

Research on Mental Health Problems and Countermeasures of College Students in Chinese Universities

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Abstract: Currently, in China, the psychological problems of college students are prominent and have become the focus of families, schools and even society. Continuous attention to college students' mental health education and psychological problems has become an important part of teaching and educating people in Chinese universities under the new era that cannot be ignored. In this paper, we will analyze and study the causative factors of mental health problems and coping strategies of students in Chinese universities.

Keywords: Mental Health; College Students; Countermeasure Research.

1. Analysis of the Causes of College Students' Psychological Problems

The causes of mental health problems among college students in China can be mainly divided into objective and subjective levels. The objective level mainly includes the social level, school level and family level; the subjective level is mainly the students themselves.

1.1. Social Aspects

First of all, social factors are mainly reflected in the value orientation as well as social opinion. College students are mainly between the ages of 18 and 23. Although college students are mostly adults, their worldview, outlook on life and values are not mature enough. Due to the negative news on major news media platforms, they are prone to think about social issues with more radical ideas. Secondly, the difficulty in choosing a career and employment leads to a sense of confusion. With China's education reform and enrollment expansion in recent years, the number of students in Chinese universities has soared. This has resulted in fierce competition for jobs and difficulty in finding employment. The structural contradiction between the large number of demands from employers and the mismatch between students' majors leads to some college students not being able to find a job after graduation. When college students are about to leave the campus and enter the society, they are faced with real social problems such as life and job hunting. Fresh graduates face the double pressure of work and further education. If they choose to go on to higher education, they will face the trouble of failing the examination; if they choose employment, they may again face the difficulty of choosing a job or the threat of unemployment. All these problems affect the psychological condition of college students to a certain extent. They may worry about their future and fall into a state of panic and anxiety, jeopardizing their mental health.

1.2. Schools Aspects

First, the change of environment triggers psychological conflicts. Compared with high school, the university living

and learning environment has changed a lot. Some students are far away from home and deal with daily life independently. Students are less capable of self-care. The sudden change of living environment will bring some psychological discomfort to students. In addition to the very different life style, the learning environment in university is also very different. In Chinese secondary schools, the most important thing for students is to get relatively high examination results. However, the evaluation standard of university not only includes grades, but also includes the ability to socialize, collaborate, innovate, and practice. The diversification of evaluation standards makes the original mediocre grades but other outstanding ability of the students to be recognized, while many high-achieving students lost the sense of superiority in high school, which in turn produces a lot of bad psychology. Secondly, the nervousness and helplessness caused by academic difficulties. On the one hand, in the university, the courses are relatively more, the contents are more difficult, and the evaluation standard is diversified. The academic requirements of college students are more strict. On the other hand, in college, life will be disturbed by many external factors. Many students will participate in various social practice activities and so on. This requires that students need to have strong self-discipline, rationalize their time and develop self-learning ability. Under such circumstances, some students have improper learning methods, resulting in lagging behind, generating a sense of frustration and nervous anxiety; some college students are prone to slacking off, developing an aversion to learning and losing the goal of striving for, thus indulging in all kinds of network worlds and deserting their studies. When they come to their senses, they will regret it and have negative emotions, causing psychological problems.

1.3. Family Aspects

Family is the primary cause of college students' mental health and plays a decisive role in college students' mental health. On the one hand, it is the influence of family structure. With the continuous development and opening up of society in China, new ideas have been brought not only to the young generation, but also to the parents of the "00s", which has led

to the continuous increase of the divorce rate of parents. 2020 data on China's divorce rate show that the divorce rate in North, Shanghai, Guangzhou and Shenzhen is the highest, especially in Beijing, which has reached 39%. The increase in the number of single-parent families has had a huge impact on children's outlook on life, the world and values. Children from single-parent families in China are generally susceptible to the prejudices of children living in normal family structures, and are prone to negative mentalities such as extremism, indifference or loneliness. On the other hand, there is the influence of the family's economic environment. Most of the students are the only child in the family. Some of them come from urban areas, and some even from first-tier cities. Due to growing up under parental care and good living conditions, they can't adapt to group life when they come to the university, and may have tense relationship or even conflict with their roommates, etc., which will lead to psychological problems over time; another part of the students come from the rural or remote areas, and their family's economic conditions are relatively poor, which leads to their sensitivity, introversion and inferiority complex, and their lack of initiative in campus life and learning, which is also prone to certain psychological barriers.

