

## Exploring the Mental Health of Minors in Poor Areas: A Case Study of Anhui Province, China

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### Abstract

*As the global economy progresses and people's living standards improve, there is a growing need to redefine the notion of "health," expanding its scope beyond physical well-being to include psychological health. Given that minors bear the responsibility of fostering social progress as the hope for the future society, their mental health becomes exceptionally crucial. This research aims to investigate the mental health status of minors in poor areas of Anhui Province, assessing the existence of issues and probing into their underlying causes. The study is structured into two main segments. Initially, it delves into the essence of mental health education for minors, the current state of mental health education globally and domestically and underscores the significance of the research. Subsequently, by scrutinizing the mental health scenario of minors through case studies, the analysis reveals that psychological challenges among minors predominantly manifest in areas such as personality, learning, and interpersonal communication. Applying the social system theory, the researcher identifies several factors contributing to these psychological issues, including governmental neglect, economic underdevelopment, outdated educational ideologies, insufficient family guidance, and inadequate infrastructure. Approached from the standpoint of social workers, addressing these concerns is seen as instrumental in fostering the wholesome development of minors.*

**Keywords:** *Mental Health, Minors, Community Health, Social Work, Well-being.*

### Introduction

From a global perspective, most countries recognize the significance of mental health and related education for minors. International efforts in this domain have yielded theoretical advancements and practical insights, with a substantial body of knowledge originating from developed nations, notably the United States. The mental health education service system abroad is intricate, featuring a combination of public institutions, community organizations, and non-governmental entities. It encompasses both general and specialized services, involving social, family, judicial, and educational institutions.

In foreign countries, mental health services for minors primarily emanate from schools, communities, and specialized mental health

institutions. In the United States, mental health education initially focused on students with psychological and behavioral issues before transitioning to a broader approach, targeting the enhancement of the mental well-being of all students through training and educational activities. In the context of China's domestic landscape, mental health education for minors has been introduced relatively late, exhibiting slow development and significant regional disparities. Initial efforts and research were concentrated mainly in developed regions, establishing a robust foundation for mental health practitioners in these areas.

Situated in the central part of China, Anhui Province features mountainous terrain and several regions with lower levels of economic development. Despite ongoing efforts to enhance the basic infrastructure of rural

primary and junior high schools and continuous improvements in the overall quality of rural teachers, the issue of minors' mental health cannot be overlooked in the local context. Mental health education in local schools and communities faces several notable challenges, including inadequate government funding support, insufficient societal attention, a shortage of qualified teachers, a limited number of courses, a narrow scope of mental health education content and delivery methods, a lower professional standard, limited efficacy in problem-solving, and a lack of specific evaluation indicators.

Responding to the government's call, numerous scholars have directed their research toward minors' well-being. Economic conditions serve as a decisive factor influencing both the educational level and psychological development of students. Economic constraints, they argue, hinder the development of mental health education in impoverished areas [1]. The research, spanning eight regions in China, reveals that children in rural areas, particularly boys, are more susceptible to physical and mental violence. This vulnerability, they argue, poses a threat to their spiritual well-being [2]. Early childhood is the most important link in a person's life process, including physical growth, psychological development, and personality formation. With the development of social education and social economy, mental health problems in early childhood are becoming more and more prominent [3]. Children's mental health is the main work of all sectors of society and must be taken seriously [4]. Children's neuroticism is positively related to mental health problems. Therefore, social workers should help students with bad experiences and negative emotions to learn some methods of emotional regulation [5].

