



STUDY A STATUS AND DEVELOPMENT OF MENTAL HEALTH
EDUCATION FOR HIGH SCHOOL STUDENTS UNDER
THE IMPLEMENTATION OF THE DOUBLE REDUCTION POLICY

BY
ZILU TANG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title Study a status and development of mental health education for high school students under the implementation of the double reduction policy

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Abstract

It is an important part of education and teaching and a necessary supplementary material for classroom teaching activities. But with the passage of time, more and more schools began to lose control of the quantity and quality of homework, the quantity is too much, the quality is not high, the function of repetition and other problems affect the children's normal exercise, rest and recreation time. Thus the country introduced the "double reduction" policy. "Double reduction" policy means that in the field of education in China, it effectively reduces the heavy homework burden and after-school training burden of students in the compulsory education stage, and carries out practical reform from the top down to restore the normal sleep and exercise time of students in the compulsory education stage, so as to give children a full and lively childhood. With the implementation of the policy, the first batch of students under the operation of the policy entered the non-compulsory education stage: high school stage. Students are unable to use the past learning methods and theories to achieve the desired success in the new educational environment, so many students do not adapt to the non-compulsory education stage, personal growth initiative problems, unwilling to face learning and even mental health problems. This article will focus on such problems.

Keywords: Personal growth, Adolescent growth, self-awareness, identity, "Double reduction" policy, Mental health

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Zilu Tang

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Chapter 1

Introduction

1.1 Statement of the research problem

1.1.1 Background of the study

People have been changing since they were born, and the problem of personal growth has been with them all their lives. Middle School is a critical period for teenagers to grow up. Erikson (1953) argues that adolescents, with their rapid development of self-awareness and identity, urgently need to know who they are and how to actively strive to become the person they want to be. Adolescents with self-identity, one sex is not a good transition, easy to appear growth crisis, but also very easy to appear mental health problems. And in the face of an increasingly competitive world, Chinese youth, as the hope of the country and the nation, whether they have good psychological quality is not only related to their own survival and development, also related to the state training high-quality personnel building socialist modernization, related to the prosperity of the Chinese nation. As China's education system is undergoing rapid changes today, the implementation of every policy has a bearing on the future and trajectory of millions of students. Homework is the daily homework that Chinese students must complete. It is an important part of education and teaching and a necessary supplementary material for classroom teaching activities. But with the passage of time, more and more schools began to lose control of the quantity and quality of homework, the quantity is too much, the quality is not high, the function of repetition and other problems affect the children's normal exercise, rest and recreation time. Thus, the country introduced the "double reduction" policy. "Double reduction" policy means that in the field of education in China, it effectively reduces the heavy homework burden and after-school training burden of students in the compulsory education stage, and carries out practical reform from the top down to restore the normal sleep and exercise time of students in the compulsory education stage, so as to give children a full and lively childhood. With the implementation of the policy, the first

batch of students under the operation of the policy entered the non-compulsory education stage ---- high school stage. Students are unable to use the past learning methods and theories to achieve the desired success in the new educational environment, so many students do not adapt to the non-compulsory education stage, personal growth initiative problems, unwilling to face learning and even mental health problems. This article will focus on such problems.

1.1.2 Problem Statements

In recent years, scholars have begun to study individual active Growth from the perspective of positive psychology, and a new concept, Personal Growth Initiative, has emerged-Personal Growth Initiative refers to individual self-Growth, the tendency to participate consciously and actively in the process, to optimize and improve oneself through positive actions in the process of growing up (Robitschek, 1998) research shows that personal growth initiative is closely related to mental health, personal growth and initiative can significantly and positively affect the mental health of individuals, and those who have high level of personal growth initiative also have high level of mental health (Keyes, 2002).

1.2 Research objectives

At present, there are a lot of research shows that the 1. Study prevalence of psychological problems in middle school students is not low: Hu Shengli (2006) used the SCL-90 scale to investigate the mental health status of middle school students in Xiamen, 59.0% of the students had mild psychological problems, and 16.1% had various kinds of obvious psychological problems Yong Na et al (2018) used the middle school students' mental health scale -MSSMHSSMHS) to survey middle school students Nan chong ho. The the results showed that 52.8% of middle school students had mental problems, and 8.7% had moderate or above mental problems Chen Dan (2020) and others investigated the mental health status of 4153 middle school students in 10 cities. The results showed that the prevalence rate of students' mental problems was 26.3% . In my life, I often hear teachers or parents complain about the children (students) in life and learning, no matter what they do not take the initiative, especially when it comes to learning tasks, it's

like “Poking a toad, jumping a toad,” they are all in the state of poking and moving, without their own thoughts and actions in study and life, and without their own thoughts and actions in the goal. But 2. study students who come into contact with education and teaching find that they actually want to change themselves and become better, let yourself grow better, but feeling that their ability to change is not enough, and even feeling powerless about whether or not they can change, leads to confusion, anxiety, and even affects their mental health. Why do parents and teachers see a contradiction between the “Problems” of their students' children and the problems that students themselves encounter? Parents and teachers complain to their children that their children are not active in life and learning the problem is really, is the child is not active learning to grow up?

