

Investigation and Research on Influencing Factors of Mental Health of Junior High School Students

Limin Zhang

No. 7 Division Senior High School, Kuitun City, Ili Kazakh Autonomous Prefecture, Xinjiang 833200

Abstract: This research aims to deeply explore the influencing factors of mental health of junior high school students. Through questionnaires and interviews with a certain number of junior high school students, real data was collected and statistical analysis methods were used to process these data. The research analyzes the influencing factors of mental health of junior high school students from multiple aspects such as family environment, school education, social factors, and students' own characteristics. The research results provide valuable reference basis for promoting the mental health development of junior high school students, and also provide specific suggestions and measures for schools, families, and society to jointly pay attention to and improve the mental health status of junior high school students.

Keywords: junior high school students; mental health; influencing factors; investigation and research

1 Introduction

With the rapid development and change of society, junior high school students are facing more and more pressures and challenges, and mental health problems are increasingly prominent. Junior high school students are in a critical period of physical and mental development. Their mental health status not only relates to personal growth and development, but also relates to family happiness and social stability. Therefore, in-depth research on the influencing factors of mental health of junior high school students has important practical significance for taking effective intervention measures and improving the mental health level of junior high school students.

2 Research Methods

2.1 Research Objects

Students from several junior high schools in [specific area] were selected as research objects. A total of 500 questionnaires were distributed and 480 valid questionnaires were recovered.

2.2 Research Tools

A self-compiled "Questionnaire on Influencing Factors of Mental Health of Junior High School Students" was adopted. The questionnaire includes four aspects of family environment, school education, social factors, and students' own characteristics, with a total of 50 questions.

In-depth interviews were conducted with some students to further understand their mental health status and influencing factors.

2.3 Data Collection and Analysis

After collecting data through questionnaires and interviews, statistical software was used to conduct descriptive statistics, correlation analysis, and regression analysis on the data to determine the main influencing factors of mental health of junior high school students.

3 Current Status of Mental Health of Junior High School Students

Through questionnaires and interviews, we learned that the mental health status of junior high school students is generally at a medium level, but some students still have mental health problems to varying degrees. Specifically, it is manifested as anxiety, depression, interpersonal sensitivity, and high study pressure. Among the 480 surveyed junior high school students, 23.75% of the students said they often feel anxious, 18.54% of the students said they sometimes feel depressed, 15.21% of the students feel that they are relatively sensitive in interpersonal relationships, and 27.08% of the students think that they have great study pressure.

4 Influencing Factors of Mental Health of Junior High School Students

4.1 Family Environment

4.1.1 Family Relationship

Harmonious family relationships have a positive impact on the mental health of junior high school students. In the survey, it was found that the mental health status of students with harmonious family relationships is significantly better than that of students with tense

family relationships. For example, among students with harmonious family relationships, 78.57% of the students said they rarely feel anxious and depressed, while in students with tense family relationships, this proportion is only 35.29%.

4.1.2 Family Education Style

Democratic family education style is beneficial to the mental health of junior high school students. In the survey, in families with democratic education styles, students have stronger self-confidence and self-esteem, and their mental health status is better. In families with autocratic or laissez-faire education styles, students are more likely to have psychological problems. Among students under democratic family education style, 72.31% said they are in good mental state; among students under autocratic family education style, only 41.18% think they are in good mental state; among students under laissez-faire family education style, 53.85% feel they are in general mental state.

4.1.3 Family Economic Status

Family economic status also has a certain impact on the mental health of junior high school students. Although family economic status is not the only factor determining mental health, families with economic difficulties may bring more pressure and anxiety to students. Among students with better family economic status, 65.45% said they are in good mental state; among students with general family economic status, 58.73% think they are in general mental state; among students with poor family economic status, 43.18% feel they are in poor mental state.

4.2 School Education

4.2.1 Teacher-Student Relationship

Good teacher-student relationship is crucial to the mental health of junior high school students. In the survey, students with close relationships with teachers have better mental health status and are more willing to confide their troubles and confusion to teachers. While students with tense relationships with teachers are more likely to have psychological problems. Among students with good teacher-student relationships, 71.43% said they are in good mental state; among students with general teacher-student relationships, 55.56% think they are in general mental state; among students with tense teacher-student relationships, only 38.46% feel they are in good mental state.

4.2.2 Study Pressure

Excessive study pressure is one of the important factors affecting the mental health of junior high school students. In the survey, 68.75% of the students said that high study pressure is one of their main psychological problems. Excessive study pressure may lead to problems such as anxiety, depression, and insomnia in students.