In view of the common mental health problems of minors, Deng Zhenzhi and Liu Zheng creatively linked children's obesity with mental health. That minors with psychological problems are more likely to be obese because

they are accustomed to using food to relieve psychological stress [6]. It is important to pay attention to the mental health education of minors and establish the importance of mental health in the form of social policies and laws [7]. The mental health problems are mainly affected by the surrounding environment, and the most affecting ones are people who have direct contact with children, such as parents, teachers, and peers [8]. In the process of children's mental health education specialization, we need to establish a modern concept of health education, pay attention to the differentiation of children's mental health education channels, pay attention to the mental health education of preschool teachers, enhance the cooperation between home and children, and pay attention to the individualization of children's mental health education [9]. The concept of "loneliness in the heart" to describe these children, referring to the fact that the psychological world is closed. They have the care of their relatives and secure material life, but their parents and relatives ignore or fail to communicate with them psychologically [10].

Intervention is an important stage in the process of social work to help people. It is an important link for social workers and service objects to act, implement the objectives of the social work plan according to the service agreement, help service objects to change, solve the problems identified in the estimate, and realize the help plan [11]. Many practices around the world, including in China, have proved that the social work profession can be well applied to various work and efforts related to child development. This is because its basic concepts, knowledge, and methods are completely relevant to children and the problems they face, just as they are to other people and the problems they face. The relevance of social work to children's development is reflected in its understanding of "people in situations", which is also suitable for explaining and treating various situations and

problems of children and their development and their solutions.

Based on a survey of four counties in western Gansu in 2018, empirically analyzed the ability of rural families to pay for education in this area by using the "family education expenditure burden rate method" and the self-determined five-level classification standard. The data shows that families with disabled people, parents with low education levels, parents with unstable careers, and parents with weak education awareness have a low ability to pay for general education. However, children from these families generally have psychological problems [12]. In view of the psychological problems of children in rural areas, there were 525 children in the normal group of low-age boarding students in poverty-stricken areas, accounting for 38.2% of the total number; 609 people may have an anxiety disorder, accounting for 44.3% of the total; There were 241 people with obvious an anxiety disorder, accounting for 17.5% of the total, and their anxiety status was not optimistic [13]. It is not enough to rely solely on the efforts of social workers, and it needs the joint participation of society to carry out psychological poverty alleviation. [14]. Family factors, school education, community care, and individual psychological status in rural areas were the main reasons for the serious psychological problems of children. Social workers can use the advantage perspective to conduct a comprehensive analysis. Find different solutions from theoretical analysis and comparison [15].

### **Mental Health Education for Minors in Schools**

For the current situation of school mental health education, it was found that although mental health courses have been set up in rural areas, the quality of implementation cannot be guaranteed. Some schools even never carry out mental health courses as required [16]. When observing the classes of primary school

teachers in rural areas, Shao Yonghong found that although the school has carried out mental health education classes, the overall lack of activity and experience, and lacks "interest". At the same time, part-time psychological teachers have a low academic quality, and the teaching modes such as "knowledge teaching type" and "preaching and theory type" often appear in the teaching process [17]. Tan Xulan and Li Caina believe that we must integrate all the resources of the school and apply the limited resources to the mental health curriculum [18].

Teachers' care and education can effectively prevent students' psychological diseases [19]. Most children in poor areas will choose to live in schools due to geographical limitations, so schools are the most important places to live and study. Schools must set up professional psychological consultants and hire professional psychological consultants. Let students fully realize respect and fairness [20]. The whole society to pay common attention to the development of children in poor areas. They believe that they must fundamentally solve mental health problems, find strength from all social groups, unite with society, schools, and volunteers, actively participate in it, and take appropriate measures [21].

Schools should integrate mental health education into daily teaching activities. In the courseware, students are organized to have group discussions and games to help students solve psychological problems [22]. On the issue of school education, the most important thing for poor areas in China to effectively promote the development of local education was to improve teachers' comprehensive psychological quality and educational ability [23]. Mental health education in rural schools in China is very poor. There are main problems such as backward educational concepts, single curriculum, lack of professional teachers, and lack of educational funds. Therefore, the government and enterprises need to support the construction of local schools from the perspective of funds [24]. The combination of

school mental health education and family intervention. This way can not only effectively improve the relationship between students and their parents, but classmates also so that they can correctly look at various mental states in the process of growth. At the same time, it can help them deal with their psychological difficulties correctly, make more friends and cultivate more interests in life [25].

