

The Mental Health Promotion Strategies for Undergraduate College Teachers in the New Era

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Abstract

The goal of this study is strategies for promoting mental health of undergraduate college teachers in the new era. (1) The current situation of mental health of teachers in undergraduate colleges and universities in the new era, (2) Development of mental health promotion strategies for teachers in undergraduate colleges and universities in the new era, (3) Evaluation of mental health strategies for teachers in undergraduate colleges and universities in the new era. The sample is 409 teachers, who are composed of 67,397 teachers from 38 undergraduate colleges and universities in Guangxi, China. The Taro Yamane formula is used to determine the sample size with a 95% confidence level, and a multi-stage random sampling method is used to determine the sample size. Research tools include surveys addressing current conditions and expectations. Quantitative data analysis incorporates statistical indicators such as percentages, mean, standard deviation, and validity index, while qualitative research involves content analysis.

The research results are as follows: (1) The current status of mental health of teachers in undergraduate colleges in the new era is generally at a high level ($\bar{X}=3.54$, $SD=1.28$). The current status is arranged in descending order as: psychological dimension, spiritual dimension, physical dimension and social dimension. The psychological dimension is considered to be the most pressing issue. (2) Propose BSP strategies for teachers' mental health promotion from the psychological dimension. (3) The evaluation of strategies is possible and useful. These results provide valuable opinions for the field of teacher mental health research and also provide reference for the formulation of mental health policies.

Keywords: New era; Undergraduate college instructors; Mental health management; Strategy

Introduction

General Secretary Xi Jinping (2017 : 10) proposed: "After long-term efforts, socialism with Chinese characteristics has entered a new era, which is a new historical direction for our country's development." The report clearly points out the need to enhance the ability to adapt to China's new era and social talents, Cultivate socialist successors for the new era. In order to adapt to the needs of the new era and the reform of education, teachers in undergraduate colleges are facing more and more challenges and pressures. Not only do they have to achieve excellence in teaching and scientific research, they also have to deal with various evaluations and assessments from the education department. These pressures may lead to physical and mental health problems among undergraduate faculty

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Teachers' mental health affects the entire teaching team, and it also has an extremely important impact on students' development and the quality of education. Paying attention to teachers' mental health and creating a good institutional environment, policy environment, and social environment for teachers' mental health are issues that must be paid attention to in the context of education reform. Teachers' mental health is an important guarantee for teachers to complete work tasks and cope with pressure. , will have an impact on students.

Mental health means that people are physically and mentally healthy, have a good mental state, can control their emotions, and can adapt well to various social changes. This article divides mental health into four dimensions, namely physical dimension, psychological dimension, spiritual dimension and social dimension, and conducts a survey on the current status and expectations of teachers' mental health based on the four dimensions, and proposes new ideas from the psychological dimension. Strategies for promoting mental health of teachers in undergraduate colleges and universities of the times. This is conducive to incorporating school information into policies and plans to promote the mental health of members of organizations at all levels, implementing mental health promotion strategies for new era undergraduate college teachers, and creating systems to reduce mental health problems; at the same time, there are advantages and disadvantages to understanding the mental health of future practitioners Information, carry out effective operational planning, and provide teachers with mental health promotion strategies to promote teachers' physical and mental health.

Research Objectives

1. The current situation of mental health of undergraduate college teachers in the new era.
2. The creation of strategies for promoting mental health of undergraduate college teachers in the new era
3. Evaluation of mental health promotion strategies for teachers in undergraduate colleges and universities in the new era.

Research Methodology

1. Research methods. The research on the mental health promotion strategies of teachers in undergraduate colleges in the new era is mainly divided into the following three stages: the first stage is the current situation of mental health of teachers in undergraduate colleges in the new era, the second stage is the development of mental health education promotion strategies for teachers in undergraduate colleges in the new era, and the Evaluation of mental health promotion strategies for teachers in undergraduate colleges and universities in the three stages of the new era.

2. Data collection. The method of collecting data is as follows: (1) The researcher asks to write a letter requesting permission to collect data, (2) The researcher distributes the questionnaire to the sample educational institutions and sets a return date for the questionnaire, (3) When the return date arrives, the researcher Collecting questionnaires, (4) If the questionnaire is not returned within the specified time, the researcher must follow up on his own to collect all questionnaires.

