

A STUDY OF THE STRATEGIES OF MENTAL HEALTH EFFECTS ON STUDENTS IN PRIMARY SCHOOL IN CHONGQING, CHINA

Shanshan Zhang¹

Received: July 26, 2023, Revised: October 23, 2023, Accepted: November 1, 2023

Abstract

This research examines mental health strategies' impact on primary school students in Chongqing, China. The objectives include understanding the mental health state of students and developing a mental health strategy tailored for them. The study involved a population of 400 primary school students, a majority being female (54.3%), aged 13 or above (30.5%), with one sibling (55.5%), and nearly half were in grade 2 (47%).

The research revealed that students most emphasized Practice, Resourcing, and Process as essential components of a Mental Health Strategy. When discussing the Process, key aspects included a suitable class curriculum, content flexibility, and effective classroom management. The Organizing component incorporated elements like school management, teacher policy formulation, teacher qualifications, and assessment methods. The resourcing involved features like learning equipment, teaching aids, and curriculum content. On the other hand, practice stressed adapting learning activities to new norms, developing teacher skills in pandemic scenarios, fostering mental health practices for teachers, and accurately measuring these practices.

The study further highlighted Resourcing, Practice, Organizing, and Process as influential factors for a successful mental health strategy. Students emphasized the importance of Resourcing and Practice for improved learning satisfaction and engagement.

¹ Pathum Thani University, E-mail: 43881577@qq.com

Meanwhile, school administrators must focus on the Organizing and Process components for sustained school development and efficient management.

Keywords: Mental health, classroom management, and student satisfaction

Introduction

The research highlights the widespread effects of the COVID-19 pandemic, which has resulted in the temporary closure of schools worldwide, affecting an estimated 1.4 billion students. Notably, in China, where the pandemic began during the winter break, the beginning of the spring semester was delayed, affecting approximately 278 million pupils at various academic levels. Concerns have been raised about the long-term effects of these closures on students' mental health, as prolonged isolation from peers, teachers, family, and community networks may contribute to psychological issues. Students' psychological symptoms, non-suicidal self-injury, and suicidal ideation were assessed longitudinally before the outbreak (early November 2019) and two weeks after school reopened (mid-May 2020) in a low-risk COVID-19 area in China. Significant development occurs during adolescence, and research indicates that 10% to 20% of adolescents worldwide struggle with mental health issues. If not addressed promptly, these issues can lead to premature mortality, severe adult dysfunction, and disruptions in education and employment. More alarming is that these mental health issues have increased more among students than non-students. Anxiety, depression, and other mental health issues are more likely to affect adolescents undergoing biological and behavioral changes. The high prevalence of these issues among high school pupils may discourage them from pursuing their education. Moreover, these students are frequently excluded from peer social circles and dread being bullied or harassed, resulting in additional interpersonal complications. The research emphasizes the persistence of mental health issues from adolescence into maturity by noting that roughly half of all lifetime mental health problems begin by age 14, and three-quarters begin before age 25. Even though effective treatments are available, the majority of adolescents do not seek assistance due to stigmatization, inadequate mental health infrastructure, lack of funding, and shortage of mental health professionals, particularly in low- and middle-income countries. To mitigate

the prevalence of mental health issues, risk reduction strategies are advocated by the study. This strategy should focus on modifiable risk factors such as lifestyle behaviors (poor diet, gaming addiction, smoking, alcohol or substance abuse), demographic factors (age, perceived obesity), physical status (physical disease, teen pregnancy), and familial factors (parenting styles, family functioning, income, and education). The research also investigates the specific context of Chinese secondary school students. Previous studies frequently combined samples of middle and high school students, making it challenging to develop a nuanced comprehension of the mental health of high school students. Significant sources of stress and contributors to mental health issues include China's college admission policies, particularly the National College Entrance Examination (NCEE), and other adolescent risk behaviors such as smoking, binge drinking, and early sexual activity. As a case study, the research examines Henan province, the most populous province in central China, with over 2 million secondary school students. This study aims to determine the prevalence of mental health issues among secondary school students in this province who are under tremendous stress due to the nature of the NCEE.

The researcher is interested in studying the effects of primary education in Chongqing, China, on students' mental health. Future education administration in Chongqing, China, will be based on the predicted and planned outcome.

Research objective

1. To know the mental health of students in primary schools in Chongqing, China
2. To conduct the strategy of mental health for students in primary schools in Chongqing, China

Literature Review

Concept and theory of mental health

This extensive description by the World Health Organization (WHO) underscores the importance of mental health as a fundamental human right and a crucial part of personal, community, and socio-economic development (WHO., 2022). The report elaborates on how

mental health is a complex continuum, experienced differently by each individual. Mental health conditions include mental disorders, psychosocial disabilities, and other mental states associated with distress, impairment in functioning, or risk of self-harm. The WHO identifies various factors that may affect our mental health. These include psychological and biological factors, such as emotional skills, substance use, and genetics. Additionally, exposure to unfavorable circumstances like poverty, violence, inequality, and ecological deprivation can increase the risk of experiencing mental health conditions. Risks and protective factors can be found locally and globally, influencing individual, familial, community, and whole population mental health. To promote and prevent mental health conditions, the WHO encourages the identification and intervention of determinants at individual, social, and structural levels. This process often involves sectors beyond health, including education, labor, justice, transport, environment, housing, and welfare.