In the future, China's social environment will be more complex, so mental health education in primary and secondary schools will inevitably deepen. Therefore, government education departments and primary and secondary school management institutions should support the development of mental health education in the region in the policy [26]. Schools should make full use of existing resources and creatively develop a variety of educational activities, because healthy psychology is not innate, but is slowly formed and developed in the social environment and practical activities [27].

### **Mental Health Education for Minors in Families**

Regarding the significance of the family environment, family plays a central role in minors' psychological issues, emphasizing that an unfavourable family environment can lead to negative psychological outcomes and extreme behaviors in children [28]. Families serve as both protective factors and crucial elements in systematic assistance for minors [29]. The tension in family relationships as a common factor among most "problem students" and advocates for creating a stable and harmonious family atmosphere. Parents should not only provide material assistance but also offer emotional support to their children [30].

It is significance of the family atmosphere, asserting that parent-child and sibling relationships significantly influence children's mental health and the resolution of psychological problems [31]. When children face difficulties, parents should encourage them to communicate with peers, visit friends and

relatives, and establish a closer relationship with teachers for timely understanding of psychological problems [32]. In terms of family mental health care and education, the revitalization of rural education through various means, including the allocation of resources, improvement of education quality, development of life outlooks, faith education, mental health assessments, counseling, and peer mutual assistance, as well as parent training to enhance the mental health of rural minors [33]. For minors, parental companionship is more effective than the assistance of psychologists. Sun recommends that parents acquire relevant mental health knowledge, maintain communication with their children, and provide support during challenging times [34].

### **Methods**

This research employs an exploratory qualitative approach to explore the Mental Health Education for Minors in Poor Areas: A Case Study of Anhui Province, China. This research methodology is well-suited for the study as it facilitates the collection and synthesis of crucial information pertaining to the problem under investigation [35]. Researchers interviewed 20 students through a snowball sampling method. It included four elementary school students, eight middle school students, and eight high school students. After interviewing a predetermined number of respondents, researchers made a simple analysis of the interview data. It was found that all the interview materials were effective, and no valuable samples would appear if more data were collected. Therefore, researchers stopped data collection and fully analyzed the collected data. The interview procedure adopted the format of digital record. Since the case point is in China, Chinese was used as the main medium, and then the researcher translated it into English data.

In this qualitative research, a semi-structured interview method employing in-depth interview techniques is employed to gather precise data.

The process involves the use of predefined interview questions aligned with the research objectives, conducted in stages. Initially, rapport is established with the informants, followed by a deeper exploration of information in subsequent stages. The interviews are conducted in the Malay language, with each session lasting approximately 30 minutes to one hour. Essential tools utilized in this research include audio tape recordings, interview question guidelines, and the researcher's self, contributing to a more effective data analysis process.

Prior to generating transcripts, the recordings of all interviews were thoroughly reviewed multiple times to ensure the accuracy and conciseness of the processed data. Subsequently, the data underwent a coding process using NVIVO 8 software, aiming to identify key themes aligned with the research objectives. The final step involved selecting pertinent verbatim data to elucidate and support the identified themes.

Concerning research ethics, confidentiality was strictly maintained by assigning labels (R1 to R20) instead of using the real names of the informants during interviews. Additionally, the interview question guide was designed to avoid sensitive topics that could potentially discomfort the informants.

Each informant was explicitly informed of their right to withdraw from the study at any point, and there was no obligation to answer any specific questions. Prior to participation, the informants provided their consent by filling out an available consent form, ensuring that the research obtained full participation from all 20 informants while upholding ethical standards.

