and had a deep understanding of the development of the urban-rural fringe. Parents of middle school students in urban and rural areas generally do not pay special attention to their children's learning, and even some parents do not provide any guidance and help for students' learning. Middle school students can not start their own career well and lack the basic ideal of future life. When facing setbacks and difficulties, they either become numb in appointment or take extreme measures and are very vulnerable to the influence of adverse factors and go astray.

II. Universality And Necessity Of Intervention Of Psychological Problems In Adolescence

At present, there are 36 classes and more than 1600 students in a middle school. The predecessor of the school is the combination of several rural junior high schools, and the teaching style and education concept of teachers are uneven. Most of the students in the school are the children of the original rural population and migrant workers, and their parents' education style and education level are very different. The differences of students' study and living habits bring great inconvenience to teachers' teaching. The school implements day-to-day management, and the school work pressure is less than that of the urban middle school. However, the bad study styles such as homework plagiarism and exam cheating are pervasive. There are still great differences in teaching concept and teaching style among teachers, and the advantages of hardware conditions are limited.

Junior high school is the transition period of students' physical, psychological, ideological and other aspects from naive to mature development. Changes in physiology, learning and other aspects not only bring great impetus to their psychological development, but also bring them many contradictions and puzzles. The mental health problems of junior middle school students mainly include internalization and externalization.

Internalization problems mainly include degenerative behaviors and physical discomfort, such as anxiety and depression. Adolescents who show internalization problems are often unable to form good peer relationships, are more likely to be isolated and have more social withdrawal behaviors. Internalization will lead to a series of maladjustment of society and school, and affect the mental health of teenagers. If not intervened in time, it may lead to more serious psychological disorders such as depression, and even life-threatening extreme conditions such as suicide. Externalization mainly involves some external behaviors, which tend to be external, such as attack, bullying, antisocial behaviors, etc., which often lead to serious consequences. In the schools investigated by the author, every year, some students are educated and dealt with by the public security organs because of the illegal problems. In the face of this situation, in the past, schools only rely on criticism, punishment and punishment to stop the occurrence of externalization, which is not only ineffective, but also counterproductive.

III. A survey of the mental health of middle school students in the urban and rural areas

The evaluation indexes of middle school students' mental health generally include depression, anxiety, psychotic symptoms, etc. At present, the study of adolescent mental health mainly investigates psychological problems, such as anxiety, depression and so on. Teenagers with implicit psychological problems can't build good interpersonal relationships, and then they are isolated by peers, resulting in social withdrawal behavior. If teenagers' explicit bad behaviors are not corrected and intervened in time, they will not only produce various psychological problems, but also cause very serious consequences.

3.1 Subjects

Using the method of stratified random sampling, six classes were selected from a junior middle school at the junction of urban and rural areas, totaling 1270 students. As the school is strict in the teaching management of the third grade students, this study is only limited to the first and second grade students. The basic distribution of subjects is as follows:

Table 1 Psychological test of middle school students in urban and rural areas

		Number of people	Proportion%
Gender	male	650	51.18
	female	620	48.82
Only child or not	yes	1008	79.37
	no	262	20.63

3.2 Research tools

3.2.1 Investigation on mental health of middle school students in the urban-rural fringe

In this study, the mental health diagnosis test (MHT) revised by Zhou Bucheng and others in East China normal middle school was used to investigate the common mental problems of middle school students. The scale is applicable to the students from grade four to grade three in primary school. There are 100 questions in the scale, only "yes" and "no" answers. The total scale consists of one validity scale and eight content subscales. The eight subscales are learning anxiety tendency, sensitivity to people, loneliness tendency, self accusation tendency, allergy tendency, anxiety physical symptoms, terror tendency and impulse tendency. The split half reliability of each subscale of the questionnaire is 0.84-0.88, the split half reliability of the total scale is 0.91, and the retest reliability of the total scale and the subscale is 0.67-0.86.

3.2.3 Investigation on bullying behavior of middle school students in the urban-rural fringe

According to previous research on bullying, are you often bullied at school this semester? And "are you often involved in bullying others at school this semester?" Two questions were used to investigate the frequency or degree of bullying and bullying in this semester to confirm the identity of the bully and the victim. There are three options for each question: "never", "once or twice this semester" and "often". Classify children who "often" bully others or are bullied as bullies or victims.

3.3 Test procedure

The questionnaire survey was conducted in the form of self-report one month after the beginning of summer vacation, and the class was taken as the unit. The test time is 45 minutes. In the process of the test, the head teacher is not present. Each class arranges two main examiners. After the examinees answer, the questionnaire will be collected on the spot. The main test is the undergraduate psychology major brought by the author. Before the test, all the main tests are given collective training on the guidance, questionnaire content and psychological test precautions.

3.4 Data processing

In this study, SPSS16.0 was used for data entry, management and statistical analysis. When the score of the questionnaire validity scale is more than 7 points, the answer sheet will be voided; if there are regular consistent answers, the paper will be voided. A total of 1351 questionnaires were received, 81 of which scored above 7 (including 7) in the validity scale, with an effective rate of 94.00%.