1.3 Conceptual Framework

Prochaska and Di Clemente (1986) define personal growth initiative as something that can be achieved by aging or, possibly, by changing circumstances, it can also be a process of self-directed change. When personal growth occurs with age, it is difficult for individuals to perceive their own changes and growth. For example, a child already has the ability to reason morally, but it's very likely that he doesn't even know he has it. When personal growth is caused by changes in the environment, the individual may be aware of changes in his or her own, but may be resistant to such changes in his or her environment. A recently widowed widow, for example, may feel her independence growing in such a situation, but she will resist the change and growth because she considers the death of her spouse to be a betrayal of herself. In the group of students, when he felt that he had grown up to think independently and take responsibility for his choice, he would immediately feel panic and be afraid of such changes. Even more students unconsciously put more responsibility on parents or society. When personal growth is a process of change, the individual is acutely aware of the change that is taking place, and actively and willingly participates in it. For example, when an individual is dissatisfied with his or her current job, he or she may actively pursue self-career exploration to find a more suitable job. Robitschek (1998) refers to this kind of

conscious and active participation in the process of personal growth as personal growth initiative (PGI) , which means that an individual participates in the process of self-growth consciously and actively. PGI is a metacognitive structure, which consists of two components: cognition and behavior. PGI aims at self-change and growth in life, consciously and actively promote and optimize your own cognition and behavior in your life.

1.4 Research Hypothesis

In recent years, domestic scholars have studied the role of self-concept in social and mental health. Scholars believe that self-concept can affect individuals' depression, loneliness and social anxiety. Yang Xiujuan et al. (2017) suggested that individuals' passive use of social networking sites increases the likelihood of having access to more information and thoughts from others, when the information and thoughts of others are not consistent with self-perception, self-concept disorders and self-uncertainty can lead to depression; Xu Huanhuan et al. (2017) showed that on social networks, the more individuals present their true self, the more self-concept they have, the more unstable the chaos, the lower the self-concept, and the higher the sense of loneliness. At the same time, many studies have shown that individuals with high self-concept and concept level also have high level of mental health. Li Xiaoyan et al. (2016) conducted a study on self-concept of migrant children. The results showed that self-concept and its factors can significantly predict the higher the level of self-concept of mentally healthy individuals, the higher the level of their mental health, and the higher the level of their mental health, moreover, self-concept was positively correlated with subjective well-being. The more positive the self-concept was, the stronger the subjective well-being was (Meng Nan et al. , 2017) . The higher the self-concept was, the more likely the individuals were to adopt positive coping styles to satisfy their basic psychology, need to indirectly affect subjective well-being (nie hanying, Gan Yiqun, 2017) , with higher levels of social adaptation (Li Qi et al. , 2018) , research by Liu Qingqi et al. (2016) shows that there is a significant positive correlation between general self-

concept and life satisfaction among adolescents, and that developing self-concept among adolescents can improve their life satisfaction.

In the light of the close relationship between self-concept, Hope and personal growth initiative in the previous review, the following four hypotheses are proposed:

H 1: Self-concept has a significant positive predictive effect on hope and its dimensions.

H 2: Self-concept has a significant positive predictive effect on personal growth initiative and its dimensions.

H3: Hope to have a significant positive predictive effect on personal growth initiative and its dimensions.

H4: Hope plays a significant mediating role between self-concept and personal growth initiative.

H5: the mediating effect of path thinking and dynamic thinking on self-concept, personal growth initiative and its dimensions is significant respectively.

1.5 The Scope and limitation of the Research

Researchers have done a lot of careful work in this study, but due to personal ability and some objective factors, there are still the following deficiencies:

1. The research method is single. In this study, only the questionnaire was used to investigate, students may be due to some subjective factors, such as answer fatigue or personal distrust of research purposes and not according to the objective situation seriously caused by the results of bias.

2. The sample may be unrepresentative. Due to the limitation of the study conditions, the subjects of this study only selected 3 schools in Guangdong province, the sampling was affected by the domain, the sample may not be representative.

3. Few variables were studied. This study only studied the relationship between self-concept, Hope and personal growth initiative, and did not study the other factors.

Hope that future research can be improved on these deficiencies:

1. Research methods can be used in the form of a combination of questionnaires and interviews.

2. In sampling, if possible, to take a random sample or expand the scope of the sample, to enhance the representation of the sample.
3. In selecting variables, we can add research variables to examine the impact of other variables on the initiative of personal growth.
4. Personal growth initiative is a skill that can be improved and optimized through intervention training. Further research can be carried out on the effect of intervention on personal growth initiative in Middle School.