Suicide prevention is a global priority. Strategies like limiting access to means of suicide, responsible media reporting, social and emotional learning for adolescents, and early intervention can contribute significantly to this cause. Moreover, promoting child and adolescent mental health through policies, laws, caregiver support, school programs, and quality of community and online environments is crucial. The WHO also highlights the importance of community-based mental health care, which is more accessible and acceptable than institutional care, helps prevent human rights violations, and delivers better recovery outcomes. This approach should be delivered through mental health services integrated into general health care, community mental health services, and services that deliver mental health care in social and non-health settings.

In addition, the WHO emphasizes its commitment to implementing the "Comprehensive Mental Health Action Plan 2013-2030 to improve mental health globally. This is done by strengthening effective leadership and governance, providing comprehensive and responsive community-based care, implementing promotion and prevention strategies, and strengthening information systems, evidence, and research. The focus is on deepening the value of mental health, reshaping environments to protect mental health better, and supporting mental health care. The researcher highlights that factors crucial for maintaining

mental health include mental health services, community care, and non-health settings such as child protection, school health services, and prisons. These elements play a significant role in ensuring a collective response to mental health and enabling a transformation towards better mental health for all.

Concept and Theoretical Strategies

The Concept and Theoretical Strategies of Strategic Management thoroughly describe its importance in the modern context of corporate governance. The dynamic and often complex nature of today's business environment necessitates a deep understanding of strategic management principles, mainly when focusing on a firm's competitive advantage based on the resource-based view of the firm. The resource-based model is a strategic management theory that posits that a firm's competitive advantage lies within its unique resources and capabilities. By focusing on internal factors and abilities, a firm can position itself to better compete and achieve its objectives. The text also defines 'strategy' and the importance of developing and implementing one within an organization. Several definitions are given, but they all agree that a strategy is a broad, comprehensive plan or set of decisions that dictate how a firm will achieve its objectives and goals and allocate its resources. Strategic decision-making involves the firm's mission, internal capabilities, value system, and societal values (Omalaja, M.A; Eruola, O.A; 2011, pp. 59-77) T. Strategic management encompasses defining an organization's objectives, developing strategies and plans to meet those objectives, and allocating the necessary resources to implement the strategies. This includes the stages of strategy development, implementation, and evaluation. The corporate strategy model you provided outlines three key areas: strategic position, strategic choices, and strategy in action. These represent the organization's external and internal context, the options for future strategy development, and ensuring the systems are effectively implemented.

Understanding and managing these aspects are crucial for the success of an organization. This approach enables managers to respond to environmental changes, leverage internal strengths, meet stakeholder expectations, and drive the organization toward its strategic objectives.

Conceptual Framework

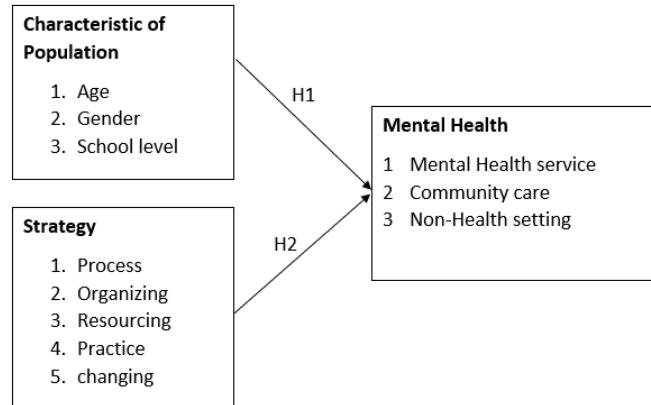


Figure 1 Conceptual Framework study of the strategies of mental health effects on students in primary school in Chongqing, China.

Research Methodology

Population and sample

Population

The population used in this study consisted of students in primary school in Chongqing, China. Total 52,350 students. The sample group used in this study consisted of 400 students in primary school in Chongqing, China. The size was determined by calculating the Taro Yamane sample size (Taro Yamane, 1967) at the reliability level of 95%, and the error is less than 5%.