Table 2 effective questionnaire of psychological test in middle school in urban and rural areas

Validity scale score	Validity scale score	Percentage%
7 points and above	81	6.00
Less than 7 points	1270	94.00

3.4.1 Test results and analysis of mental health status of middle school students in the urban-rural fringe

Table 3 the overall situation of each subscale test of middle school students in the urban-rural fringe

	N	Mean	Std. Deviation	Std. Error Mean
Learning anxiety	1270	8.33	3.127	.088
Anxiety about people	1268	4.49	2.120	.060
Loneliness tendency	1268	2.77	2.382	.067
Tendency of self accusation	1270	5.55	2.352	.066
Anaphylaxis	1267	6.13	2.132	.060
Physical symptoms	1270	5.18	2.770	.078
Terrorist tendency	1270	3.58	2.705	.076
Impulsive tendency	1270	4.16	2.909	.082

The scores of each test item are higher than 8 points, and lower than 3 points. The main mental health problem of middle school students in the urban-rural fringe is academic anxiety. The overall score has reached 8.33, which is a high score level. In reality, the overall academic performance is poor, so targeted education measures need to be taken. The possible reason is that parents generally neglect students' learning, which leads to the low level of students' learning ability. The anaphylaxis reached 6.13, indicating that the middle school students in the urban-rural fringe are generally sensitive, unable to let go of small things, not decisive in handling things, and lack of self-confidence. The possible reason is that in the process of educating children, the parents are too rough and severe, or lack of company, or lack of guidance in the process of growing up, which leads to the students being at a loss in the face of social life. The score of self accusation tendency reaches 5.55, which indicates that students have the tendency to underestimate themselves, self abasement and self contempt. In the course of the interview, the author found that a small number of students have a very low evaluation of themselves. When the teachers put forward their academic requirements, the students replied that they are a scum and hopeless. I hope the teachers can let him go and make him happy. The possible reason is that there are problems in parents' education and students can not get effective social support. The score of physical symptoms (anxiety) reached 5.18, which was also on the high side, indicating that students may have general anxiety. The possible reasons are that middle school students are generally depressed in life and study, for example, because of academic problems, they are often suppressed by teachers' criticism in school; because of economic problems, they cannot be treated well in the family. The overall score of loneliness tendency of middle school students in the urban-rural fringe is very low, only 2.77. The main reason is that only about 20% of the only children in the urban-rural fringe middle school are free in school and out of school life, and there are more peer exchanges.

Table 4 total test scores of middle school students in urban and rural areas

	N	Mean	Std. Deviation	Std. Error Mean
Total score	1270	40.52	13.510	.379

The total score is above 65, with obvious psychological abnormality; between 50-65, there may be psychological abnormality, below 50, without obvious abnormal performance. The overall score of middle school students in the urban-rural fringe is low, only 40.52, which is lower than the national average of 50 points, which belongs to the situation that mental health problems are not obvious. However, during the visit, it was found that although they had no obvious mental health problems compared with urban middle school students, their pursuit of academic and life ideals was also low as a whole. In the interview, the author found that many students go with the flow, have no personal ideal, find a class, have the salary to support themselves, and do not pay attention to the cultivation and promotion of personal skills and abilities.

3.4.2 Gender differences and analysis of psychological test of middle school students in urban and rural areas

Table 5 average score of gender difference in mental health of urban and rural fringe

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Learning anxiety	female	619	8.55	3.078	.124
	male	650	8.12	3.162	.124
Anxiety about people	female	619	4.68	2.099	.084
	male	648	4.30	2.125	.083
Loneliness tendency	female	619	2.81	2.323	.093
	male	648	2.68	2.107	.083
Tendency of self accusation	female	619	5.79	2.341	.094
	male	650	5.32	2.342	.092
Anaphylaxis	female	618	6.26	2.123	.085
	male	648	6.00	2.136	.084
Physical symptoms	female	619	5.41	2.770	.111
	male	650	4.97	2.756	.108
Terrorist tendency	female	619	4.05	2.711	.109
	male	650	3.13	2.621	.103
Impulsive tendency	female	619	4.34	2.867	.115
	male	650	3.99	2.942	.115
Total score	female	619	42.34	13.496	.542
	male	650	38.78	13.308	.522

3.4.3 Investigation results of bullying

In this survey, the explicit problems of middle school students in the urban-rural fringe only investigated bullying, that is, campus bullying, but not other common explicit behaviors, such as Internet addiction, lying, juvenile delinquency, etc. On the one hand, it is because of the limitations of the research and the length of the questionnaire, on the other hand, it is also because bullying has certain prominence and representativeness in the middle school campus.

Table 6 Are you often bullied at school this semester

	Number of people	Proportion%
never	935	73.62
Only once or twice this semester	271	21.34
often	64	5.04

Table 7 Are you often involved in bullying others at school this semester?

	Number of people	Proportion%
never	931	73.30
Only once or twice this semester	324	25.51
often	15	1.19

The results show that bullying is still a common phenomenon in middle schools in the urban-rural fringe. However, there are obvious differences between being bullied and being bullies. The number of bullies who think they are often bullied is more, but the number of bullies who think they are often bullies is very small. Possible reasons: first, middle school students lack of self-awareness and correct understanding of their own behavior; second, they know that their bullying behavior is evaluated by the society. Although they are bullies and admit that they have similar behavior, they are unwilling to admit the fact that they are bullies in order to maintain their self-esteem.