## **Results**

The researcher conducted interviews with a total of 20 students using a snowball sampling method. This sample comprised four elementary school students, eight middle school students, and eight high school students. After completing interviews with the predetermined number of respondents, a basic analysis of the interview data was conducted. The analysis revealed that the gathered information was effective, and further data collection was unlikely to yield additional valuable insights. Consequently, the researcher decided to conclude data collection and proceeded to fully analyze the collected data. The interview process was documented in a digital record format. Given that the research context is in China, the interviews were conducted in Chinese, and the researcher subsequently translated the collected data into English.

**Table 1.** Summary Table of the Basic Information of the Respondents

<b>No.</b>	<b>Sex</b>	<b>Age</b>	<b>School</b>	<b>Grade</b>	<b>Family population</b>	<b>Whether to live together</b>	<b>Annual household income</b>
R1	Male	11	Chaohu City Xiadian Primary School	Grade five of primary school	4	Yes	20000USD
R2	Male	9	Chaohu City Xiadian Primary School	Grade two of primary school	6	Yes	15000USD
R3	Male	13	Chaohu City Ba Town junior High School	Grade one of junior high school	3	No (parents out for employment, their grandparents)	6800USD
R4	Female	15	Chaohu City Ba Town junior High School	Grade three of junior high school	6	Yes	27500USD
R5	Male	15	Chaohu City Ba Town junior High School	Grade three of junior high school	4	Yes	16500USD
R6	Female	14	Chaohu City Ba Town junior High School	Grade two of junior high school	4	Yes	24800USD
R7	Male	17	Chaohu City Chunhui Senior Middle School	Grade two of high school	4	No (Father and sister work in other places, and mother lives with her)	20600USD
R8	Male	18	Chaohu City Chunhui Senior Middle School	Grade three of high school	3	No (Parents work in other places, their own boarding school)	17900USD
R9	Female	16	Chaohu City Chunhui Senior Middle School	Grade one of high school	4	No (Father and brother are away, and mother lives with him)	30000USD
R10	Female	16	Chaohu City Chunhui Senior Middle School	Grade one of high school	3	Yes	28900USD

R11	Female	10	Fuyang City Beicheng Primary School	Grade four of primary school	3	Yes	5500USD
R12	Male	11	Fuyang City Beicheng Primary School	Grade six of primary school	4	Yes	13700USD
R13	Female	14	Fuyang City No.10 junior High School	Grade two of junior high school	6	Yes	11000USD
R14	Male	15	Fuyang City No.10 junior High School	Grade three of junior high school	5	Yes	6890USD
R15	Female	13	Fuyang City No.10 junior High School	Grade one of junior high school	4	Yes	12400USD
R16	Male	14	Fuyang City No.10 junior High School	Grade two of junior high school	4	Yes	13790USD
R17	Female	15	Fuyang City No.3 Senior High School	Grade one of high school	4	Yes	6800USD
R18	Female	18	Fuyang City No.3 Senior High School	Grade four of high school	5	No (rent your own house)	9600USD
R19	Female	17	Fuyang City No.3 Senior High School	Grade two of high school	5	Yes	6800USD
R20	Male	19	Fuyang City No.3 Senior High School	Grade three of high school	6	Yes	4200USD

## Academic and Performance Stress

Through interviews, researcher found that most of the respondents' psychological difficulties were related to learning. There are two reasons for respondents' learning pressure, external and internal reasons. The external reason is mainly the pressure from the people around them, including their parents, relatives, and teachers. In response to the relevant questions, the interviewees extracted memories from their past experiences, and they all expressed painful expressions. Respondents' responses showed that for all minors, good performance means good conduct, which means they are "good children". Poor performance is considered a serious crime. This means that a large part of minors was suffering from learning, and the love they receive from people around them is directly proportional to their academic achievements. R1 regarded his mother's punishment as the result of poor performance.

*"Recently, my grades were going down, and my mother was very angry and didn't let me play online games."*

Due to the failure of the exam last year, R13 said that her parents were very disappointed and no longer loved her.