1.6 Terminology

1.6.1 definition of self-concept

Since the pioneer James proposed the self-concept, there has been no agreement on its definition so far, each scholar's explanation of self-concept has different emphases. Cooley (1922) believes that the self-concept is formed in the process of interacting with people in society, through the reflection and evaluation of others to form a view of their own, also known as the "Mirror Self" concept. ROGERS (1951) inherits James' idea that self-concept is an individual's perception of his own situation, and the formation of inner experience is an individual's way of perceiving and relating to himself in the whole phenomenon field. Fitts (1964) regards self-concept as a comprehensive condition of individual's self-knowledge, which mainly involves self-identity, self-satisfaction and self-action. In a word, self-concept is an individual's understanding of himself and his external environment. Shavelson et al. . (1976) defines self-concept as an individual's perception of his own comprehensive qualities in experience, and this perception is multi-dimensional and is a hierarchical organizational system, the highest level of which is the general self-concept, the total perception of the self. Hattie (1992) defines the self-concept as the various aspects of one's understanding arising from the activities of one's participation in various aspects of society.

psychologist James (1890) proposed a duality analysis of the ego and the ego. He divided self-concept into, experiential self-concept and pure self-concept, and the experiential self-concept contains three components: physical and material, social and spiritual self-concept. According to the individual's different values, the

four components are divided into different and orderly levels. The physical self, the material self, the social self and the spiritual self are arranged from the bottom to the top, and all the components are closely related, the sum of the self of each component fuses together to form a more general self-concept, a theory supported by other scholars. Rosenberg (1965) developed the self-esteem scale (SES) , Smith (1967) developed the self-esteem measurement questionnaire (SEI) , piers and Harris (1969) developed the children's self-concept scale (PHCSS) . The three scales have no internal structure dimension.

With the continuous in-depth study, the single-dimensional study of self-concept has developed into a multi-dimensional, multi-level study of self-concept. During this period, Shavelson (1976) put forward the multi-dimensional structure theory of self-concept, which made a big step forward in the research of self-concept. He believes that self-concept is multi-dimensional and consists of many parts, so the multi-dimensional structure model of self-concept proposed by Shavelson et al. . There are three levels in this model. The top level is the general self-concept, which is divided into academic self-concept and non-academic self-concept, concept, emotional self-concept, social self-concept, these three self-concepts and academic self-concept in the middle of the model, level, the middle level of the four self-concepts can be divided into the third level of more specific subjects of self-concept, such as English self-concept. Based on Shavelson's multidimensional theoretical model of self-concept, Song and Hattie (1984) put the dimensions of ability, family, classroom, achievement, etc. into the structure of self-concept, shavelson and Marsh (1985) revised Shavelson's original theoretical model and integrated the middle-level non-academic self-concept into two subject self-concepts: Academic English self-concept and academic mathematics self-concept. Since then, many researchers have studied the structural model of self-concept and developed a scale based on it.

1.6.2 definition of Individual growth initiative

Personal growth initiative (PGI) is a concept from the perspective of positive psychology. Robitschek (1998) is an important representative of PGI. He believes that PGI is a developable skill and an individual's tendency to consciously improve himself in both cognitive and behavioral aspects. For high school students, cognitive behavior changes subconsciously, based on the overall education teaching before high school, during the compulsory education period and during the preschool period. The cognition of students' individual development includes students' ideals, beliefs, values, etc. Behavior refers to putting students' perceived values into action so as to promote students' self-growth. Di.Clemente et al. (1991) emphasize that PGI also includes a preparation phase, indicating that the individual is ready to change existing attitudes and behaviors. Later, Robitschek (2012) divided cognition and behavior into four dimensions, namely, preparation for change, plan for change, use of resources and positive actions. Sharma and Rani (2013) believe that there are three stages of individual active growth. The first stage is to know oneself, such as what activities can make oneself develop and improve. The second stage is to evaluate the growth process, and the third stage is to take active self-improvement actions. Guo Jichang (2018) defined the concept of young students' personal growth initiative, arguing that PGI refers to the stage of personal growth and development, the tendency to plan one's own life path, overcome difficulties, strive for progress, actively change oneself and pursue excellence. In addition, when exploring the influencing factors and composition structure of adolescent PGI, two major factors (namely internal factors and external factors of growth) affecting adolescent PGI are obtained, the framework of four dimensions, namely active change, growth path, growth tenacity and growth obstacle, is constructed.

1.7 The benefits of research

According to the existing research, there is little research on the influence factors of individual growth initiative at home and abroad, especially on the self-factor, and little research on the indirect influence factors of the role of individual growth initiative, most of the foreign literature is about personal growth, the role of

the role of the role of the initiative of the study, while the domestic study of personal growth initiative is rare. In the selection of research samples, the majority of research subjects are college students and adult groups, rarely involving middle school students, and about junior high school student groups of research, almost no. Therefore, this paper conducts an in-depth empirical study on the personal growth initiative of middle school students to understand its developmental characteristics and to explore the path of self-factors affecting personal growth initiative, in order to provide more new ideas for the intervention work of personal growth initiative, and then to improve the level of mental health of middle school students, it has a certain guiding significance to promote the work of school mental health education in practice, it is also of great practical significance for the training of high-quality personnel and the realization of the Chinese Dream Chinese Dream.

