

# The Deep Integration of Adolescent Mental Health and Ideological and Moral Education



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**Abstract:** During the growth process of adolescents, the deep integration of mental health and ideological and moral education is of profound significance. At present, adolescent mental health problems occur frequently, and ideological and moral construction also faces new challenges, making the integration of the two extremely urgent. This integration helps to promote the all - round development of adolescents, cultivate sound personalities, improve comprehensive qualities, enhance the educational effect, prevent problem behaviors, and enable adolescents to better adapt to social development. At the current situation level, although there have been positive explorations in aspects such as courses, activities, and teaching staff, there are problems such as poor curriculum connection, large professional differences among teaching staff, uneven student participation, and an imperfect evaluation system. Through strategies such as optimizing the curriculum system, innovating teaching methods, strengthening teacher training, creating a campus culture, improving the evaluation system, and promoting the collaborative cooperation among families, schools, and society, it is expected to achieve a deep integration. All parties need to work together to continuously improve the integrated education system and lay a solid foundation for the healthy growth of adolescents.

**Keywords:** Mental Health; Moral Education; Teaching Methods

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## 1 Introduction

In order to strengthen the construction and standardized management of the mental health service system and enhance mental health literacy, in 2016, the State Council issued the "Healthy China 2030" Plan Outline, which re-

quires strengthening the intervention in common mental disorders such as depression and anxiety, as well as psychological and behavioral problems, improving the ability and level of psychological crisis intervention in emergen-

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cies. By 2030, a significant improvement in the prevention, treatment of common mental disorders, and the identification and intervention of psychological and behavioral problems should be achieved. In July 2021, the General Office of the Ministry of Education issued the "Notice on Strengthening the Management of Students' Mental Health", aiming to further improve the pertinence and effectiveness of students' mental health work, effectively strengthen professional support and scientific management, and focus on enhancing students' mental health literacy.

Adolescence is a crucial stage of growth in life. The mental health and ideological and moral education of adolescents not only concern the all - round development of individuals but also directly affect the harmony, stability, and future development direction of society. How to pay attention to adolescents' mental health problems and propose effective preventive measures is a question that school education and family ideological education should explore [1-14].

## 2 Relevant Theoretical Foundations

Both the theories of mental health education and ideological and moral education play important roles in the field of education. They are both committed to promoting the all - round development of students, helping students to form good psychological qualities and moral characters, enabling students to adapt to social life and achieve personal growth and value.

There are numerous theories of mental health education [1, 2]. Common ones include psychoanalytic theory, cognitive - behavioral theory, humanistic theory, psychodynamic theory, positive psychology theory, and developmental psychology theory. The humanistic theory, represented by figures like Rogers, emphasizes human self - actualization and personal growth. It holds that everyone has the potential and motivation for self - development. Education should create a good psychological atmosphere, respect and understand the emotions and needs of individuals. In mental health education, it focuses on listening to students' inner feelings, respecting students' individual differences, and providing a safe and supportive environment for students to help them achieve self - growth and self - value.

The theories of ideological and moral education are also diverse [3, 4]. Common ones are Dewey's moral education theory, Piaget's theory of moral development,

Kohlberg's theory of moral development stages, Bandura's social learning theory, and Durkheim's moral education theory. Dewey's moral education theory emphasizes the combination of moral education and real - life practice. It believes that education is life, and the school should be a small - scale society. Students learn moral norms and values by participating in various social activities in life. In ideological and moral education, attention is paid to carrying out practical activities, allowing students to experience and understand moral norms in practice. For example, organizing volunteer activities and community services can cultivate students' sense of social responsibility and moral qualities.

The deep integration of adolescent mental health and ideological and moral education is an inevitable trend in educational development and is of great significance for promoting the all - round development of adolescents and improving the effectiveness of education [5, 6]. Through various means such as curriculum integration, teaching method integration, teacher integration, and campus culture integration, the organic combination of the two can be achieved. During the integration process, although challenges such as conceptual barriers, insufficient teaching staff, and an imperfect evaluation system will be faced, by adopting corresponding countermeasures, these difficulties can be effectively overcome, and the smooth development of integrated education can be promoted to create a good educational environment for the healthy growth of adolescents.