*"My mother always told me that only by entering a good university can we get rid of poverty. So I regard reading as the only way out. I have already failed once in the college entrance examination. So this year I must be admitted to college, or I will never have a chance again."*

As one of the participants said, people in poor areas are very poor because their living standards and economic conditions are the same. Therefore, relatives will gain satisfaction by comparing their achievements. Children who do not achieve good results will be more anxious and suspicious of themselves. Therefore, it shows that under the pressure of society and family, academic achievement has

become the only criterion to judge a child's success.

R16: *"Once, my school grades were very good. My parents were proud to introduce me to others at the family gathering. But then my grades fell, and I didn't get the ideal score. My parents were very angry and didn't care about me anymore. This made me very depressed. I study hard every day, but it still hasn't changed. Now I am very anxious, unable to sleep, and even think of suicide."*

R2 revealed to the researcher that the teachers in their school are irresponsible and like to solve problems with violence. His statement is as follows:

*"The main problem is studying; I feel that I did not understand in class, but I dare not ask the teacher after class."*

The above statements only indicate the first case of learning pressure, that is, external reasons. However, some respondents revealed that they had psychological problems that could not be solved, resulting in their inability to concentrate. It has seriously even affected their daily life.

R2's psychological problem is that he pays too much attention to his academic achievements and often puts pressure on himself. He looked very tired during the interview, and his answer was as follows:

*"My sleep condition was very poor in the past two weeks. I always worry about many things. My parents work in the city. They are very busy and have no time to go home. I miss them so much that I decided to go to school in the city so that I could live with them."*

The psychological problem of R9 is that she magnifies the gap between herself and her peers and always compares with them.

*"I hope I can surpass everyone, but this is not the case. I think I can't keep up with the study progress of my class and always make mistakes in the exam."*

The psychological problem of R6 and R14 is that they have serious weariness of learning.



They subjectively believe that reading is boring and meaningless. R6 said in her statement:

*"I don't understand people's pursuit of achievement. Are children who get good grades necessarily good children? I think going to school is a waste of time. We can use our time and do more meaningful things instead of trapping ourselves in books and homework."*

R14 showed his schedule to the researcher, and she complained:

*"I can only sleep six hours a day, and the rest of the time is used to finish the homework assigned by the teacher. I'm fed up with this kind of life. It's boring and meaningless. Sometimes I even want to get relief through suicide. If I could choose, I would not be a student anymore."*

### **Life Adaptability Issues**

The main living area of minors is the family. Through interviews, researchers found that some of the respondents' psychological difficulties were related to their living conditions. The main reasons for the respondents' life problems are family poverty and family member tension.

According to the interviewees' description, researcher found that the economic situation is the main factor affecting the family's living standard. In poor areas, families will face a variety of life difficulties, which will inevitably affect the material life and spiritual world of minors. On the one hand, poverty means the lack of living materials and liquidity. This will make the family's ability to resist risks weak. Once the family encounters a crisis, it will destroy the spiritual world of family members.

R7 told about his sister's illness:

*"My sister was sick, and I was very worried about her, and I was also worried that my family would not have enough money to treat my sister."*

On the other hand, economic poverty will lead to psychological poverty. Specifically, poverty is transmitted from generation to generation, and poor families must have

incorrect living habits and education methods, which makes it difficult for families to get rid of poverty.

Participants R5 and R19 have suffered from domestic violence.

R5: *"I can't fall asleep. I sleep no more than seven hours a day. My father doesn't like me. Dad likes to drink and beat me, he thought i am useless and I will waste money, he hopes me to drop out of school early to go out to work."*

R19: *"I've been thinking about the meaning of life for several months, but I think it's meaningless. I hate my family. I never understand why adults like to solve problems through bully. Mom and dad fight every day, I feel very insecure."*

R15 believes that he is suffering from "mental violence" because his mother only likes her brother and never cares about him.

*"I think my mother always made me sad, because she loves my brother, and she will sleep with him at night."*

### **Interpersonal Issues**

Due to the particularity of minors, they show more sensitive and anxious characteristics, and they will pay more attention to their image and position in the hearts of their peers. Through interviews, researchers found that some of the respondents' psychological difficulties were related to interpersonal communication.