Chapter 2

Theory and Literature Reviews

2.1 theory of personal growth initiative

Maslow (1943) 's hierarchical theory of needs Maslow's hierarchy of needs. The individual has both the need of deficiency and the need of growth. After the need of deficiency is satisfied, the individual will develop to the need of growth. Because of the individual, there is a spiritual need for self-realization, and constantly stimulate self-growth to achieve the goal. Erikson's (1953) theory of social development. The individual's imagination begins to develop as early as late childhood (4-5) , and the ability to perceive and act is also developing rapidly, so that children have a strong desire to explore the world on their own initiative, the initiative to explore behavior to be properly encouraged and properly guided, children will form an active growth. Robitschek (1998,2012) personal growth initiative theory. Initially, Robitschek et al. (1998) proposed that personal growth, long-term initiative, is a single-dimensional structure. Later, with further research, Robitschek et al. (2012) proposed a four-dimensional structure, that extends cognitive and behavioral components into four dimensions: readiness for change (RC) , planfulness (PL) refers to the ability to develop actionable planning steps for the process of self-change; using resources (UR) refers to being proactive, the ability to find and use external resources to grow; intentional behavior (IB) , which refers to taking the initiative to actually do something to change yourself.

2.1.1 The influence theory of environmental factors on personal growth initiative and mental health

At present, the literature on environmental factors affecting personal growth initiative, mental health and mental health only discusses the influence of family environment, which mainly includes family function and parenting style. There are few literatures on other influencing factors such as social environment and school environment. However, recent studies have explored the cross-cultural differences

between personal growth initiative and mental health (Chang et al., 2018), which can be seen as the influence of social environment on personal growth initiative and mental health.

Family functioning refers to the functioning of family members in performing family tasks. The main family functional factors that may influence individual growth initiative and mental health are the interaction of family members, family structure and family environment (Whittaker & Robitschek, 2001). Bray (1995) summarized it as family process, family organization and personal growth. The results show that family function has a certain impact on individual's personal growth initiative and mental health, and can predict individual's personal growth initiative and mental health to a certain extent, among which family process has the strongest predictive ability (Whittaker & Robitschek, 2001). That is, the interaction of family members has the strongest influence on personal growth initiative and mental health.

Hirata and Kamakura (2017) discussed the effects of parenting styles on personal growth initiative, mental health and self-esteem using the Parental Authority Questionnaire. The personal growth initiative and mental health scale and self-esteem scale were conducted on 329 college students. The results of multiple regression analysis showed that the authoritative education style had significant effects on personal growth initiative and mental health and self-esteem, while the authoritarian and lax parenting style had no significant effects on personal growth initiative and mental health and self-esteem.

Recently, the cross-cultural research on the personal growth initiative and mental health of Chinese and American college students (Chang et al., 2018) shows that Chinese and American college students have different scores in various dimensions of personal growth initiative and mental health. Chinese college students score higher in the use of resources, while American college students score higher in the preparation and planning for change. These results indicate that subjects living in different cultural backgrounds show different performance of personal growth initiative and mental health, which may be influenced by the social environment.

2.2 theoretical support

2.2.1 Personal growth and personal growth initiative and mental health

personal growth refers to the changes in cognition, behavior and emotion during the development of an individual throughout his life. Such changes may occur naturally with the growth of an individual's age, may be caused by environmental factors, and may also occur on an individual's own initiative. Personal growth is always associated with self-change, which is very common in counseling. Counselors always use a variety of counseling techniques to promote personal change. Although different schools of psychological counseling theories have different counseling goals, almost all schools of psychological counseling emphasize personal growth and its important role in mental health. Rogers, a humanistic psychologist, believes that visitors have a positive growth power. In his discussion of "the good life" (Rogers,1961), he believes that to some extent, a good life allows a person to develop freely and fully become himself. According to Maslow's self-actualization theory, people need to give full play to their potential and show their talents. Only when people's potential is fully given play can their talents be shown and people will feel the greatest satisfaction (Maslow, 2007). Adler believes that individuals are mainly driven by their social interests, self-abasement and transcendence, striving to achieve goals, completing life tasks and other drives (Adler, 2013). These theories emphasize the positive aspects of personal growth in counseling and its impact on mental health. There is personal growth not only in psychological counseling, but also in daily life by individuals.

Generally speaking, growth that is unintentional and out of awareness growth that is in awareness but is (growth that is intentional and fully in awareness) (Robitschek,1998,1999; Spokowski, Prochaska & Diclemente,1984). In the natural, purposeless and unconscious process of development and growth of individuals, individuals basically do not need to be aware of their own growth, nor do they need to master the knowledge of individual growth. If environmental factors have an impact on individual growth, most people may be aware of it, but may not actively participate in the growth process, and there is resistance. That is to say, when the individual environment changes, some people may naturally adapt to the

environmental changes, while some people may not adapt to the environmental changes, or even resist the environmental changes and complain about the unfair fate. However, if the individual actively changes and grows, the individual can fully realize that his life is changing, and he is willing to actively participate in the process. Decarvalho(1990) argues that individuals who are aware of their change and consciously participate in the process of change know how to choose when faced with environmental pressure, and thus actively choose the growth mode that is beneficial to them. Therefore, active growth is of great significance to the development of individual life.

Robitschek(1998) believes that this kind of active personal growth is personal growth initiative and mental health (PGI), which is different from the natural growth of individuals or the passive growth under environmental pressure. Personal growth initiative and mental health refer to the conscious and active efforts to improve and perfect oneself in the process of growth. The concept of individual growth initiative and mental health provides us with a theoretical framework for individuals to consciously and actively participate in the process of personal growth, which has become another noun describing human positive psychological quality in positive psychology.