## 3 Current Situation

### 3.1 Current Situation of Adolescent Mental Health

The current situation of adolescent mental health is not optimistic, manifested in the frequent occurrence of depression and anxiety, common behavioral disorders, and a prevalent comorbidity phenomenon, as follows [7, 8]:

There is a high incidence of depression and anxiety among adolescents. The "2023 Blue Book on Mental Health in China" shows that the depression rate among high school students is 40%, that among junior high school students is 30%, and that among primary school students is 10%. The detection rate of depression among primary and secondary school students reaches 40%. The "Report on the Development of Chinese Youth" indicates

that approximately 30 million children and adolescents under 17 in China are troubled by various emotional disorders and behavioral problems. The "2024 Research Report on the Pain Points of Treatment and Rehabilitation of Depression among Children and Adolescents" shows that the average age of first diagnosis for adolescents diagnosed with emotional disorders is 13.41 years old, with boys accounting for 51.0%. The average age of first suspension from school is 13.74 years old, mainly concentrated at 14 years old. Moreover, more than 30% of them have at least one other comorbid mental illness, with sleep disorders and obsessive - compulsive disorder being the most common comorbidities.

The current situation of behavioral disorders in adolescent mental health is rather severe. Approximately 20% of adolescents have problems with insufficient learning motivation to varying degrees, manifested as not listening carefully in class, not completing homework, lacking interest and enthusiasm, etc. Some adolescents exhibit test - anxiety behaviors. Approximately 30% - 40% of adolescents have obvious test - anxiety symptoms before major exams. Some adolescents have social - related behavioral disorders, manifested as social withdrawal and aggressive behaviors. Approximately 15% - 20% of adolescents have social withdrawal behaviors to varying degrees. Many adolescents have addiction - related behavioral disorders, manifested as internet addiction, substance addiction, self - harm behaviors, eating disorders, etc. Surveys show that

the incidence of internet addiction among adolescents in China is around 10% - 15%. The prevalence rates of anorexia and bulimia among adolescents are approximately 0.5% - 1% and 1% - 3% respectively.

The comorbidity phenomenon in adolescent mental health is relatively common, with prominent comorbidity of emotional disorders. The "2024 Research Report on the Pain Points of Treatment and Rehabilitation of Depression among Children and Adolescents" shows that among adolescents diagnosed with emotional disorders, more than 30% have at least one other comorbid mental illness. Globally, approximately 10% - 20% of children and adolescents suffer from mental and psychological disorders. The overall prevalence rate of mental and psychological disorders among children and adolescents aged 6 - 16 in China is 17.5%. There are comorbidities between depression and sleep, obsessive - compulsive disorder, autism spectrum disorder, and between emotional disorders and substance abuse. The "2024 Research Report on the Pain Points of Treatment and Rehabilitation of Depression among Children and Adolescents" shows that among children and adolescents diagnosed with emotional disorders, 82.3% have had an experience of asking for leave, and 53.85% have had an experience of suspending school. The comorbidity of multiple mental illnesses can exacerbate the psychological pain of adolescents and significantly increase the risk of suicide. Suicide is the fourth leading cause of death among adolescents aged 10 - 19 worldwide.

### 3.2 Current Problems in the Ideological and Moral Education of Adolescents

Table 1 Current problems in the ideological and moral education of adolescents [8-10]

Name	Content
Social satisfaction degree	Survey results show that currently, about 20% of cadres and the general public are dissatisfied or not quite satisfied with the measures taken and the results achieved in implementing the spirit of relevant central documents on the ideological and moral construction of minors.
In terms of crime trends	The number of juvenile delinquents has been increasing year by year, showing a development trend of younger ages and lower educational levels. The proportion of crimes committed by children of farmers and unemployed people has increased.
In terms of the pursuit of ideals	In the research on teenage students, it has been found that some of them show a tendency towards realism and lack consistency in their recognition of the society's common ideals and mainstream values. For example, influenced negatively by various social factors and traditional ideological concepts, some students develop ideas of quick success and instant benefits, as well as the inclination to seek advantages by trickery. They pay more attention to immediate interests, being overly utilitarian while lacking in ideals and the spirit of dedication.
In terms of self - care ability	The survey reveals that 80% of parents are most concerned about their children's academic performance and college entrance goals, while only 25% of students often do household chores at home. Some boarding students even save up their clothes, shoes and socks and take them home for their parents to wash, which reflects that teenagers have poor self - care ability, and the situation of emphasizing intellectual education while neglecting moral education still exists.
In terms of psychological endurance	Due to the small number of children and good living conditions in families nowadays, teenagers seldom encounter difficulties and setbacks. This has led to poor psychological resilience among some students. Some become dispirited and feel that life is meaningless when facing minor setbacks, thus engaging in serious deviant behaviors such as a reluctance to abide by social moral norms. Some even resort to behaviors like suicide, as well as harming others' bodies and property.
In terms of	The survey reveals that some students have undesirable living habits. For example, some students are obsessed with

