

Study on the Cultivation of Positive Psychological Quality of Junior Middle School Students in Divorced Families

—A Case Study of a Middle School in Hengyang City

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Abstract: Objective To explore the cultivation methods of positive psychological quality of junior high school students in divorced families. Methods Ten eligible subjects were randomly selected in the No. 23 Middle School of Hengyang City, and intervention was conducted in the form of group counseling. The official group "Senior Psychological Quality Table for Primary and Secondary School Students" was selected, and the subjects were measured before and after the intervention, and the data were statistically analyzed. Results (1) There were significant differences in wisdom and knowledge dimensions ($p<0.0001$) and moderation dimensions ($p<0.01$). (2) Before the experiment, the divergent family junior high school students had gender significance in the wisdom and knowledge dimensions ($p<0.05$), brave dimension ($p<0.05$), human dimension ($p<0.05$), and justice dimension ($p<0.05$). difference. After the experiment, there were significant gender differences in the human dimension ($p<0.01$), the fairness dimension ($p<0.01$), and the moderation dimension ($p<0.01$). (3) The difference in demographic variables other than gender in divorced family junior high school students is not significant. Conclusions (1) Group counseling has a certain effect on the cultivation of positive psychological quality of junior high school students in divorced families. (2) The intervention effect of the group is related to the content of its design. (3) Group counseling is a favorite and easy-to-accept educational method for divorced family junior high

school students.

Keywords: Divorced family junior high school students; positive psychological quality; cultivation

1. INTRODUCTION

The social environment, school education and family atmosphere all have a significant impact on the formation of positive psychological quality of junior high school students in divorced families, especially school education [1]. This study takes positive psychological quality cultivation as the main research point, and explores how to help the divorced family junior high school students to cultivate positive psychological quality through the school mental health group counseling activities, thus subtly promoting their shadows from family divorce and enriching divorce. The content of mental health education courses for junior high school students.

2 RESEARCH DESIGN

Through the selection of the class teacher, this study selected 10 divorced family students from the 23rd in Hengyang City as the research object, including 7 male students and 3 female students. It has conducted 6 group counseling for one and a half months. A total of 20 questionnaires were distributed before and after the test, and 20 were recovered, and the recovery rate was 100%. The returned questionnaires were initially processed and all qualified, with an effective rate of 100%.

Table 1 Overall status of the study subjects

		Num (Person)	Rate (%)	Total (Person)
gender	male	7	70	10
	Female	3	30	
grade	First day	2	20	10
	Second day	8	80	
	Third day	0	0	
Only child and non-only child	only son	8	80	10
	Non-only child	2	20	

Accommodation and day reading	stay	6	60	10
	Day reading	4	40	
Primary and secondary school students' positive psychology quality table				
Guan Qun and Meng Wanjin's "Senior Psychological Quality Table for Primary and Secondary School Students" [2].				

Table 2 Design of group counseling activities: positively, delivering positive energy

Name	target	activity
1 Get together	Team building	1. "Snowball" self introduction 2. Select the team leader, group name, slogan and display 3. Develop team goals and specifications, and sign contracts 4. Homework: My self-portrait
2 Discover the best of yourself	Accept yourself	1. "Big wind blowing" warm-up activities 2. "Who am I?" 3. "Guess who this is" 4. "Benefit bombing"
3 I want to be happy	Positive emotion	1. "Angels and Demons" 2. Sharing negative emotional methods 3. Emotional ABC theory 4. Homework: ABC theory "Amway" to parents
4 It turns out that this can also	Positive thinking	1. "The use of the pen" 2. Brainstorming: the use of paper clips 3. Divergent thinking training.
5 Go up, teenager	Active life	1. Growing Trilogy: Eggs, Chickens, Big Chickens 2. Value auction 3. Life motto sharing
6 Towards a bright future	Positive future	1. "Relax and beat" warm-up activities 2. "Big wind blowing", "Qiao Jie Qian Qian Jie" 3. "Write to yourself after ten years" 4. Review summary

3 RESEARCH RESULTS

Comparison of positive psychological quality before and after the experiment of divorced family junior high school students

Table 3 Comparison table of six major dimensions before and after the study object

Name	Pretest (N=10)		Post test (N=10)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Wisdom and knowledge	23.9	4.175	32.4	5.582	-5.585***	0.000
Brave	32	7.18	38.8	5.996	-2.547	0.031
Human nature	22.5	6.502	28.4	5.147	-3.732	0.005
Impartiality	24.1	6.806	30.1	4.748	-3.162	0.012
Control	22.3	6.147	28.6	4.904	-5.086**	0.001
Super	32.3	8.982	38.9	3.665	-2.81	0.02

Note * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$, the same below

It can be seen from Table 3 that before and after the implementation of group counseling, the divergent family junior high school students have significant differences in wisdom, knowledge and moderation in the positive psychology quality table. Compared with the previous test, the mean values of wisdom and knowledge, courage, humanity, justice, moderation,

and transcendence have all improved significantly. Comparison of differences in demographic variables between positive psychological quality of divorced family junior high school students Comparison of positive psychological quality before and after the experiment of junior high school students of divorced families with different genders

Table 4 Comparison of pre-test differences in positive psychological quality of junior high school students of divorced families of different genders