Personal growth initiative and mental health contain cognitive component and behavioral component. Cognitive components mainly include cognition, belief and values related to personal growth; The behavioral component refers to the process by which individuals put into practice their cognitive beliefs related to personal growth in order to promote their own growth. Personal growth initiative and mental health also include the stage of preparation for growth, in which the individual shows a willingness to change his attitude. And behavior. Individuals have the cognition of active growth and make corresponding behaviors, whose goal is to achieve personal growth and change in life (Robitschek, 1998). Some researchers believe that personal growth initiative and mental health is a developed skill, covering various aspects of cognition, behavior, attitude and motivation in personal life experience (Robitschek1999; Robitschek & Kashubeck, 1999; Robitschek & Keyes,2009).

Sharma and Rani(2013) believe that there are three stages of individual active growth. The first step is to understand personal growth. Individuals need to know what types of activities can promote personal growth and what aspects of themselves can be changed. Then assess the process of personal growth; Finally, take the initiative. When an individual consciously focuses on active self-change, he will incorporate positive self-change into different areas of his life.

2.3 Conceptual Framework

Adolescent (senior high school) students' personal growth initiative and mental health and mental health structure characteristics and development factors are different. This paper mainly discusses the personal growth initiative and mental health of senior high school students and the reliability and test of mental health questionnaire. According to the theoretical analysis, combined with previous research literature, it is understood that the personal growth initiative and mental health of senior high school students and the development characteristics of mental health mainly include two parts of the research content. One is the horizontal research development characteristics, mainly through collecting the data of senior high school students of different grades and different ages. Analyze and investigate the overall development trend and level of high school students' personal growth initiative and mental health; The other is the development characteristics of longitudinal research, mainly through the collection of measured data separated by a certain time, to understand the personal growth initiative and mental health of senior high school students and the development trend of mental health over time, and discuss the influence of time constant variable and time change on the development trend.

Chapter 3

Research methodology

3.1 Variables

On the basis of previous studies, self-concept is defined as a general self-concept, that is, an individual's comprehensive understanding of self in aspects of physiology, personality, ability, value and so on. Not divided into a specific self concept, has a whole character.

The mediating variable, hope, is defined by Snyder et al. (1991) as a state of intrinsic motivation to pursue a sense of success, a state of mind and behavior that can be learned. It is a cognitive thought, but it is also a dynamic state. Hope includes two dimensions: path thinking: The cognitive component of hope theory refers to a series of effective strategies, strategies or methods. Motivational thinking: The motivational component of hope theory refers to an individual's motivation to carry out a planned path.

In addition to the general literature method for combining and theoretical summary of previous literatures, this study intends to adopt mixed methods to carry out research work in general.

Traditional quantitative research (also known as quantitative research) and qualitative research (also known as qualitative research, qualitative research, etc.) are relatively independent research paradigms, which are important research orients in social science. However, quantitative research based on positivism and qualitative research based on interpretivism, hermeneutics, and social constructivism have been in a constant struggle from the beginning (Abbas Tashakeri, Charles Tedley 2010: John W. Creswell 2015). Many researchers try to find solutions to the duality of quantitative research and qualitative research, and try to transcend the two independent research paradigms to solve the philosophical debate (Johnson&Onwuegbuzie 2004; Morgan,2007). Therefore, a new research paradigm called hybrid method is born in the paradigm struggle between quantitative research and qualitative research. Johnson and Onwuegbuzie(2004) believe that

mixed method research is a natural supplement to qualitative and quantitative research and is a "second research paradigm".

Journal of Mixed Methods is the first international journal of mixed methods Research mixed methods Research is defined as: researchers in a single or a study using qualitative Research method and quantitative Research method is used to collect and analyze data integration study found and inferences (we have broadly defined mixed methods here as Research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry.) (Tashakkori & Creswell, 2007). John W. Creswell (2015) believes that hybrid method is a research paradigm of social science, which requires researchers to collect qualitative and quantitative data at the same time, and then integrate and analyze the two kinds of data, which is conducive to better understanding of the research problem.

UlinWaszak and Pfannenschmidt(1996) present a classification of hybrid method designs in a cross-country study. They divide the mixed methods into four types, namely : (1) qualitative measurement presents quantitative tools; (2) Qualitative methods explain quantitative results; (3) Quantitative methods to expand qualitative research; (4) Quantitative and qualitative methods are balanced and parallel.

This study intends to adopt the first type of mixed method. The qualitative analysis results in the mixed method will provide a theoretical basis for the compilation of the questionnaire of adolescent students' personal growth initiative, and the materials of adolescent personal growth obtained will also provide information for discussion in the follow-up research.

3.2 Research Design

In this study, junior high school students, senior high school students, college students and workers were selected as research objects. Middle and high school students were selected because this study focused on their personal growth initiatives and analyzed them based on their personal growth history data. The purpose of choosing college students and working staff is to understand their

development and changes from junior high school to the current state, and to understand their personal active growth in junior high school and senior high school. A total of 423 personal development data were collected in this study, including 174 junior high school students, 180 senior high school students, and 70 college students and participating workers. After screening 423 materials, the data that did not conform to the research theme (such as keeping a running book, daily trifles, short and non-substantive content, irrelevant to personal active growth, etc.) were discarded, and the remaining 356 data were analyzed, accounting for 84.4% of the total data.