Research Conceptual framework

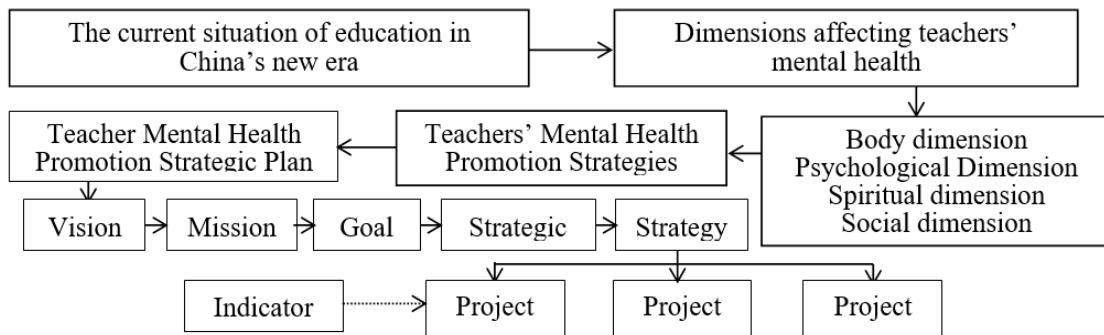


Figure 1 Conceptual framework

Source: Created by author

Research Scope

1. Population and sample. A total of 67,397 teachers came from 38 undergraduate colleges and universities in Guangxi, China. The Taro Yamane formula was used to determine the sample size with a 95% confidence level, and a multi-stage random sampling method was used to determine the sample size of 409 teachers.

2. Data analysis. Use the data from the second and third parts of the questionnaire to analyze the actual and expected situations of mental health promotion for undergraduate teachers in Guangxi universities. In the new era, China calculates the mean (\bar{x}), standard deviation (Standard Deviation), priority need index (Priority NeedIndex: PNI), and uses the calculation formula to adopt the modified priority need index (PNImodified) technology.

Research Findings

1. Research on the current situation of mental health of teachers in undergraduate colleges and universities in Guangxi, China in the new era found that teachers' mental health is at a high level. As shown in Table 1:

Table 1 Current status and expectations of mental health of teachers in undergraduate colleges and universities in Guangxi, China in the new era

| Problem | Current Situation | | | Requirements | | | PNI | RANK |
|-------------------------|-------------------|------|-------|--------------|------|---------|------|------|
| | \bar{X} | S.D. | level | \bar{X} | S.D. | level | | |
| Body dimension | 3.52 | 1.34 | High | 4.64 | 1.32 | Highest | 0.32 | 3 |
| Psychological Dimension | 3.59 | 1.28 | High | 4.80 | 1.09 | Highest | 0.35 | 1 |
| Spiritual dimension | 3.54 | 1.25 | High | 4.73 | 1.18 | Highest | 0.34 | 2 |
| Social dimension | 3.51 | 1.24 | High | 4.60 | 1.25 | Highest | 0.31 | 4 |
| Total | 3.54 | 1.28 | High | 4.70 | 1.21 | Highest | 0.33 | - |

From Table 1, the current state of mental health of undergraduate teachers from universities in Guangxi is overall at a high level ($\bar{X} = 3.54$, $SD = 1.28$). When considering various aspects, it was found that the psychological dimension ($\bar{X} = 3.59$, $SD = 1.28$) ranked first, followed by the spiritual dimension ($\bar{X} = 3.54$, $SD = 1.25$), the physical dimension ($\bar{X} = 3.52$, $SD = 1.34$) and the social dimension ($\bar{X} = 3.51$, $SD = 1.24$).

The priority of the desired state is arranged in descending order as follows: the first is the psychological dimension ($PNI = 0.35$), the second is the spiritual dimension ($PNI = 0.34$), the third is the physical dimension ($PNI = 0.32$), and the fourth is the social dimension ($PNI = 0.31$), indicating that among all dimensions, improving the state of the psychological dimension is considered the most urgent and needed, so the psychological dimension should be given priority in mental health management.

The researchers conducted a survey on the mental health status and needs of teachers in undergraduate colleges in Guangxi, China in the new era in 15 universities in 6 cities in Guangxi, and synthesized data through expert interviews. Research shows that the most urgent need to pay attention to teachers' mental health is the psychological dimension.

2. Create a new era of mental health promotion strategy for undergraduate teachers in Guangxi found that Create a BSP strategy to promote teacher mental health.