According to the interviewees' description, the researcher found that spending most of the time with peers occupied by minors. If the peer relationship is not handled properly, the psychological state of minors will be affected. R11 wept to the researcher about her experience:

*"My best friend betrayed me. I was very disappointed. I decided to stay away from him. so i want to live abroad in the future, but I have no financial source at present, so I want to study hard and study abroad in the future."*

At the same time, R18 has similar problems, she said:

*“Because I am not beautiful, some boys evaluate my looks, which makes me feel very ashamed. I wanted to change my appearance through plastic surgery, but my parents didn't agree, they said they had no money for me.”*

Through communication with participants R4 and R15, the researcher found that the economic gap between peers will also affect the degree of intimacy.

R4: *“It is mainly related to my friends. My parents always force me to take care of my brother and do not allow me to do other things. At the same time, they are not willing to buy clothes and shoes for me, causing me to wear old clothes, which makes me fill shameful. I will envy the students who wear new clothes.”*

R15: *“My friends all like to go to a restaurant, but I don't have money. I can't go with them.”*

## **Discussion**

In poor areas, due to the long-term poverty and lack of materials, some minors have developed bad "stereotypes" of their parents, they hate their parents, and blame their parents for the poverty of their families [36]. At the same time, because most parents go out to work when their children are very young and lack companionship, their children cannot understand their parents' behavior and think that they are abandoned, so there is a deep "emotional separation membrane" with their parents. Many children are unable to associate with their parents, consider them strangers and treat their parents very coldly. When their parents try to interact with them, they really resist them, and some even take extreme behaviors, such as running away from home, self-harm, violence, theft, etc.

School is a place to educate students, and the psychological quality of students is mainly cultivated through school education. School factors mainly include school education conditions, learning conditions, living conditions, teacher-student relationships, peer relationships, and so on [37]. These conditions

and relationships, if not handled properly, will affect the students' physical and mental health and development. Current Chinese school mental health education development imbalance, found in the research process of schools, poor area, and other related units can timely organize learning precise poverty alleviation policy, but lack of funds and professional technical support, for minors to strengthen the construction of mental health service team is still in exploration, infrastructure needs to be improved, teachers professional level is not high, lack of training opportunities, content and mental health education form, lack of methods of psychological guidance for poor and poor minors and experience, teachers in work lack of correct education methods, etc.

Rural left-behind children are the whole society a common concern and cannot be ignored, in the countryside, especially the poor rural, parents work in cities, leave their children with their grandparents, and the children's youth to live with grandparents, perennial away from their parents, the parents stay in the countryside with grandparents live together children is the left-behind children. These children live in a family structure that is incomplete and the education are traditional, so they are unable to build close personal relationships with their parents. On the contrary, some children and their parents are very strange, unable to do not normally communicate with them, communication [38]. In the face of these children, parents are often guilty and choose tolerance and connivance without the bottom line, which will lead to immoral behavior and unhealthy psychology. At the same time, due to the generally low knowledge level of rural parents, the lack of correct education and communication knowledge, and there are no correct education methods and skills. So children who encounter psychological difficulties cannot be counseling, more prone to psychological problems.

According to Freud's Anxiety and Defence Mechanism, Minors Should Realize the Self-repair and Defence of Individual Psychology. Freud defines anxiety as a state of warning when one feels a threat. Anxiety may be an individual's inappropriate use of defence mechanisms leading to the development of mental illness. Freud divided anxiety into three types: objective anxiety, neurological anxiety, and moral anxiety. Freud believed that individual anxiety states are often a mixture of two or three anxiety states, and his psychoanalysis emphasizes the importance of transforming neurosis into real anxiety, thus relieving real anxiety, ultimately alleviating people's mental problems, and getting out of mental difficulties [39].

