

# **An Analysis of the Psychological Status quo of Young Teachers in Colleges and Universities and Intervention Strategies**

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**Abstract:** The mental health of college teachers is of great significance to ensure the smooth progress of college education and teaching. The article is aiming to analyze the status quo of college teachers' mental health, and on the basis of exploring the causes of college teachers' mental health problems. At present, young teachers in colleges and universities in our country are facing pressure in many aspects, and many people have various psychological problems. The article highlights the intervention strategies of the mental health of young teachers in colleges and universities of the three aspects of the company, the school and the teachers themselves.

## **1. The Crux of the Mental Health of Colleges and Universities Teachers**

The level of teachers' mental health plays a pivotal role in education and teaching.

Their mental health status is directly related to whether they can train mentally healthy college students, whether the school education can develop healthily, and determines the national education cause. Prospects. Therefore, it is of great practical significance to study the mental health of young teachers in colleges and universities to help teachers effectively eliminate mental obstacles and maintain their mental health.

## **2. Mental Health Problems and Causes of Young University Teachers**

Studies have shown that at present, more than half of the population of young university teachers in my country has sub-health status. Many teachers have different levels of psychological problems, in physical health, interpersonal relationship, and mental health.

## **3. The Status quo of Mental Health of Colleges and Universities Teachers**

The scores on factors such as anxiety and depression are significantly higher than the national norm, and reactions such as fatigue, irritability, irritability, allergies, and tension often occur, and their mental health status is not optimistic. The survey found that the common feature of sub-health teachers is that although the body has no obvious diseases, there are already various disease factors of different degrees, and patients often have certain diseases. The high-risk tendency is even at the edge or early stage of a certain disease. In summary, there are four main symptoms: One is anxiety caused by social pressure. The second is job stress caused by school pressure. The third is the frustration caused by themselves' pressure. The fourth is the sense of difficulties caused by interpersonal communication. There are many reasons for the psychological problems of young teachers in universities and they are also very complicated.

### **3.1 The Causes of Psychological Problems of Young Teachers in Universities**

To sum it up, there are many factors causing such problem.

#### **3.1.1 External Environmental Factors**

Contemporary society has too high demands on young teachers, but their social status is relatively low. With the development of my country's higher education, the constantly updated educational concepts, educational thoughts, educational technology, educational content, etc. have brought greater challenges and pressures to young teachers. In terms of work, young teachers in colleges and universities combine teaching, management, and scientific research tasks. The work is heavy and overwhelming, and their labor intensity is not commensurate with the salary. This kind of strong contrast brings about the psychological imbalance of young teachers, leading to corresponding psychological pressure.

### **3.1.2 School Internal Factors**

The college performance assessment system is not perfect and lacks corresponding incentive mechanism. A considerable number of colleges and universities pay too much attention to the evaluation level of teachers. All work revolves around the level of evaluation. It even stipulates that for teachers who are basically qualified and incompetent in the year-end evaluation level, the job allowance of the year will be cancelled or the promotion title will be postponed. The danger of being diverted and laid off. Compared with middle-aged and elderly teachers, young teachers' salaries and professional titles are inherently low. In addition, the separation of teacher evaluation and employment and competition for posts have caused professional insecurity, and they feel more pressure. On the contrary, in a few colleges and universities, all teachers have the same assessment level during the year-end assessment, and there is not much substantial difference between a good job and a bad job. This situation dampens the enthusiasm of some young teachers who are conscientious in their work and pursuing progress. In addition, many colleges and universities have inadequate training measures for young teachers, and the promotion is in a state of laziness-dominated disorder.

### **3.1.3 Teacher's Own Factors**

The teachers have not experienced hardships and ups and downs of social life. Many young teachers lack the spirit of hard work and the character of hard work and weak willpower. In addition, most young teachers are relatively independent, competitive, and have a strong sense of justice. They are unwilling to accommodate and submit to unreasonable phenomena. They are easily misunderstood or even rejected by others, which makes young teachers tired of interacting with colleagues. In addition, most young teachers have serious interpersonal communication barriers and their life circles are getting smaller and smaller. These factors obviously affect the mental state of the whole person, and affect work, study and mental health. At the same time, there are a lot of life problems. There may be anxieties before and after "getting married", or there may be the pressure of "getting old at the top and small at the bottom", or embarrassment of heavy financial burden but low income. All kinds of responsibilities and pressure will have a certain impact on their mental health coupled with housing reform and medical reform. The greatest impact is also on young teachers. Many young teachers are not satisfied with their living conditions due to poor housing conditions and low economic income. These also affect the health of teachers to varying degrees. There are also family pressures. For example, spouses have high expectations of teachers, causing them to bear a heavy psychological burden. More than half of the young teachers have to take on a lot of housework after finishing a day of teaching and research tasks, but they also have to take care of the elderly and tutor their children in their studies. In such a situation, if young teachers do not have enough awareness of mental health, they will inevitably become emotionalized, which will affect their energy in their own work to some extent.