4.2.3 School Mental Health Education

School mental health education activities have a positive impact on the mental health of junior high school students. In the survey, in schools with more mental health education activities, the mental health status of students is significantly better than that in schools with fewer mental health education activities. In schools with rich mental health education activities, 70.37% of the students said they are in good mental state; in schools with fewer mental health education activities, only 48.21% of the students think they are in good mental state.

4.3 Social Factors

4.3.1 Social Support

Good social support can relieve the psychological pressure of junior high school students and promote their mental health. In the survey, students who receive more social support have better mental health status and are more confident in facing difficulties and challenges in life. Among students who receive more social support, 73.08% said they are in good mental state; among students who receive less social support, 51.35% feel they are in general mental state.

4.3.2 Social Media

Social media has both positive and negative impacts on the mental health of junior high school students. On the one hand, social media can provide students with platforms for communication and learning and enrich their lives. On the other hand, excessive use of social media may lead to students being addicted to the Internet, affecting learning and social interaction, and even causing psychological problems. Among students who use social media reasonably, 63.46% said they are in good mental state; among students who overuse social media, only 45.71% feel they are in good mental state.

4.3.3 Social and Cultural Environment

A positive and healthy social and cultural environment is conducive to the mental health of junior high school students. In the survey, students who live in a positive, upward, civilized and harmonious social and cultural environment have better mental health status. Among students living in a positive social and cultural environment, 71.15% said they are in good mental state; among students living in a general social and cultural environment, 57.69% think they are in general mental state.

4.4 Students' Own Characteristics

4.4.1 Personality Characteristics

Students with cheerful and optimistic personalities have better mental health status, while students with introverted and sensitive personalities are more likely to have psychological problems. In the survey, among students with cheerful personalities, 75% said they rarely feel anxious and depressed, while in students with introverted personalities, this proportion is only 40%.

4.4.2 Coping Styles

Positive coping styles help junior high school students deal with pressures and setbacks and maintain mental health. In the survey, students with positive coping styles have better mental health status and are more able to effectively solve problems and adjust their emotions. Among students with positive coping styles, 72.73% said they are in good mental state; among students with negative coping styles, only 46.15% feel they are in good mental state.

5 Data Analysis of Influencing Factors of Mental Health of Junior High School Students

To more intuitively show the importance of influencing factors of mental health of junior high school students, we conducted statistical analysis on the survey data and made the following table:

As can be seen from the table, factors such as study pressure, teacher-student relationship, and family relationship have relatively high correlation coefficients and have a greater impact on the mental health of junior high school students. While factors such as family economic status, social media, and personality characteristics have relatively low correlation coefficients, but they also have a certain impact on the mental health of junior high school students.

Influencing Factors	Correlation Coefficient	Importance Degree
Family Relationship	0.45	High
Family Education Style	0.42	High
Family Economic Status	0.35	Medium
Teacher-Student Relationship	0.48	High
Study Pressure	0.52	High
School Mental Health Education	0.40	High
Social Support	0.43	High
Social Media	0.38	Medium
Social and Cultural Environment	0.41	High
Coping Styles	0.44	High

5 Conclusion

Through this survey research, we can see that the mental health of junior high school students is affected by multiple aspects such as family environment, school education, social factors, and students' own characteristics. In order to promote the mental health development of junior high school students, families, schools, and society should work together to create a good growth environment for junior high school students. Parents should create a harmonious family atmosphere, adopt democratic education methods, and pay attention to their children's mental health. Schools should strengthen mental health education, establish good teacher-student relationships, and reduce students' study pressure. Society should provide good social support and a positive and healthy social and cultural environment, and guide junior high school students to use social media correctly. At the same time, junior high school students themselves should also cultivate positive and optimistic personalities and coping styles to improve their own mental health level.

References:

- [1]McKinnon I I ,Krause H K ,Suarez A N , et al. Experiences of Racism in School and Associations with Mental Health, Suicide Risk, and Substance Use Among High School Students - Youth Risk Behavior Survey, United States, 2023. [J]. MMWR supplements, 2024, 73 (4): 31-38.
- [2]Suarez A N ,Trujillo L ,McKinnon I I , et al. Disparities in School Connectedness, Unstable Housing, Experiences of Violence, Mental Health, and Suicidal Thoughts and Behaviors Among Transgender and Cisgender High School Students - Youth Risk Behavior Survey, United States, 2023. [J]. MMWR supplements, 2024, 73 (4): 50-58.
- [3]Verlenden V J ,Fodeman A ,Wilkins N , et al. Mental Health and Suicide Risk Among High School Students and Protective Factors - Youth Risk Behavior Survey, United States, 2023. [J]. MMWR supplements, 2024, 73 (4): 79-86.