3.3 Statistics and Data Analysis

Through correlation analysis, it is found that self-concept, hope and personal growth initiative are positively correlated with mental health. In order to explore the relationship between them, according to Wen Zhonglin et al. (2014), the mediating effects of the three tests were analyzed. The test results show that hope has a mediating effect on self-concept, personal growth initiative and mental health in different stages of high school, and some of the mediating effect is significant, that is, hope plays an important role in the mediating effect of self-concept, personal growth initiative and mental health. The results of the mediating effect show that, The mediating role of hope and its two dimensions in self-concept, personal growth initiative and mental health and its four dimensions is significant, which supports the hypothesis of H4 and H5:

H4: Hope plays a significant mediating role between self-concept and personal growth initiative.

H5: the mediating effect of path thinking and dynamic thinking on self-concept, personal growth initiative and its dimensions is significant respectively.

In the general mediation test model of hope and the two test models at different stages of middle school and high school, the common denominator is that hope plays an important mediating role in self-concept, personal growth initiative and mental health. This suggests that self-concept can directly affect an individual's growth, long-term initiative, but can also have an impact through the mediation of

hope. Self-concept has a direct influence on the initiative of personal growth, that is, the more active the self-concept, the higher the initiative of personal growth. Self-concept is a comprehensive understanding of many aspects of the individual. A positive understanding of yourself leads to positive feelings and perceptions. He is likely to continue to actively pursue change and growth, similar to previous studies (Guo Jichang, Ye Yide, 2017). In addition, self-concept has an indirect effect on personal growth initiative and mental health. The higher the level of hope self-concept, the easier it is to obtain a higher hope experience and promote personal growth initiative and mental health. This means promoting healthy growth and development of the mind. This means that the level of personal growth initiative and mental health can be raised both in terms of self-concept enhancement and by raising the level of hope. The difference is that the mediating effect of hope varies in proportion. The proportion of mediating effect in the intermediate test model was 48.69%. The proportion of intermediate effect in middle school model was 41.57%; The proportion of intermediate effect in high school model was 56.31%. High school students' personal growth initiative and mental health are more affected by hope.

This part adopts the grounded theory of qualitative research methods to carry out the research work. Grounded theory attaches great importance to the analysis of first-hand information, so the personal growth history data written by the subjects according to the guidance is the right material for the analysis of this part of the research. A total of 423 data were collected. After screening these materials, the data that did not conform to the research theme were discarded, and the remaining 356 data were analyzed, with an effective rate of 84.4%

Theoretical sampling as we apply the grounded theory for data analysis. Theoretical sampling integrates data collection, collation, data coding and theoretical construction, and saturates the theoretical categories obtained through the continuous round-trip sampling process. That is to say, when coding from data, theoretical saturation is reached when new data cannot provide new coding points.

According to the requirements of data sampling based on grounded theory, 356 data were sampled in this study, and 220 data were finally used to reach theoretical saturation, and no new coding points could be added.

Chapter4

Data analysis result

4.1 Result

4.1.1 general information

Since there are few researches on the overall development level of adolescent students' personal growth initiative and the influence of demographic variables on adolescent students' personal growth initiative, this study measures adolescent students' personal growth initiative questionnaire compiled on the basis of the aforementioned researches. This paper analyzes the differences of the overall development level and demographic variables of adolescent students' personal growth initiative.

A total of 48 teaching classes from six middle schools in three areas of Tai 'an were selected to take the test as a unit. The questionnaire asked participants to answer anonymously and promised to keep it confidential for academic purposes only. The class was tested collectively and the questionnaire was collected on the spot. A total of 2,600 questionnaires were sent out. All questionnaires (including blank papers) were collected, and 2510 questionnaires remained after the blank papers were removed. After the invalid questionnaires were excluded in the data entry process, 2332 valid questionnaires remained, with a total effective rate of 92~91%. The age range of the subjects was 11~20 years old, with an average age of 15.08 ± 1.72 years old. The grade and school crosstabs of the sample are shown in Table 4-1, and other major demographic information is shown in Table 4-2.

Table 4-1 and school cross tables

Sample school	grade six,	seven,	eight,	nine,	ten,	eleven	total
A middle school in dongping, Shandong province	82	57	65				204
Shandong Xintai Middle School				142	142	98	382
A middle school in Xintai, Shandong	97	101	109				307
A middle school in Feicheng, Shandong province				91	88	89	268
A middle school in Daiyue, Shandong province	264	270	150				684
A middle school in Feicheng, Shandong province				169	166	152	487
amount to	443	428	324	402	396	339	2332

Table 4-2 Other main demographic information

variable name	variate-value	number of people	A percentage of the total population
sex	man student	1089	46.7
	woman student	1219	52.3
	Missing information	24	1.0

Table 4.3

variable name	variate-value	number of people	A percentage of the total population
<u>homeplace</u>	town	508	21.8
	rural area	1804	77.4
	Missing	20	0.9
	information	142	6.1
	the only child		
Only child or not	non-only child	2164	92.8
	Missing	26	1.1
	information	106	4.5
	Age 12 and below	442	19.0
	At the age of 13	371	15.9
age	14 Years old		
	At the age of 15	406	17.4
	At the age of 16	438	18.8
	At the age of 17	384	16.5
	Age 18 and older	180	7.7
	Age unknown	5	0.2

Adolescent Students' Personal Growth Initiative Questionnaire (ASPGIS). The questionnaire of adolescent students' personal growth initiative compiled in this study has 22 questions and 4 dimensions, including growth resilience (6 questions), active change (5 questions), path development (5 questions) and growth obstacle (6 questions).