Name	Content
living and labor habits	online text messages and even spread unhealthy content. There are also situations such as giving each other exquisite gifts, being extravagant, and holding lavish banquets. At the same time, some students are reluctant to serve their classmates as "class cadres" and arrive late or even avoid their turn to be on duty.
In terms of values and behaviors	The survey shows that currently 36% of the surveyed teenagers often surf the Internet, and 52% of them believe that the Internet has a significant impact on their ideological and moral concepts. Moreover, most teenagers have a certain understanding of the basic social moral principles and codes of conduct, but there is a serious phenomenon of "separation of knowledge and action". For example, regarding the bad social phenomena occurring around them, only 4% of the people choose to stop them in various ways, 28% say they are helpless, and another 2% say it has nothing to do with them.
In terms of the perception of the educational environment	In the survey on the influencing factors of the ideological and moral environment of teenagers, 47% of the people believe that the current social atmosphere is the biggest factor affecting the ideological and moral of teenagers, and 20% think it is the school atmosphere. This reflects that the social and school environments are not the most satisfactory to the majority of people, and there is an urgent need for improvement.

### 3.3 Current Situation of the Integration of Adolescent Mental Health and Ideological and Moral Education

Table 2 The Current Situation of the Integration of Adolescents' Mental Health and Ideological and Moral Education [5, 6]

Name	Content
In terms of the implementation of courses and activities	(1) There has been progress in curriculum design, but the degree of integration needs to be enhanced. According to the survey, about 40% of teachers believe that in actual teaching, there are deficiencies in the content connection between ideological and political courses and mental health education. Some students feel that the relationship between the two is not clear enough. (2) The activities are diverse, but the participation rate is unbalanced. In some activities integrating mental health and ideological and moral education organized in certain regions, such as mental health-themed class meetings and ideological and political knowledge competitions, usually only 60% - 70% of students can actively participate, and 30% - 40% of students still lack enthusiasm for participation.
In terms of the construction of teaching staff	(1) The training has achieved results, yet professional disparities still remain. Statistics show that after relevant training, approximately 70% of teachers believe that their capabilities in the integrated teaching of adolescent mental health and ideological and moral education have improved. However, around 30% of teachers indicate that they lack professional knowledge in either mental health education or ideological and moral education, which impacts the classroom teaching effectiveness. (2) The allocation rate is gradually increasing, but there is still a shortfall. Take Chengdu as an example. The allocation rate of full - time psychology teachers in the city has been continuously rising. Nevertheless, as of 2024, it has not reached 100%.
In terms of collaborative education	(1) There has been progress in the linkage among families, schools, and society. According to relevant surveys, only about 40% - 50% of regions can effectively establish a "trinity" collaborative education mechanism among families, schools, and society to integrate adolescent mental health and ideological and moral education. (2) The communication between home and school needs to be strengthened. In the research on adolescent psychological and moral construction, it was found that many respondents said that effective communication with parents and teachers is helpful for their own psychological and moral construction. However, in real life, only about 30% of adolescents believe that their communication with parents and teachers is sufficient and effective.
In terms of the evaluation of educational effectiveness	(1) Students have positive feedback, but there is still much room for improvement. Judging from students' feedback, about 60% - 70% of the students think that the school's work in integrating mental health and ideological and moral education has been of some help to them. However, 30% - 40% of the students still feel that it has little help or they haven't felt the significance of the integration. (2) The evaluation system is imperfect. According to the survey, currently only 20% - 30% of schools have established a relatively systematic evaluation system for the integrated teaching of adolescent mental health and ideological and moral education. 70% - 80% of schools still lack or have deficiencies in this regard, lacking effective evaluation criteria and feedback mechanisms.

## 4 The Importance of Integrating Adolescent Mental Health and Ideological and Moral Education

The integration of adolescent mental health and ideological and moral education is of great significance, which is mainly reflected in the following aspects [10-13]: the prominence of psychological problems highlights the urgency of in-

tegration; behavioral deviations reflect the necessity of integration; academic performance demonstrates the facilitating effect of integration; and social adaptation shows the importance of integration.

