

# Positive Analysis & Counter-Measure Studies on Vocational Students' Mental Health

Hong Lu

The social management department of Tianjin Vocational Institute  
luhongxgb@126.com

**Abstract**—Based on deep investigation of part of Tianjin vocational students' mental health, the paper provides a comprehensive analysis on current situation and problems of vocational students' mental health, and puts forward targeted education counter measures.

**Keywords**—vocational college; students; mental health; investigation; analysis

## I. INTRODUCTION

The last requirement proposed by President Hu Jintao November 2012 in the report to the 18th Part Congress is that socialism with Chinese characteristics is the future career which needs young people struggle for generation by generation. Therefore, the whole Party must care about young people, listen to what they have to say, encourage their growth, and support their entrepreneurship.

With the rapid development of society, higher demands for talents' comprehensive quality are put forward. Accordingly, vocational college takes the responsibility to cultivate comprehensive quality talents, which is a difficult task. Social responsibility with thorough understanding and correct knowing of vocational students' mental health must be heard by vocational college and each education workers, to counsel their grown problems timely and to offer them healthy, rapid, and sustainable development of education environment and strategy. For this, the paper selects Tianjin vocational college students of grade 2012 as study sample, among which the empirical analysis of mental health status is launched and the education countermeasures are proposed.

## II. STUDY OBJECT AND METHOD

### A. Study Object

The paper takes part of Tianjin vocational students of grade 2012 as its study object. 4355 effect copies of questionnaires has been acquired, including 1923 boys, or 44.2 per cent, and 2432 girls, or 55.8 per cent.

### B. Testing Tool

Students' mental health is evaluated with Self-Reporting Inventory as the testing tool. The Self-Reporting Inventory or SCL-90 includes 90 items of 9 component scales, which contain somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, phobic anxiety, paranoid ideation, and psychoticism. Each item is adopted level 1 ~ 5 score.

### C. Statistical Method

The paper uses Self-Reporting Inventory as its testing tool. According to the testing data, SPSS 16.0 and mental Testing System is been used in statistical study and data analysis.

## III. TESTING RESULTS AND ANALYSIS

### A. Vocational Students' mental Health of Grade 2012

#### 1) Overall Situation of mental Health

Based on 4355 effect copies of completed questionnaires, the total score and factor points of SCL-90 are counted as indicators for judging the situation of vocational students' mental health, are shown in table 1.

TABLE I. MEAN & STANDARD DEVIATION OF SCL-90 TOTAL SCORE AND FACTOR POINTS

No	Total Score	Data(4355)	
	Factor points	Mean	Standard Deviation
1	Somatization	1.30	0.34
2	Obsessive-Compulsive	1.66	0.50
3	Interpersonal Sensitivity	1.56	0.50
4	Depression	1.41	0.43
5	Anxiety	1.43	0.42
6	Hostility	1.41	0.44
7	Phobic Anxiety	1.31	0.39
8	Paranoid Ideation	1.42	0.42
9	Psychoticism	1.34	0.36
10	Additional Items	1.40	0.40
11	[Total Score]	128.18	32.97
12	[Total Split]	1.42	0.37

Table 1 shows that the SCL-90 factor points and total score of vocational students are between 0-1.99, which indicates the situation of vocational students' mental health is good.

#### 2) Abnormal mental Students and Proportion

Any factor points are equal or greater than 2.5 points is defined as abnormal in the system this paper applied (shown in table 2). Any factor points is equal or greater than 3 points indicates that more attention should be paid on these students (shown in table 3). The proportion of abnormal students and those should be paid on more attention is shown both in table 2 and table 3.

TABLE II. ABNORMAL STUDENTS AND ITS PROPORTION

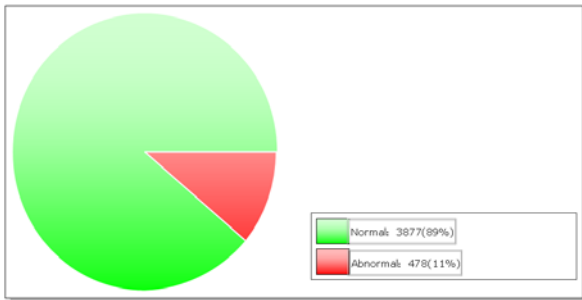
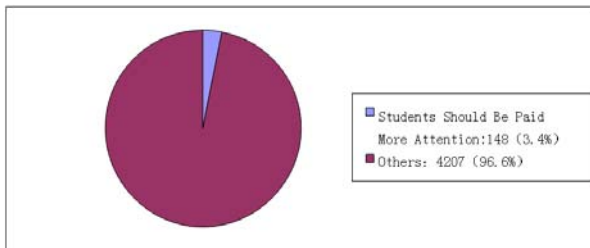


TABLE III. STUDENTS SHOULD BE PAID MORE ATTENTION ON AND PROPORTION



The table 2 and table 3 show the results that 478 students (accounts for 11 per cent of the total number) may have different degrees of mental problems, among which, 148 students (accounts for 3.4 per cent of the total number) should be paid more attention on.