1.4. Students Themselves

The factors on the part of college students themselves mainly focus on interpersonal relationships, especially in friendship and love. One of them is the psychological barrier brought by interpersonal communication disorder. College can be said to be a small society, each student needs to deal with the relationship between themselves and their classmates, teachers, and also need to deal with the relationship between themselves and the outside society. However, many students at this stage are generally spoiled by their parents, self-centered and unsociable. When conflicts arise, they tend to think in their own position, thus intensifying the conflicts among classmates. Secondly, emotional distress caused by emotional problems. College students in adolescence are full of curiosity about emotional problems. Due to the lack of social experience, it is difficult for them to have a correct concept of love. If emotional problems are not handled well, it will directly affect their life and study, and even lead to emotional disorders. What's more, some students can't study and live normally due to emotional entanglements, resulting in great psychological trauma.

2. Countermeasures to Address the Psychological Problems of University Students

2.1. Establishment of a Specialized Financial System for the Recruitment of More Specialized Full-Time Psychologists for Higher Education Institutions

With the increasing emphasis on mental health education, more and more schools in China do have professional psychology teachers. However, in reality, many psychology teachers have to take on other jobs on the side, such as serving as college counselors and classroom teachers. In other words, the limited number of psychological teachers in Chinese universities often take on other administrative work and have multiple roles. Regardless of whether these teachers have enough energy and time, their different roles in Chinese

universities often represent different educational philosophies, and these educational philosophies can create more conflicts. For example, the educational philosophies of full-time psychology teachers and classroom teachers' roles are very different and even conflicting. Full-time psychology teachers advocate a humanistic philosophy, which is student-centered, fully respects students, and believes that students have the ability to grow on their own. Therefore, full-time psychological teachers hold a "neutral attitude" in the process of counseling students, and do not judge students' behavior. The education of students by full-time psychologists is often referred to as "counseling". The teacher is an observer, guide and participant, and has an equal relationship with the students. Classroom teachers, on the other hand, tend to be more authoritative and correct in their work. In the process of educating students, classroom teachers tend to have a clear standard of right and wrong judgment on students' behavior. Therefore, the education of classroom teachers is often called "ideological education". The classroom teacher presents herself as an authority, a mentor, a manager, and has an unequal relationship with the students. In these multiple and contradictory roles, it becomes more difficult for the teacher to establish a basic relationship of trust with the students who come to the counseling center for help and those who are potentially willing to seek help.

Based on that situation, it is necessary for Chinese universities to let professionals do professional things in China. In other words, that is to recruit more and more professional full-time psychological teachers. These teachers only need to work on student mental health. And how can that vision be realized? It is necessary for universities to pay attention to the national policy on the staffing of full-time psychological teachers, and to increase their efforts to give appropriate financial support to this work.

2.2. Enriching the Format of the Mental Health Survey

In China, the current form of mental health status census in Chinese universities is too single. On the one hand, Chinese universities put too much trust in the results of the scale in the mental health status survey. Measurement scale can be used as an important reference basis for assessing students' mental health, and the Ministry of Education of China has also implemented a set of systematic psychological measurement scale, but the scale is only an auxiliary tool for assessing the psychological condition rather than a full assessment standard. However, from the current mental health survey in Chinese universities, most evaluators rely solely on the results of the psychometric scale to assess students' psychological status, and position the results of the scale as the final evaluation results. It is wrong to blindly believe in the results of the measurement table in this way. It is mainly based on the following two main reasons. First, human thoughts and mental activities change with the environment and things encountered, and the results shown in the scale only reflect the psychological condition of the test subjects at a certain period of time rather than the overall psychological condition of the test subjects; second, there are limitations in any data results, and some measurement factors set in the scale cannot reflect all the psychological problems of the test subjects, and other corresponding validation should be carried out. Therefore, over-reliance on the results of the measurement table will certainly produce bias. On the other hand, at this stage, the focus of the mental health census of college

students is to identify students who have already suffered from mental illness or have obvious suicidal tendencies. However, the Ministry of Education of China advocates that Chinese universities carry out mental health census with the intention of screening and preventing the emergence of students' mental health problems, which serves to better promote the healthy psychology of college students. It can be seen that the starting point and cognition of the current mental health survey in Chinese universities have been biased.