Table 3 The Importance of the Integration of Adolescents' Mental Health and Ideological and Moral Education

Name	Content
Psychological problems highlight the urgency of integration	After conducting a survey of 24,758 primary and secondary school students across the country in 2022, the China Youth Research Center found that the detection rates of anxiety and depression reached 31.3% and 17.9% respectively. Adolescents in psychological distress, if lacking proper ideological and moral guidance, are prone to being trapped in negative emotions. For example, if depressed adolescents uphold positive values, they will be more motivated to seek change. Evidently, integration is of great significance for improving psychological problems and guiding correct concepts.
Behavioral Deviations Reflect the Necessity of Integration	The data on school bullying is alarming. A report by UNESCO shows that approximately one - third of adolescents have experienced school bullying. Bullies often have psychological problems, such as emotional management loss and lack of empathy. At the same time, they lack correct moral concepts. Conducting integrated education on mental health and ideological and moral for bullies can reduce such behaviors at the root and cultivate good moral character and a healthy psyche.
Academic performance reflects the facilitating effect of integration.	Some studies indicate that students with a good psychological state and excellent moral qualities tend to achieve better academic results. When facing high learning pressure, mental health education can help students regulate their emotions, while ideological and moral education endows students with a sense of responsibility and upward mobility, stimulating their motivation to learn. The integration of the two provides strong support for academic progress.
Social adaptation demonstrates the importance of integration.	According to the survey, approximately 40% of adolescents face difficulties in adapting in the early stage of entering society, including handling workplace interpersonal relationships and abiding by social rules. Mental health education can improve adolescents' interpersonal skills, while ideological and moral education helps them establish a correct view of career and a sense of social responsibility. Integrated education can enhance adolescents' social adaptability and enable them to integrate into society better.

## 5 Strategies for the In - Depth Integration of Adolescent Mental Health and Ideological and Moral Education

Table 4 Strategies for the In - depth Integration of Adolescents' Mental Health and Ideological and Moral Education [11-14]

Name	Content
Optimize the curriculum system	Schools should integrate the curriculum content of mental health education and ideological and moral education, and develop integrated courses. For example, combine the content of emotion management in mental health education with frustration coping and responsibility - taking in ideological and moral education, and design a special course titled "Emotion Regulation and Moral Decision - making". Through methods such as case analysis and group discussions, guide students to make correct moral judgments when dealing with emotional problems.
Innovate teaching methods	Adopt experiential teaching methods, such as organizing mock trials, community volunteer service activities, etc. This allows students to experience psychological changes and moral responsibilities in practice, enhancing their understanding of mental health and ideological and moral concepts. At the same time, utilize multimedia teaching means, such as playing psychological education documentaries, videos of the deeds of moral models, etc., to make the teaching content more vivid and attract students' attention.
Strengthen teacher training	Regularly organize teachers to participate in training courses on the integration of mental health and ideological and moral education. Invite experts to give lectures and provide guidance to enhance teachers' interdisciplinary teaching capabilities. Encourage teachers to conduct teaching research, jointly explore methods and strategies for integrated education, share teaching experiences and cases, and promote teachers' professional development.
Create a campus culture	Create an integrated campus cultural atmosphere through various means such as campus radio, publicity boards, and campus activities. Organize a campus cultural festival with the theme of mental health and moral literacy, and carry out activities like mental health lectures, moral story speech contests, and psychodrama performances. In this way, students can be subtly influenced by mental health and ideological and moral education during their participation in these activities.
Improve the evaluation system	Establish a diversified evaluation system that not only focuses on students' knowledge acquisition but also pays attention to the development of their psychological qualities, moral behaviors, and other aspects. Adopt a combination of formative evaluation and summative evaluation to comprehensively and objectively evaluate students' performance in the process of integrated education.
Collaborative cooperation among schools, families and society	Strengthen the communication and cooperation among families, schools, and society to form a joint educational force. Schools can, through means such as parent - teacher meetings and parent - education schools, publicize to parents the importance of integrating mental health education and ideological and moral education, and guide parents to pay attention to their children's psychological and moral development.

## 6 Conclusion

The in - depth integration of adolescent mental health and ideological and moral education plays a crucial role in the comprehensive development of adolescents. On the one hand, a healthy psyche is the foundation for adolescents to receive ideological and moral education, enabling them to better understand and practice moral principles. On the other hand, good ideological and moral concepts can provide strong support for adolescents' mental health, helping them maintain a positive attitude when facing difficulties and setbacks. This integration can cultivate adolescents in the new era with sound personalities, a sense of social responsibility, and an innovative spirit, meeting the society's demand for high - quality talents.

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## Biography

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