### 3) Gender Difference of mental Health Condition

Independent Samples T-Test is used as testing tool to calculate boys' and girls' mean score of each SCL-90 factors respectively, to analyze differences of boys' and girls' mental health on different dimensions. The results are shown in table 4.

TABLE IV. CONTRASTS OF BOYS' AND GIRLS' SCL-90 TOTAL SCORE AND FACTOR POINTS

Factor points or Total Split	Gender	N	M	SD	t	p
	Girl	2432	1.33	0.358		
Obsessive-Compulsive	Boy	1923	1.64	0.496	-1.980	0.048
	Girl	2432	1.67	0.501		
Interpersonal Sensitivity	Boy	1923	1.55	0.499	-1.226	0.220
	Girl	2432	1.57	0.494		
Depression	Boy	1923	1.37	0.415	-5.537	0.000

Anxiety	Girl	2432	1.44	0.440	-6.683	0.000
	Boy	1923	1.38	0.390		
Hostility	Girl	2432	1.47	0.439	-0.964	0.335
	Boy	1923	1.40	0.446		
Photic Anxiety	Girl	2432	1.42	0.440	-12.163	0.000
	Boy	1923	1.24	0.342		
Paranoid Ideation	Girl	2432	1.38	0.414	0.919	0.358
	Boy	1923	1.42	0.434		
Psychoticism	Girl	2432	1.41	0.411	-1.656	0.098
	Boy	1923	1.33	0.360		
Additional Items	Girl	2432	1.35	0.364	-4.467	0.000
	Boy	1923	1.36	0.388		
Total Split	Boy	1923	1.40	0.350	-4.547	0.000
	Girl	2432	1.45	0.377		

The table 4 shows that vocational boys and girls get the same score of interpersonal sensitivity, hostility, Paranoid Ideation, and psychoticism, which indicates vocational students have no difference in those four factors. However, they get different scores of somatization, obsessive-compulsive, depression, anxiety, photic anxiety, and additional items, which girls get higher scores than boys, which indicates that boys' mental health is better than that of girls and girls may have more mental problems than boys in somatization, obsessive-compulsive, depression, anxiety, photic anxiety, and additional items.

### B. The Abnormal Students' mental Health Status

In the system applied in this paper, any factor points are equal or greater than 2.5 are defined as abnormal. The factor points which are equal or greater than 2.5 are divided into standard screening abnormal students. Results are shown in table 5.

TABLE V. THE ABNORMAL STUDENTS' NUMBER AND PROPORTION OF SCREENING SCL-90 FACTORS

Factor	Number & Proportion		Relevance Ratio
	n	percent	
Somatization	42	0.9644%	10
Obsessive-Compulsive	293	6.7279%	1
Interpersonal Sensitivity	193	4.4317%	2
Depression	107	2.4569%	4
Anxiety	98	2.2503%	6
Hostility	153	3.5132%	3
Photic Anxiety	79	1.814%	8
Paranoid Ideation	106	2.434%	5

Psychoticism	53	1.217%	9
Additional Items	83	1.9059%	7

It is shown by table 5 that abnormal mental students' SCL-90 factors are screened as the order of obsessive-compulsive, interpersonal sensitivity, hostility, depression, paranoid ideation, anxiety, additional items, phobic anxiety, psychoticism, and somatization, which indicates that vocational students have more mental problems, need to pay more attention, focused on obsessive-compulsive, interpersonal sensitivity, hostility, depression, paranoid ideation, etc.

### C. Students' mental Health Status Be Paid More Attention On

In the system applied in this paper, any factor points are equal or greater than 3 are defined as students should be paid more attention. The factor points which are equal or greater than 3 are divided into standard screening abnormal students. Results are shown in table 6.