## **4. Intervention Strategies for the Mental Health of Young University Teachers**

Since there are many factors affecting the mental health of young teachers in colleges and universities, effective measures should be taken from the society, schools and young teachers

themselves to prevent and eliminate the psychological problems of young teachers.

#### **4.1 The State and Society's Assistance to Young Teachers on Psychological Pressure**

The legislation and societies should improve the social status and treatment of teachers by formulating various policies.

##### **4.1.1 The Government and Legislation's Obligations and Responsibilities**

The governments and legislations must increase law enforcement efforts to protect the legitimate rights and interests of teachers; improve the material treatment of young teachers; reduce the excessive work pressure and psychological load of young teachers. At the same time governments need to promote the professionalization of teacher groups. In terms of the selection, training and qualification of young teachers should form a set of standards to reduce and eliminate the negative aspects of young teachers. The whole society must earnestly care, support, and cooperate with young teachers so that they can work in a respected atmosphere, so as to relieve their worries to the greatest extent and reduce their psychological pressure.

##### **4.1.2 Colleges and Universities' Obligations and Responsibilities**

The management members help young teachers relieve their psychological pressure. Paying attention to the healthy growth of young teachers is one of the key tasks of universities, and schools should provide young teachers with strong professional psychological assistance. It is necessary to regularly organize young teachers to conduct mental health examinations, find and correct their psychological problems in time, treat their mental illnesses, and help them overcome psychological obstacles. Purposefully and systematically conduct mental health education and professional ethics education for young teachers, regularly invite experts to give lectures for young teachers, teach effective strategies for coping with stress, and enable them to improve their mental health and mental maturity based on their knowledge degree. School leaders should further improve the level of awareness of young teachers' work, and create opportunities and conditions for young teachers to realize their value in life. It is necessary to establish a healthy and orderly education management system and an effective incentive mechanism to stimulate the enthusiasm of young teachers for work, and implement preferential policies for outstanding young teachers in terms of housing allocation, visits for further studies, promotion of professional titles, etc., so that they always maintain a good attitude making them feel a sense of accomplishment as a teacher and a future for development. More humanity in management and decision-making, enhancing the harmony of school interpersonal relationship, and improve the interpersonal relationship of young teachers. Simultaneously, it is also necessary to effectively solve the practical problems of young teachers in all aspects of their lives, family, and marriage, help them to overcome their psychological difficulties, so that they can be at ease in education, and concentrate on innovation in teaching and scientific research.

##### **4.1.3 Individual Teachers Actively Adjusting Their Psychology Status by Themselves**

Removing teachers' psychological barriers and maintain teaching mental problem should be implemented by themselves, and the best candidate for a teacher's mental health is the teacher himself. Whether it is to prevent and reduce the occurrence of psychological problems, or to correct and solve existing psychological problems, young teachers should pay attention to starting from their own adjustments and changes, master the methods and skills of self-adjustment, and be good at educational activities and daily life. On the positive side, it is sublimated to the motivation to forge ahead, and it has a better effect than external counseling. First of all, learn to self-regulate mentally and use reason to overcome one's mental obstacles. Secondly, use positive cognition and strive to improve one's own quality and level. Changing cognition is a very important adjustment

strategy. Positive cognition means that while seeing the unfavorable aspects of things, you can also see the favorable aspects. The way of the question is easy to make people feel more confident and full of emotions. Once again, pay attention to behavioral regulation and enhance the self-control ability of emotions. When bad emotions have occurred, they can be regulated through some behavioral changes. Being good at adjusting your emotions is an important way to maintain a happy mood. Young teachers should pay attention to the health care of their mental health, strengthen their self-cultivation, and conduct good mental health. Make adjustments and improve psychological quality. Establish a correct outlook on life and values, correctly recognize, understand, experience and accept oneself, and shape a sound personality. Don't be demanding of yourself and don't be delusional towards others. Balance the relationship between work and family life and reduce life problems. We must strive to establish good interpersonal relationships, understand the overall work of the school and leaders, actively communicate and communicate with colleagues, know how to cooperate with colleagues, and establish a harmonious teacher-student relationship. It is necessary to correctly understand the pressure and effectively control the pressure, not to avoid negatively, and to be proactive and turn pressure into motivation. Continuously improve their knowledge structure and improve their ability to think. Take the initiative to participate in social practice and continue to enrich yourself personal life experience, accumulating social experience, improve one's own frustration ability, thereby enhancing social adaptability.

## 5. Conclusion

In short, improving the mental health of young teachers in colleges and universities is a systematic project. The society, schools, and individual young teachers should take a positive attitude to optimize the psychology of young teachers in colleges and universities, and effectively eliminate psychological barriers, and maintain mental health. Only when all parties work together, combined with the ideological and psychological reality of young teachers, grasp the law, and keep on doing it, the mental health problems of young college teachers can be truly solved.

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