Growth resilience refers to the psychological qualities of adolescents, such as being aggressive, determined to be successful, and striving hard. The higher the score, the more enterprising, unremitting self-improvement, and more positive will to act. Active change refers to adolescents achieving their goals through changes, the source of motivation for change and taking actions to change themselves. The higher the score is, the stronger the active change is, the more likely they are to achieve their goals through active change, and the more likely they are to take

actions to change themselves. Growth path refers to teenagers' understanding and planning of their own life path, that is, their understanding of the future path of individual growth. The higher the score, the clearer the understanding of individual growth path and the clearer the plan of individual growth. Growth retardation refers to the problems encountered by adolescents in the process of self-growth, which hinder the active growth of individuals. In formal use, the question score will be positive. The higher the score, the less obstacles the individual encountered in the process of active growth, the more beneficial to the growth of the individual.

The score range of the questionnaire for young students' personal growth initiative is 1-6 points for each question, 22-132 points for the total score, 5-30 points for 5 questions and 6-36 points for 6 questions. In order to understand the overall level of adolescent students' personal growth initiative, this study calculated and analyzed the dimensionality score obtained by dividing the original score by the number of questions and the average score of the total score as statistics. The average score of dimension score and total score ranges from 1 to 6, and the middle score is 3.5 points. If the average score of each dimension score and total score is higher than 3.5 points, the overall development level of adolescent students' personal growth initiative is high.

Table 4-4 Overall development level of adolescent students' personal growth Initiative (n=356)

	Dimension and total original score				Dimension and total mean score			
	Minimum value	Maximum value	average	Standard push difference	Minimum value	Maximum value	average	standard deviation
Growth toughness	6.00	36.00	28.59	4.92	1.00	6.00	4.77	0.82
Active change	5.00	30.00	21.11	4.59	1.00	6.00	4.30	0.92
Growth path	3.00	30.00	19.12	5.08	1.00	6.00	3.90	0.92
Growth retardation	6.00	36.00	21.17	5.81	1.00	6.00	3.33	0.97
Personal growth initiative	25.00	132.00	90.80	15.30	1.14	6.00	4.13	0.70

The analysis results (see Table 4-4) show that the score of adolescent students' personal growth initiative is 4.13 ± 0.70 , which is significantly different from the median score ($t=43.00$, $p < 0.001$), indicating that the overall level of adolescent personal growth initiative is high.

Chapter 5

Conclusion and Discussion

5.1 Conclusion and discussion

The results of the study that hope to play a significant role in the relationship between self-concept and personal growth initiative exist, with some significance value. On the one hand, in theory, the results of this study show that self-concept as a personal growth initiative, the impact of factors, it can not only directly affect personal growth initiative, on the other hand, in practice, it can be considered to promote personal growth initiative by cultivating the self-concept of the individual, it can also be considered to improve the level of hope, especially for high school students, low level of personal growth initiative level of individuals, to carry out intervention work.

The hypotheses of this study are all supported. The main conclusions of this study are: self-concept has a significant positive and positive predictive effect on hope and its two dimensions; Self-concept has a significant positive predictive effect on personal growth initiative and its four dimensions, while hope and its two dimensions have a significant positive predictive effect on personal growth initiative and its four dimensions Hope and its two dimensions play a significant mediating role between self-concept and personal growth initiative and its four dimensions. Self-concept can directly affect personal growth, initiative, it can also promote the initiative of personal growth through the indirect effect of Hope on personal growth initiative. Therefore, in education, students can develop a positive self-concept, enhance their level of hope, thus promoting personal growth initiative, and ultimately improve the level of mental health.

At present, there is no literature discussing the overall development level and characteristics of individual growth initiative. In this study, 2332 middle school students were investigated by using the developed questionnaire of personal growth initiative of young students. The analysis results showed that the average score of personal growth initiative of young students was significantly different from the

median score, indicating that the survey subjects had a high level of personal growth initiative. The reason may be that the basic task of Chinese young people in school is to learn from the school teachers and parents to instill the idea of hard study and struggle into the students, which promotes the improvement of the level of young people's personal growth initiative: under the influence of various internal and external factors, the students themselves put forward high requirements for their life development and take the initiative to change themselves in order to achieve future ideals. As a result, they have a higher level of personal growth initiative.