TABLE VI. STUDENTS' NUMBER AND PROPORTION OF SPECIAL ATTENTION OF SCREENING SCL-90 FACTORS

Factor	Number & Proportion		Relevance Ratio
		Per cent	
Somatization	10	0.2296%	10
Obsessive-Compulsive	72	1.6533%	1
Interpersonal Sensitivity	68	1.5614%	2
Depression	31	0.7118%	4
Anxiety	26	0.597%	5
Hostility	44	1.0103%	3
Phobic Anxiety	21	0.4822%	7
Paranoid Ideation	26	0.597%	5
Psychoticism	15	0.3444%	9
Additional Items	19	0.4363%	8

It is shown by table 6 that special attention mental students' SCL-90 factors are screened as the order for less is obsessive-compulsive, interpersonal sensitivity, hostility, depression, paranoid ideation, anxiety, additional items, phobic anxiety, psychoticism, and somatization, which indicates that vocational students have more mental problems, need to pay more attention, focused on obsessive-compulsive, interpersonal sensitivity, hostility, depression, paranoid ideation, etc.

By a factor of ten, with any factor score is equal or greater than 3 as a standard, screening out a total of 148 students may be paid more attention.

### D. Conclusions

Through the test and analysis applied in this paper, we can see that the overall condition of vocational students is sound that counts 89 per cent of the sample. Among those, boys' mental health is better than that of girls in a whole. However, 11 per cent of the sample still has different mental problems and blocks. The order for less is obsessive-

compulsive, interpersonal sensitivity, hostility, depression, paranoid ideation, anxiety, additional items, phobic anxiety, psychoticism, and somatization. This can be seen that education work of vocational students' mental health has a long way to go, in which attention, consultation, and therapy suggestion must be given during usual education work. Long-term education practice tells that college students shown of ideological problems, moral problems, behavior problems, habits problems, and etc. are more reflected in the mental level, which education works refresh education idea, expand education mode, and use humanistic care, mental counseling, and other education means, to provide healthy, fast, and sustainable development of education environment and strategy for college students.

## IV. STRATEGIES AND SUGGESTIONS

### A. Identifying Responsibility and Focusing on mental health Education

Leadership of college mental health should be established and strengthened fast, which should be led by school leaders and expert group. In this part mental education will be carried out efficiently, practically, and entirely.

### B. Forming A Mental Health Education Team Combined with Full-Time & Part-Time

The mental education team should be formed by education experts, psychologist, medical specialists, psychological teachers, clinic doctors, and ideological & political workers. These ensure that the team is relatively stable and mental education is implemented effectively.

### C. Treasuring Personnel Training and Following Specialization

Tightening training of psychological counseling teachers, students' psychological development counselors, and students' psychological committeemen and improving their own mental health status to master relevant psychological counseling skills. Therefore, mental workers' ability of intervention emergencies will be improved, and the defense function of class, school, and college will be enhanced.

### D. Confirming Educational Idea and Completing System Construction

In order to standardize mental health education, People-Oriented and Face to All concept should be confirmed, system of education counseling, psychological counseling clinic, and crisis intervention should be constructed, and working regulation should also be perfected.

### E. Strengthening Course Construction and Expanding Education Function

Based on the open of mental health course, Vocational College Students' Psychological Training course will be developed. Through psychological training, students' learning motivation will be stimulated, which can help students obtain successful experiences, clear value orientation, grasp their life correctly, overcome self-abased

mentality, facing social facts positively, and improve self ability continuously.

#### *F. Focusing on Key Group and Distinguishing Level Guide*

The improvement of college mental education professional level will be achieved through organizing professional trainings, seminars, and case analysis, and establishing psychological clinic to help students who seeks mental counseling. By setting up group guidance camp, the growth of special group may be paid much attention on, especially for guidance that of learning difficulty group, that of life difficulty group, and mental sub-health group, to help people care each other, learn how to communicate, and grow together in the group.

#### *G. Tightening Culture Construction of Vocational College Mental Education*

Students' psychological association should be better run by vocational college to make students learn how to communicate, how to deal with competition and cooperation by organizing series activities on May 25th, the Mental Health Day.

#### *H. Promoting Psychological Testing and Screening Timely*

Regular testing of knowing vocational students' mental status and differences should be done thoroughly, to distinguish problems and do counseling work differently. Furthermore, crisis group should be screened timely and intervention and referral work should be done immediately.

The fierce social competition and survival pressure make college students' spiritual world presents different levels of crisis. Humanistic care and psychological counseling as a new idea and effective method of ideological and political

education have important realistic meaning and profound historic significance, to refresh ideological and political concept, to improve the scientific progress of ideological and political education, and to develop and complete the discipline system of ideological and political education, as well as to thoroughly apply the scientific outlook on development and to build a socialist harmonious society.

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