3.5 survey conclusion on mental health and bullying behavior of middle school students in the urban-rural fringe

This study takes a middle school in the urban-rural fringe as an example to investigate the mental health and bullying of middle school students. The main results are as follows:

1. The most obvious mental health problem of junior high school students in the urban-rural fringe is learning anxiety, the others are allergic tendency, self accusation tendency and physical symptoms in turn; the score of students in the urban-rural fringe is very low in loneliness tendency; the score of anxiety, impulse tendency and terror tendency is general. The scores of the students in the urban-rural fringe are lower, the scores of mental health are lower than those of the students in the urban middle school, and the scores of boys are lower than those of girls.

2. In terms of bullying, bullying is common in campus, but middle school students have a misunderstanding about whether they are bullies or bullies.

IV. The information construction plan of mental health education in accordance with the reality of middle school in the urban-rural fringe

We should comprehensively promote the information construction of mental health education in the middle school campus of the urban-rural fringe, enhance the attraction, pertinence and effectiveness of mental health education on campus for students, pay attention to the development of the mental potential of middle school students' health, reduce their influence of bad factors, improve their mental health level, and finally realize the cultivation of good mental health of middle school students in the urban-rural fringe.

4.1 Information construction of mental health test for middle school students

The informatization of mental health assessment is to use modern information technology to carry out psychological measurement. The specific implementation procedures are as follows:

In the first step, the Education Bureau, the government's education department, will purchase the more advanced psychological evaluation system software in China, such as Beijing Reggae psychological evaluation system, install it on a dedicated server and connect it with the Internet.

In the second part, the directors of the Education Bureau log on to the network, exercise the super administrator authority to start the server, assign the administrator account and password of each school, establish their work authority according to the work needs, and set up the content, object and time of the mental health assessment to be started.

The third step is that the administrators of each school can, according to the situation of their own school, import the tested information of middle school students into the psychological evaluation system through the test template, and audit the account number and initial password of each student.

Step four: every middle school student in the urban-rural fringe can log in to the psychological evaluation system through the Internet, use their own account and initial password to log in for testing, test according to the measurement procedure, and finally submit the test results to complete the individual mental health test.

When the students submit their personal questionnaires, the psychological test system will upload the students' information to the server, which will automatically calculate and draw conclusions; and according to the pre-set authority of the staff, whether the results and suggestions of the mental health assessment will be presented to the subjects. At the same time, the mental health assessment results of all middle school students in the urban-rural fringe will be automatically saved on the server and become mental health files for subsequent query and provide basis for future work.

4.2 Information construction of campus psychological consultation and guidance

The information construction of psychological consultation and guidance refers to the use of information technology as an auxiliary means to carry out online psychological consultation and guidance and improve the efficiency of psychological consultation. Online psychological consultation service can be connected to the psychological counselor through Internet, which is fast, efficient and free from the constraints of space; it can also let middle school students have the freedom to choose psychological counselor and experience being respected. Middle school students are generally sensitive, have a strong sense of self-esteem and self-protection. It is difficult to speak freely about psychological problems involving privacy and sensitive content, and often can't let go when facing psychological consultation teachers. Online psychological consultation is not limited by space, and its identity is relatively confidential, which avoids the embarrassment of students; online psychological consultation has its own privacy, which makes middle school students feel safe in psychological consultation, and easy to open their hearts.

4.3 Information construction of mental health education, publicity and popularization in middle school campus

In order to attract middle school students to visit the propaganda knowledge of mental health education, a fine and practical mental health education website should be made. The website provides a safe and warm environment for middle school students to find food for psychological knowledge, to express their inner sorrow and illuminate their hearts. The design of mental health website should include the modules of psychological investigation, psychological knowledge, psychological consultation and psychological measurement, etc. to encourage middle school students to experience learning by themselves according to their psychological needs, improve their ability of self-awareness and self-evaluation, and build a good idea of mental health education. The construction of mental health website should fully combine the characteristics of middle school students' mental development, integrate the development, interest, independence and interaction, give consideration to the development of psychological consultation and universal mental health education, so as to make every middle school student grow up healthily and happily.

4.4 Information construction of mental health education and teaching

The information construction of mental health education course teaching is a regular channel for middle schools in urban and rural areas to teach students mental health education knowledge and carry out mental health education. According to my own learning and working experience, I suggest that the mode of "problem introduction - teacher-student interaction - perception reflection - consolidation and expansion" is more reasonable. Middle school students can reflect on their communication with their parents and teachers through the communication with their friends, which not only improves the relationship between students, but also promotes the relationship between parents and children and between teachers and students, enhances their ability to resist bullying and get rid of negative emotional experience.

In the near future, with the development of economy, the information platform for mental health education covering the whole province is not only a secondary school in urban and rural areas, but a new era of "Internet plus" for the common development and progress of all schools in the whole province.

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