Research shows that the mechanism of the outbreak of mental health problems at the psychological level includes three stages: the first stage, the alarm response stage. During this stage, the tolerance for psychological stress decreases and begins to manifest itself in personal interactions or self-defense mechanisms. The second stage, the resistance stage, is the stage of maximum adaptation, manifested as personal balance. If stress persists and protective mechanisms do not work, the person will enter the third stage, which is the outbreak. In order to prevent the outbreak of problems and solve them, a new era mental health management strategy for teachers in undergraduate colleges in Guangxi, China is hereby drafted. In the first stage, when resistance is lowered, the solution is to boost immunity. The second stage is the resistance stage. This stage faces mental health problems of the highest psychological dimension. Therefore, prevention and relief are needed. The last stage is the outbreak stage, which requires the help of experts or special experts. This is the origin of the BSP strategy, explained as follows:

BSP Strategy
(Enhancing psychological immunity: Stress management:
Professional help)

Vision:

Promote mental health from a psychological dimension. Good problem-solving skills can provide special support for teachers at undergraduate colleges in Guangxi, China, in the new era, allowing them to live healthier and happier lives.

Task:

(1) Promote the mental health of teachers in undergraduate colleges and universities in Guangxi from a psychological perspective;

(2) Enhance the ability of teachers in Guangxi undergraduate colleges and universities to deal with problems from a psychological perspective to solve problems that affect mental health;

(3) Provide help and support to Guangxi undergraduate college teachers from a psychological perspective to alleviate their mental health problems.

Core value:

"M E N T A L"

M Mind: Have a strong mind and be able to face and solve problems;

E Efficiency: Work pursues achievement and efficiency;

N Network : Build a support system and listen to different opinions with an open mind to achieve success and happiness.

T Teamwork: Teamwork based on shared love, understanding and forgiveness;

A Anticipate: Work expectations are based on a belief in success;

L Learning: Continuous learning to enrich knowledge, skills and experiences.

Target:

(1) Promote teachers in Guangxi undergraduate colleges and universities to become immune to mental health problems from a psychological perspective;

(2) Promote teachers in Guangxi undergraduate colleges and universities to appropriately solve mental health problems from a psychological perspective;

(3) Provide all aspects of professional support to teachers in Guangxi's undergraduate colleges and universities from a psychological perspective to reduce mental health problems.

Strategy:

(1) Provide psychological incentives for teachers in undergraduate colleges and universities in Guangxi;

(2) Enhance the ability of teachers in Guangxi undergraduate colleges and universities to deal with problems from a psychological perspective to solve problems that affect mental health;

(3) Improve the learning center, establish a support system, and provide professional psychological assistance from a psychological perspective.

Strategy 1: Boosting Psychological Immunity

Provide psychological incentives for teachers in undergraduate colleges and universities in Guangxi (TFF: Tolerance, Faith, Prevention)

(1) Enhance psychological endurance. Able to withstand pressure and control emotions appropriately;

(2) Have firm belief and strong strength. Able to encourage yourself and accept encouragement from those around you;

(3) Improve the abilities of teachers in undergraduate colleges and universities in Guangxi from a psychological perspective to prevent mental health problems;

Strategy 2: Stress Management

Enhance the ability of teachers in Guangxi undergraduate colleges to deal with problems from the psychological dimension to solve problems that affect mental health (PR: response, mitigation)

(1) Deal with obstacles tactfully and constantly adjust yourself to adapt to new situations.

(2) Improve the mechanism to alleviate mental health problems from the psychological dimension.

Strategy 3: Professional Help

Improve the learning center, establish a support system, and provide professional psychological assistance from the psychological dimension (ESN: expert assistance, special expert assistance, support system)

(1) Establish a learning center at work to reduce and prevent the mental health problems of Guangxi undergraduate college teachers from a psychological dimension;

(2) Establish a problem listening center to alleviate the mental health problems of teachers in Guangxi undergraduate colleges from a psychological dimension;

(3) From the psychological dimension, improve the mental health support system for teachers in undergraduate colleges and universities in Guangxi.

3. Evaluate the mental health promotion strategies of teachers in undergraduate colleges and universities in Guangxi, China in the new era found that the ESP strategy is feasible and effective.