The analysis shows that the development trend of young students' personal development initiative level with age is a "W" shaped development trend, that is, it gradually decreases from 12 to 14 years old, increases at 15 years old, decreases again at 16 years old, and gradually increases after 17 years old. The reason for this trend may be that personal growth initiatives fluctuate from age 12 to 18. Life has its ups and downs, but adolescence is even more so. Middle school students in adolescence have richer life experiences, and their ideals and realities are constantly intertwined. They both seek for better and doubt themselves, which makes them feel inferior and keep moving forward, confused and striving, and grow and develop in the contradictions of life. This development trend shows that teenagers of different ages have different views and understandings on personal growth. The level of personal growth initiative fluctuates from high to low, and their views on personal growth initiative fluctuates from positive to negative, which results in the fluctuation of their personal growth initiative with age.

The analysis results of gender differences in adolescent students' personal growth initiative show that there is no gender difference in adolescent students' personal growth initiative ($t=0.91$, $p>0.05$). This result is consistent with previous studies on gender differences in personal growth initiative (Beri & Jain, 2016; Luyckx & Robitschek, 2014; Robitschek, 1998) consistently indicate that boys and girls have the same level of personal growth initiative, and they both have the ability to strive and pursue excellence. Psychological quality, make their own life planning, painstaking forward, can realize that personal active growth is an important way of self-growth,

will firmly grasp their own fate in their own hands. However, the comparison results of gender differences in different dimensions of adolescent students' personal growth initiative showed that there were extremely significant differences between male and female students in the score of growth resilience (Ren -3.47, $D0.001$), significant differences in growth path and growth obstacle ($p < 0.05$), and no differences in active change ($p > 0.05$). This indicates that the differences between men and women are different in different dimensions. Girls have higher growth resilience, while boys have higher growth paths and growth obstacles (since the obstacle of growing into Changyang has been scored in reverse, the higher the score, the less obstacles they encounter). The higher growth resilience of girls indicates that girls have stronger spirit of struggle and pursuit of excellence than boys. It indicates that in today's society and school environment, girls are more able to realize that personal success requires constant persistence, so they show higher growth resilience. However, the growth path and growth obstacles of girls are lower than that of boys, which indicates that their life plan is not as clear as that of boys and they encounter more difficulties and obstacles than boys. Girls showed the characteristics of breaking through obstacles and developing hard. These results indicate that male and female students have different developmental characteristics in the four dimensions of personal growth initiative.

In this study, a large scale survey was carried out among middle school students using the questionnaire of individual growth initiative of young students, and the following conclusions were reached:

The overall development level of adolescent students' personal growth initiative and mental health is relatively high. The growth resilience, active change and growth path of adolescent students are at a high level, while the growth obstacle is at a medium level.

In terms of age and grade, the personal growth initiative of adolescent students is a "W" shaped development trend. There are significant differences between male and female students in the score of growth resilience, growth path and growth obstacles, and no difference in the total average score of active change and personal growth initiative.

There were no differences in growth resilience, active change, growth path, growth barriers, and personal growth initiative.

There are significant differences in growth resilience, growth retardation and personal growth initiative, but no differences in active change and growth path.

There is no significant difference between the only child and the non-only child in each dimension and total average score of the questionnaire.

5.2 Suggestion

The "gentle rise" type in high school indicates that the students in senior one and senior two have not established a correct view of personal growth and are still in a passive or inactive growth mode. The reason may be that they are either dissatisfied with the high school they enrolled in or are not willing to go to high school, which leads to their reluctance to study hard. Or the low level of personal growth initiative is caused by the inadaptability to high school learning and life and the unclear pursuit of the future. The level of personal growth initiative of senior high school students increases significantly, indicating that senior high school students facing the college entrance examination have planned their own life path and can actively pursue their own ideals, which leads to a high level of personal growth initiative. In order to further understand the different characteristics of the development of personal growth initiative of junior high school students and senior high school students, the first to third year of junior high school was re-coded as junior middle school, and the first to third year of senior high school was re-coded as senior middle school, and the differences in the four dimensions of personal growth initiative of teenagers in the different class were investigated. The results showed that there were significant differences between middle school and high school in growth resilience, growth retardancy and personal growth initiative ($p < 0.05$), and the scores in growth resilience in high school were higher than those in middle school, and the scores in growth retardancy and personal growth initiative in middle school were higher than those in high school, but there was no difference in active change and growth path ($p > 0.05$). The combination of higher growth resilience and lower growth retardancy (since growth retardancy has been scored in reverse, so the

lower the score, the greater the obstacle) suggests that high school students have reached the paradox of personal growth, It also reflects the psychological quality of high school students who have the courage to break obstacles. There is no significant difference between the only child and the non-only child in each dimension and total score of the questionnaire of adolescent students' personal growth initiative ($p>0.05$), indicating that whether the only child or not has little influence on the level of personal growth initiative. The initiative of adolescent students' personal growth refers to the psychological tendency of planning their own life path, overcoming difficulties, striving to make progress, actively changing themselves and pursuing excellence. It mainly emphasizes the active change of individuals and has nothing to do with others. Therefore, multiple children in the family may have mutual influence, but compared with only one child in the family, Even the interaction of multiple children does not improve an individual's own growth initiative. In addition, with the rapid development of the current society and smooth access to information, the only children and non-only children of the post-00s generation are affected by the external environment in the same way. Therefore, they can better plan their life path and actively promote their personal growth.

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THIS IS TO CERTIFY THAT

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