Name	Male (N=7) <i>M±SD</i>	Female (N=3) <i>M±SD</i>	<i>t</i>	<i>p</i>
Wisdom and knowledge	25.57±3.599	20.00±2.646	2.385*	0.044
Brave	35.00±4.123	25.00±8.718	2.572*	0.033
Humanity	25.29±4.112	16.00±7.000	2.695*	0.027
Public	26.29±5.908	19.00±6.928	1.709	0.126
Control	25.00±4.619	16.00±4.583	2.839*	0.049
Super	34.43±8.443	27.33±9.815	1.168	0.277

Table 5 Comparison of post-test differences in positive psychological quality of junior high school students of divorced families of different genders

Name	Male (N=7) <i>M±SD</i>	Female (N=3) <i>M±SD</i>	<i>t</i>	<i>p</i>
Wisdom and knowledge	34.00±5.831	28.67±2.887	1.472	0.179
Brave	40.29±6.102	35.33±4.933	1.231	0.253
Humanity	30.86±3.716	22.67±2.517	3.399**	0.009
Public	32.71±2.628	24.00±6.928	5.42**	0.001
Control	31.29±2.498	22.33±2.309	5.48**	0.005
Beyond	40.14±3.579	36.00±2.000	1.843	0.103

It can be seen from Tables 4 and 5 that the pre-experimental wisdom and knowledge, courage, humanity, and moderation dimensions are significantly different in different genders ($p < 0.05$), and the humanity, justice, and moderation dimensions are significantly different in different genders after

the experiment ($p < 0.05$). Comparison of differences in positive psychological quality between junior and middle school students of divorced families in different grades

Table 6 Comparison of pre-test differences in positive psychological quality of divorced families of different grades

Name	Seven (N=2) <i>M±SD</i>	Eight (N=8) <i>M±SD</i>	<i>t</i>	<i>p</i>
Wisdom and knowledge	22.00±1.414	24.38±4.565	-0.699	0.505
Brave	31.00±2.828	32.25±8.049	-0.208	0.84
Humanity	19.00±4.243	23.38±6.886	-0.837	0.427
Public	24.00±1.414	24.13±7.699	-0.022	0.983
Control	20.00±4.243	22.88±6.643	-0.569	0.585

Super	33.00±0.000	32.13±10.176	0.116	0.91
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Table 7 Comparison of post-test differences in positive psychological quality of divorced families of different grades

Name	Seven (N=2) M±SD	Eight (N=8) M±SD	t	p
Wisdom and knowledge	28.00±1.414	33.50±5.732	-1.292	0.232
Brave	42.00±1.414	38.00±6.503	0.829	0.431
Humanity	25.50±0.707	29.13±5.566	-0.88	0.405
Public	26.50±2.121	31.00±4.870	-1.233	0.253
Control	26.00±1.414	29.25±5.312	-0.823	0.434
Super	37.50±2.121	39.25±3.991	-0.581	0.577

It can be seen from Tables 6 and 7. Before and after the experiment, the differences in positive psychological quality between the divorced families of different grades were not significant.

Comparison of the differences between positive and negative psychological quality of junior high school students in divorced families with only children and non-only children

Table 8 Comparison of pre-test differences in positive psychological quality of junior high school students of divorced families with only children and non-only children

Name	Y (N=8) M±SD	N (N=2) M±SD	t	p
Wisdom and knowledge	24.13±4.673	23.00±1.414	0.323	0.755
Brave	30.38±7.110	38.50±2.121	-1.536	0.163
Humanity	21.13±6.402	28.00±4.243	-1.409	0.197
Public	23.75±5.751	25.50±13.435	-0.308	0.766
Control	21.63±5.655	25.00±9.899	-0.673	0.52
Super	33.13±8.442	29.00±14.142	0.558	0.592

Table 9 Comparison of the positive psychological quality of the junior high school students of the divorced family with only children and non-only children

Name	Y (N=8) M±SD	N (N=2) M±SD	t	p
Wisdom and knowledge	32.25±6.319	33.00±0.000	-0.161	0.876
Brave	37.88±6.379	42.50±2.121	-0.973	0.359
Humanity	28.00±5.345	30.00±5.657	-0.47	0.651
Public	29.13±4.824	34.00±1.414	-1.358	0.211
Control	27.50±4.870	33.00±1.414	-1.518	0.167
Super	39.00±4.071	38.50±2.121	0.163	0.875

It can be seen from Tables 8 and 9. Before and after the experiment, the positive psychological quality of junior high school students with divorced children and the positive psychological quality of junior high school students who are divorced from non-only children are not significant.

4 CONCLUSION

Group counseling has a certain effect on the cultivation of positive psychological quality of

divorced family junior high school students

In the posterior side, the scores of the positive psychological quality of the subjects in the six dimensions were improved to varying degrees, and there were significant differences between the wisdom and knowledge and the control dimension ($p < 0.001$, $p < 0.01$).

After receiving group counseling, the subjects' positive psychological quality scores were improved

to a certain extent, but the degree of improvement was different, which was related to the content design of the counseling activities. The quality of the group's auxiliary activities has been significantly improved, such as wisdom and knowledge, and the dimension of restraint. Therefore, before arranging group counseling activities, schools must first understand the psychological needs of divorced junior high school students and then design targeted group counseling activities so that they can be effective and achieve the best results.

Group counseling provides a real and lively social reality environment for divorced family junior high school students. It is lively and interesting. In the process of participating in the activity, the research subjects are always excited and fully engaged. With deep contact with others, individuals can observe and learn from others' strengths, recognize their own shortcomings, and understand transposition and care for others. In the practice of teamwork, I feel everything, and the sentiment from the heart is much more useful than stereotypes.

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