Evaluating psychological mental health promotion strategies for undergraduate teachers from colleges in Guangxi, China, in the new era. By evaluating based on experts There will be an evaluation in 2 main points:

(1) The feasibility of a mental health promotion strategy for undergraduate teachers from colleges in Guangxi, China, in the new era.

(2) The usefulness of the mental health promotion strategy for undergraduate teachers from colleges in Guangxi, China in the modern era.

Strategies for managing the mental health dimensions of undergraduate teachers from colleges in Guangxi, China in the new era. Overall, it is at a high level. ($\bar{X} = 4.44$, S.D. = 0.48) In considering the first three orders, Setting the vision, mission, core values, goals, and managing mental health problems in the psychological dimension. ($\bar{X} = 4.80$, S.D. = 0.45) is number one. The second is the BSP Model, strategy determination. and setting strategies under the strategy ($\bar{X} = 4.60$, S.D. = 0.55) The third is Strategic map ($\bar{X} = 4.40$, S.D. = 0.55).

For the usefulness of the psychological mental health management strategy for undergraduate teachers from colleges in Guangxi, China in the modern era is overall at a high level. ($\bar{X} = 4.42$, S.D. = 0.50) When considering the first three orders, it is found that the management of mental health problems in the psychological dimension ($\bar{X} = 4.80$, S.D. = 0.45) is number one. The second is the BSP Model, setting the vision, mission, core values, goals, and setting strategies under the strategy ($\bar{X} = 4.60$, S.D. = 0.55) The third is strategic planning Project determination in Strategy 1 and project determination in Strategy 3 ($\bar{X} = 4.40$, S.D. = 0.55).

Discussion

Discussion based on research findings The important points are as follows: This research is in response to the specific needs of the sample group. Analysis of mental health conditions and needs of teaching staff Bachelor's degree from college through a non-random survey. Consistent with the needs analysis process proposed by academics.

1. Psychological expectations have the highest priority. Elevating the state of the psychological dimension is considered the most urgent and needed. This shows that the gap between teachers' needs and reality is largest at the psychological level, so the psychological dimension should be given priority in mental health management. This echoes the research of experts and scholars. For example, Ma Xiting, Li Weihua, and Qin Rong used the "90-item Self-rating Symptom Scale (SCL-90)" to conduct a sample survey of teachers at a university in Beijing. The teachers' scores on each factor on the SCL-90 All are higher than the level of domestic normal people, and all have significant differences. This shows that the mental health level of college teachers is worse than the overall level of domestic normal people, and they

are one of the groups that may have a high incidence of mental health problems (Ma, Li & Qin, 2011). After analyzing the four dimensions of the scale: life, work, self, and society, it was found that college teachers have both adaptability and development problems. This is related to the increasing requirements of colleges and universities for teachers' scientific research, management, and teaching in recent years. Colleges and universities have The pressure on teachers continues to increase, which reduces the performance level of college teachers' mental health qualities related to their developmental and adaptive problems (Yu, Jin & Zhang, 2010).

2. Psychological problems from the physical level. According to the analysis of survey data, headaches and inability to sleep are the issues that teachers are most concerned about in terms of their mental health and physical health. This echoes the research of experts and scholars. For example, Kamimura (2017) found that the better the mental health literacy among subjects, the better the physical and mental health. At the same time, research has found that social factors can also have a significant impact on mental health literacy. Social factors mainly involve whether one is developed or not and are positively related to the level of an individual's mental health literacy. The emergence of sub-health states, including physical weakness, sleepiness, and insomnia, make them face greater psychological pressure. Faced with the rapid development of today's technology, it is difficult to concentrate, their adaptability is reduced, their mental state is poor, their anxiety is high, and their self-adjustment ability is poor (Bo, 2012). Bao Wei (Bao, Xie & Wang, 2021)'s survey and research on teachers in a "double first-class" construction university shows that the overall physical health status of university teachers is not optimistic, and shows a serious trend year by year; teaching, scientific research, departments Occupational load has significant effects on the detection rate of physiological diseases among college teachers to varying degrees. In particular, it has a greater impact on Mesozoic teachers and female teachers. Many college teachers are in a sub-health state and exhibit psychological problems such as anxiety, depression, and sleep disorders to varying degrees.