In order to make up for the above shortcomings in the implementation of the existing policy, it is necessary for Chinese universities to enrich the form of mental health screening. On the one hand, more psychometric scales should be purchased and different psychometric scales should be used at regular intervals; and students should be provided with several more free mental health checkups, for example, from only once every four years to once every two years or even once every year. On the other hand, the basic spirit and principles behind the traditional mental health status measurement scales are mainly based on judgment and definitions, which are used to identify the high and low levels of individual mental functioning, and lack proactive guidance. Therefore, in addition to the traditional psychological scales, when professional psychological teachers are adequately equipped, Chinese universities can appropriately use relatively new types of testing methods, such as narrative healing genre questionnaires, which emphasize humanistic care and are good at stimulating one's latent abilities, when testing students' mental health status. These new questionnaires and methods emphasize on stimulating the life and energy of the test subjects and questioners, not just on finding out the problems in them. Such new methods allow students to be consciously guided to develop positive mental thinking already at the time of testing.

2.3. Improvement of Mental Health Education Programs for College Students

At present, there are many shortcomings in the mental health education program for college students. From the point of view of the opening of psychological education courses in Chinese universities, they are still not standardized enough, and the main forms contain three kinds of courses: one is that teacher training Chinese universities specialize in psychology and develop systematic education courses; the second is that most Chinese universities offer elective courses, and there are not many students choosing this course, which leads to the course as if it were an empty one; and the third is that they offer a mandatory public course, which should be participated by all the students, but only some Chinese universities have done so. In the future, all Chinese universities should endeavor to choose the third form and establish an independent course system so that all students can receive mental health education. However, for those Chinese universities that have adopted the third form, they still have not established a systematic mental health education curriculum system and lack professional teaching staff. In many Chinese universities, mental health education courses are taught by other school administrators, who lack teaching experience and professional psychological literacy.

Of course, in order to solve the dilemma, the construction of an improved mental health education curriculum for university students must also proceed in a gradual and orderly manner. This requires the leadership of various educational authorities to formulate a unified curriculum outline. At the

same time, it is necessary for Chinese universities to change their traditional concepts and raise the importance of the construction of the program. Local education departments and Chinese universities also need to combine their own actual situation to develop a compatible education system, in the course of the application of the curriculum system in the process of continuous feedback and revision, so that the curriculum system is gradually improved. Curriculum construction can not be accomplished overnight, will inevitably encounter many difficulties, but always adhering to the attitude of responsibility for students, follow the concept of people-oriented, to achieve positive innovation, you can better promote mental health education in place, to play the desired educational results.

2.4. Increased Support for Students with Psychological Problems

In order to reassure other students and to minimize the difficulty of school management, Chinese universities often adopt a non-aggressive response to students with psychological problems, especially those with mental disorders. The easiest way for college and university workers is to recommend that students with serious mental problems be suspended or even drop out of school, as opposed to working with them. Undeniably, letting students with serious psychological problems go home for treatment largely reduces the pressure on school management. However, many students' psychological problems originate from their families. If, under such circumstances, a student drops out of school and stays home for a long period of time, it will not only be detrimental to the student's recovery, but may even aggravate the student's condition. In order to minimize the impact that this group of students may have on society in the future, Chinese universities can take a more proactive approach to help these students receive education even when they are home from school, as well as to maintain their basic social interaction skills. For example, they can build online courses, especially build and optimize online college students' mental health education course models to meet the potential educational needs of students. This will not only help students who are not studying at home to have a choice of courses, but also help students who are still in school. Some students have some psychological problems, but they can't directly consult the teacher in the classroom, and they don't dare to go into the campus counseling room, worrying that other students will look at them differently. Based on this, making full use of online resources to fill the educational gaps in the classroom and helping teachers and students interact directly and efficiently online can reduce the distress of such students.

2.5. Comprehensively Popularizing Mental Health Knowledge in China

The above measures are mainly implemented by Chinese universities. However, education is a cooperative system that requires the State, society, schools and families to work together. Only by popularizing mental health knowledge and providing a support system in the whole society can the mental health problems of college students be finally solved. For example, counseling services can be carried out to bring mental health counseling into communities, squares and families, and efforts can be made to promote voluntary counseling services in society. Relevant departments can also take the lead in organizing activities to promote mental health knowledge during the month, inviting experienced counselors

to explain mental health knowledge to the general public.

3. Conclusion

In short, the road to mental health for college students will be a long one. It not only requires us to strictly implement the above countermeasures, but also requires the joint efforts of our China country, society, schools, every family and every individual. Only by popularizing mental health knowledge and providing a support system in the whole society can the problem of college students' mental health be finally solved.

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