To deal with the psychological problems of minors, on the one hand, it is necessary to carry out appropriate self-esteem, self-confidence education, sex education, emotional expression education, frustration education, interpersonal relationship education, etc., so that minors' psychological adjustment ability can be cultivated in social practice life. Create more social practice opportunities, so that they can increase their knowledge in social practice, adjust their psychology, integrate themselves into society, and cultivate a sense of cooperation, so as to help minors to establish a healthy and upward mentality. On the other hand, we should actively play the role of "peer mutual assistance" and encourage children to become "psychological counseling volunteers", so that older children can become volunteers to care for young children, spread positive energy, and guide psychological problems, at the same time, but also promote the overall mental health growth of these small volunteers themselves.

In traditional schools, school leaders and teachers often do not pay attention to mental health education, thinking that just teach book knowledge. At the same time, it was found that in traditional mental health education courses, there are often no professional, relevant experienced psychological teachers, usually

taught by the teachers of other subjects themselves. Therefore, in order to change this situation, schools need to pay attention to mental health education courses and hire professional teachers to conduct professional psychological tracking and psychological counseling for students [24]. The realm of mental health education, schools should tailor their approach to the distinctive aspects of students' physical and mental development. They advocate for a comprehensive psychological assessment and ongoing monitoring of minors' mental well-being [40]. This involves employing various methods to promptly address psychological issues, provide counseling, correct behavior, and disseminate daily mental health knowledge. Simultaneously, schools can leverage social resources to broaden the scope of educational content. This includes incorporating elements like traditional Chinese culture education, life education, mental health education, and legal education. The goal is to steer students toward a healthy value orientation, guide them through challenging emotions, foster a robust personality, and enhance their knowledge, cultural skills, and psychological literacy [20].

The study case point is China in Anhui province, the main work is to understand the present situation of mental health education in Anhui province (including school mental health education curriculum status, community, and family mental health education status), social intervention, etc. The results of this study are mainly case sets and social worker intervention manuals, which can be used as reference materials for relevant future studies. However, the research results are not only applicable to Anhui Province, but also to similar regions in China. The research results are of general significance. The research results and practical experience of mental health education in the poor areas of Anhui province can be applied to similar situations in other similar areas. Therefore, it can provide experience for minors'

mental health work in China and even the world.

## Conclusion

The mental well-being issues faced by minors in impoverished regions stem from a complex interplay of various factors. These encompass the absence of adequate social policies, detrimental influences from the social environment, outdated rural ideologies, insufficient parental and educational attention, and adverse peer interactions. The repercussions of mental health problems among minors can be severe, leading to substantial societal challenges in their growth. As a result, addressing these issues should be a focal point for the entire community, necessitating proactive solutions. However, tackling the mental health challenges faced by minors requires a prolonged, intricate, and comprehensive systemic effort. The government must assume a central role in this process, collaborating with communities, schools, and families to establish a cohesive "systematic work network." This collective effort aims to foster a conducive environment for minors to develop a healthy worldview, life perspective, and values, facilitating their positive psychological growth.

Social work plays a crucial, unified, and scientific role in providing psychological and social assistance, serving as a pivotal force in effectively monitoring and resolving societal problems. From the perspective of social workers, mental health and mental health

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education hold significant importance for the national economy, people's well-being, and personal development. Minors represent a demographic requiring heightened attention, being the seeds of human development and societal progress, embodying the future of society and humanity. Mental health education is not only imperative for China but also for every country worldwide, ensuring the sound development of minors and the construction of a robust nation. It is crucial not only in impoverished mountainous regions but also in any impoverished area globally to prioritize the mental health of minors, increase investments in mental health education, and advocate for education accessibility and individual development through policy and social psychology perspectives. As social workers, it is imperative to approach mental health problems with a global and developmental outlook, utilizing professional knowledge and skills to aid every troubled child psychologically.

## Conflict of Interest

There is no conflict of interest in relation to this study from either party involved.

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