3. Psychological problems from a psychological level. According to the analysis of survey data, feeling stressed and experiencing high mood swings are the issues that teachers are most concerned about in terms of their mental health. This echoes the research of experts and scholars. For example, Japanese psychologist Nobuo Nakanishi proposed that mental health problems prevent many teachers from continuing to engage in education. Japan has many statistical reports on related aspects. The main problems that trouble teachers include depression and neurosis. Frequent dizziness, palpitation and anxiety (Gao, 1999). Sensitive, stubborn, restive, and lacking in interpersonal communication skills, the psychological pressure brought about by the teaching profession. In the face of today's rapid technology, it is difficult to concentrate, adaptability is reduced, mental state is poor, anxiety is high, and self-adjustment ability is poor (B, 2012)

4. Psychological problems from a spiritual level. According to the analysis of survey data, lack of confidence, lack of interest and enthusiasm, and negative self-view are the most concerning issues for teachers' mental health. This echoes the research of experts and scholars. For example, Lin Li (2021) believes that the teaching profession has the characteristics of long-term work, heavy workload, and strong repetition. These characteristics make the professional psychological load of college teachers aggravated and easy to Insomnia, fatigue, loss of interest in work and life, professional burnout, loss of work enthusiasm, and reduced self-efficacy occur. Bao Wei (Bao, Xie & Wang 2021) believes that many college teachers have lost their

original enthusiasm and interest in work, are exhausted from coping, and have developed professional burnout.

5. Psychological problems from the social level. According to the analysis of survey data, increased work tasks, family financial pressure, and interpersonal relationship management are the most concerning social aspects of teachers' mental health. This echoes the research of experts and scholars. For example, Yin Ping (Yin, Tao & Zheng, 2005) concluded that: heavy workload, school management and system, social factors and personal career development are the key factors for college teachers. When facing stress, we must actively recognize the main sources of stress, pool resources, and support social tools and other coping methods. Gu Bing (Gu & Deng, 2023) believes that the deepening of the reform of the college education system has brought about increased competition and pressure. Major colleges and universities have continued to increase their requirements for teachers, and college teachers are facing increasing challenges. The work pressure is reflected in all aspects of daily work such as teaching, scientific research, and postgraduate training. University management departments do not pay enough attention. When university teachers experience psychological discomfort, they rely more on their own guidance and self-regulation, but lack care from the organizational level; problems in family life, interpersonal communication and other aspects, especially for middle-aged teachers, are There are old people and young people. While completing their work, they also have to take on heavy housework, take care of elderly parents, and educate underage children. Especially in terms of children's education, when children cannot meet expectations for a while, it is easy to have problems. Anxiety, frustration. The deepening of the reform of the education system in colleges and universities and the intensified competition brought about by the continuous entry of young teachers have made interpersonal relationships more complicated and the psychological load on teachers has also increased.

The research results of this article show that the current situation and needs of 409 undergraduate college teachers in Guangxi, China were investigated from the physical, psychological, spiritual and social dimensions. The results show that the current mental health status of undergraduate college teachers in Guangxi in the new era is generally at a high level ($\bar{x} = 3.52$, S.D.=1.27), the current situation is arranged in descending order as psychological, spiritual, physical and social dimensions, with the psychological dimension considered to be the most pressing issue. The psychological problems existing in the four dimensions were analyzed, the BSP strategy was proposed from the psychological dimension, and the strategy was evaluated. Experts believe that the mental health strategy for teachers in Guangxi undergraduate colleges in China in the new era is feasible and useful. This is of great significance for improving teachers' well-being, optimizing the teaching staff, improving the quality of education, and promoting the all-round development of college students.

Recommendations

Based on the research results, the following recommendations are made:

1. Fully apply teachers' mental health promotion strategies (BSP strategies) to teacher management. It can be carried out gradually initially, such as Strategy 1, to enhance psychological immunity, which is the same as the education policy of incorporating patriotism into education. And some projects can be completed quickly, such as creating teacher mental health profiles that allow teachers to address problems before they arise.

2. In-depth interdisciplinary research on psychology and educational management. Psychology experts work closely with educational managers to increase research on teachers' psychology and combine teachers' teaching with students' relevant psychological research and training.

3. In-depth study of the physical, mental and social dimensions that affect teachers' mental health. It is recommended to study teachers' mental health management strategies from the physical, mental and social dimensions respectively, improve teachers' ability to deal with multi-dimensional psychological problems, promote their mental health, and make them live a healthy and happy life.

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