Research Result

Table 1 Characteristics of Respondents

Gender	Frequency	Percent
Male	189	45.8
Female	217	54.3
Total	400	100.0
Age		
Under eight years	92	23.0
9- 10 years	113	28.3
11-12 years	73	18.3
13 years Above	122	30.5
Total	400	100.0
Number of Siblings		
One person	222	55.5
2-3 persons	114	28.5
4-5 persons	43	10.8
Five persons above	21	5.3
Total	400	100
School Level		
Grade 2	188	47.0
Grade 3	120	30.0
Grade 4	59	14.8
Grade 5 above	33	8.3
Total	400	100.0

Table 2 Analysis of the predictive ability of the independent variable and dependent variable

Model	R	R Square	Adjust R Square	Std. Error of the estimate	Dublin-Watson
1	.998	.997	.997	.2639	2.187

Table 3 Correlation Coefficient factors of Mental Health analyzed by multiple regression

Independent Variable	<i>b</i>	S.E.	β	<i>t</i>	<i>p</i>	Zero-order	Tolerance	VIF
Constant	-	-	-	-	-			
Process	.097	.027	.094	3.614	.000**	.991	.021	8.630
Organizing	.135	.054	.139	2.508	.013*	.997	.003	3.902
Resourcing	.406	.041	.408	9.991	.000**	.997	.005	2.113
Practice	.355	.064	.359	5.589	.000**	.998	.002	5.224

The factors of the strategies of mental health effects on students in primary schools in Chongqing, China. The result of data analysis on factors that influence the Mental health of the students in primary schools in Chongqing, China. Found Resourcing(X_1), Practice(X_2), Organizing (X_3), and Process (X_4) are positive influences on the Mental health of the students in primary schools in Chongqing, China. Moreover, it can describe the variant of Mental health of the students in primary schools in Chongqing, China. By most positive influence, 99.8% (R Square) are Resourcing = .408, Practice = .359, Organizing = .139, and Process = .094, respectively. It can illustrate regression equations as follows:

$$\hat{Y} = 0.097x_1^{**} + 0.135x_2^{*} + 0.406x_3^{**} + 0.355x_4^{**}$$

$$\hat{Z}Y = 0.094zx_1^{**} + 0.139zx_2^{*} + 0.408zx_3^{**} + 0.359zx_4^{**}$$

$$R^2 = 0.998$$

Conclusion

The respondents are students in primary schools in Chongqing, China. Most are Female 54.3 percent, age is 13 years above 30.5 percent, the number of siblings is only one person 55.5 percent, and the school's level is grade 2, 47 percent. The significant levels of Mental

health Strategy most agree and strongly agree are Practice, Resourcing, and Process, respectively.

The significant level of process in Mental health Strategy is proper class Curriculum, Flexibility in the content of the subject, and Management in the classroom, respectively. The significant level of Organizing in Mental health Strategy is Organization management in schools, Establishing Policy for Teachers, Teaching qualifies, and Conducting Assessment, respectively. The significant level of Resourcing in Mental health Strategy most agree and strongly agree are Learning equipment, Teaching Instruments, and Subjects' contents, respectively. The significant levels of Practice in Mental health Strategy that most agree and strongly agree on are Learning Activities for the new normal, Teachers' skills in the Pandemic situation, Mental health practice for teachers, and Measurement of Practice, respectively.

Discussion

The factors that influence the Mental health strategy of the students in primary schools in Chongqing, China.

- **Resourcing**

The resourcing consists of Teaching Instructions, Subjects' content, and Learning equipment. The development of resourcing is crucial to school administrators; students are concerned about resourcing because it can help enhance learning satisfaction in the new average age.

- Practice

The practice is one factor that influences student engagement; it is also attractive to learning and motivates students. School administrators should pay attention and develop practice, such as Class activity, Training properly, et cetera.

- Organizing

Organizing is the low factor influencing mental health strategy because most respondents are students. Although organizing is a low influence, school administrators still need to focus because organizing willingly is a foundation of school development for long-term business.

- Process

According to the research results, the process has the lowest influence on mental health strategy. Because students must be more careful about the process, they all focus on the output (Practice). Even so, although the students need to be more focused on the process, the process is essential for school management, and administrators still need to concentrate and pay good attention.

References

Lei Zhang & Dandan Zhang & Jiao Fang, & Y. (2020, September 11). Assessment of Mental Health of Chinese Primary School Students Before and After School Closing and Opening During the COVID-19 Pandemic. *JAMA Network Open*, 1-4. Retrieved from <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2770489>

Lucksted, L. D. (2010). Theoretical Foundations of Mental Health. *Research Gate*, 19.37.

Manwell A, et al. (2015). What is mental health? Evidence towards a new definition from a mixed methods multidisciplinary, international survey. **BMJ Open**, 5, 1-11.

Retrieved from

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4458606/pdf/bmjopen-2014-007079.pdf>

Medical news today. (2020). What is mental health? **Medical news today**. Retrieved from

<https://www.medicalnewstoday.com/articles/323454#takeaway>

Mentalhealth.gov. (2022). What Is Mental Health? **Mentalhealth.gov**. Retrieved from

<https://www.mentalhealth.gov/basics/what-is-mental-health>

Omalaja, M.A; Eruola, O.A.; (2011). Strategic Management Theory: Concepts, Analysis, and

Critiques with Corporate Competitive Advantage from the Resource-based

Philosophy. **Economic Analysis**, 44(1), 59-77. Retrieved from

<file:///C:/Users/benz2523/Downloads/194-Article%20Text-521-1-10-20170929.pdf>

WHO. (2022, June 17). Mental health: strengthening our response. **Website: World Health**

Organization. Retrieved from <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response>

