

Original Paper

Research on the Optimization Path of Psychological Health Level for Young College Teachers

Wang He Yan^{1*}, Tang Fei^{1*} & Wang Li Juan^{*}

¹ Sichuan Minzu College, Kangding, Sichuan, China

*Wang Heyan (1982-), female, from Kangding, Sichuan, associate professor, research direction: educational psychology

* Tang Fei (1982-), female, Han nationality, from Xichang, Sichuan, associate professor, master's degree, mainly engaged in research on basic education and teacher education.

*Wang Lijuan (1989-), female, from Ziyang, Sichuan, lecturer, master's degree, research direction: preschool education

Received: November 12, 2024 Accepted: December 8, 2024 Online Published: December 27, 2024

doi:10.22158/elsr.v5n4p113

URL: <http://dx.doi.org/10.22158/elsr.v5n4p113>

Abstract

With the development of higher education, young teachers have become an important force in teaching and research in universities. However, the occupational pressure, life difficulties, and personal development issues they face have had a certain impact on their mental health. This article aims to explore the current situation of the mental health level of young university teachers, analyze its influencing factors, and propose corresponding optimization paths. The mental health issues of young university teachers cannot be ignored and require comprehensive intervention from multiple dimensions such as organizational, individual, and social support. The article concludes with specific suggestions such as establishing a mental health education system, improving career development mechanisms, and enhancing social support systems, in order to improve the mental health level of young teachers in universities.

Keywords

young teachers in universities, mental health, Optimize the path, Career development, social support

1. Introduction

In the era of knowledge economy, higher education, as an important component of the national innovation system, has a direct impact on the comprehensive national strength and international competitiveness of the country. As the backbone of teaching and research in universities, the physical

and mental health of young teachers has a significant impact on the quality of higher education. However, in recent years, the professional pressure, life difficulties, and personal development issues faced by young teachers in universities have become increasingly prominent. Young teachers are not only in the stage of professional development, but also in the critical period of childbirth, feeling the dual pressure brought by education, teaching, and taking care of their families. The psychological pressure that young university teachers face in real life is often not understood, and may even be overlooked. Excessive psychological pressure can affect the mental health of teachers. Teacher's mental health is the foundation of psychological education, and the level of teacher's mental health can to some extent affect students' mental health. The psychological development of a person is a psychological process that integrates knowledge, emotion, intention, and action. The words and actions of teachers will have an impact on students' thoughts, behaviors, outlook on life, worldview, and values in a subtle and imperceptible way. Psychological health teachers can help students feel a positive attitude towards life through communication, guide them to love and respect life, maintain an optimistic and positive mindset in life, and be full of hope for life and the future. These issues not only affect their work efficiency and quality of life, but also pose a threat to their mental health. Therefore, exploring the optimization path of the mental health level of young teachers in universities is of great significance for promoting the comprehensive development of young teachers and improving the quality of higher education. We should pay attention to the mental health level of young teachers in universities, create a relaxed and pleasant working and living environment for teachers from all aspects, and continuously improve the mental health level of young teachers in universities.

This study mainly focuses on the following aspects: firstly, analyzing the current situation of the mental health level of young teachers in universities, including the overall situation and the main problems that exist; The second is to explore the main factors that affect the mental health of young university teachers, such as work pressure, career development, family relationships, social support, etc; Thirdly, based on empirical research results, propose targeted optimization paths and suggestions.

2. Psychological Health Status of Young Teachers in Colleges and Universities

2.1 Interpersonal Relationship Disorders

As representatives of intellectuals, the interpersonal relationships of university teachers should be based on mutual respect, understanding, and cooperation. However, in practical work and life, interpersonal relationship barriers among university teachers occur from time to time, presenting the following characteristics.

2.1.1 Interpersonal Relationship Barriers among University Teachers Manifest as Poor Communication

Due to differences in academic background, research fields, and personal personalities, university teachers often find it difficult to reach consensus during communication, and even misunderstandings and conflicts may arise. This poor communication not only affects the efficiency of cooperation among teachers, but may also have a negative impact on academic research and teaching quality.

2.1.2 Interpersonal Relationship Barriers among University Teachers Manifest as a Lack of Trust

In a fiercely competitive academic environment, some teachers may neglect teamwork in pursuit of personal interests, leading to the breakdown of trust relationships between each other. This lack of trust not only exacerbates conflicts and contradictions among teachers, but may also lead to the occurrence of academic misconduct.

2.1.3 College Teachers' Interpersonal Relationship Barriers Manifest as Emotional Alienation

Due to high work pressure and fast pace of life, university teachers often lack sufficient time and energy to maintain relationships with colleagues, leading to a gradual weakening of emotional connections between them. This emotional alienation not only deprives teachers of the joy and motivation in their work, but may also have adverse effects on their physical and mental health.

2.1.4 Interpersonal Relationship Barriers among University Teachers Are Covert

Due to the high self-awareness and self-esteem of university teachers, they often choose to avoid or conceal interpersonal problems rather than actively seek solutions. This concealment not only makes it difficult to detect and solve interpersonal relationship barriers in a timely manner, but may also lead to further deterioration of the problem.

In summary, interpersonal relationship barriers among university teachers are characterized by poor communication, lack of trust, emotional alienation, and concealment. These characteristics not only affect the work efficiency and quality of life of university teachers, but may also have a negative impact on academic research and teaching quality. Therefore, we should attach great importance to the issue of interpersonal relationships among university teachers, take effective measures to promote communication and cooperation among teachers, and create a favorable environment for the healthy development of higher education.

2.2 *Emotional Instability*

Emotional stability is an important indicator of individual mental health, especially for the special group of university teachers. However, in real work and life, the problem of emotional instability among university teachers is becoming increasingly prominent, exhibiting the following characteristics:

2.2.1 College Teachers' Emotional Instability Is Manifested by Frequent Emotional Fluctuations

Due to multiple factors such as high work pressure, intense academic competition, and personal development difficulties, university teachers often find themselves in a highly tense state, prone to emotional fluctuations such as anxiety and depression. This emotional fluctuation not only affects their work efficiency and quality of life, but may also have a negative impact on students' growth and development.

2.2.2 Emotional Instability among University Teachers Is Situational

Different situations and events may trigger different emotional reactions. For example, when facing challenges or doubts from students in teaching work, they may feel frustrated and angry; When facing difficulties and challenges in scientific research, they may feel anxious and helpless. This situational

emotional instability makes college teachers lack sufficient psychological preparation and coping strategies when dealing with various challenges and pressures.

2.2.3 Emotional Instability among University Teachers Has Individual Differences

Different teachers may exhibit varying levels of emotional instability due to differences in personal experiences, personality traits, coping strategies, and other factors. For example, some teachers may be more prone to anxiety, while others may be more prone to depression. This individual difference requires more personalized and differentiated intervention and resolution strategies for emotional instability among university teachers.

2.2.4 The Emotional Instability of University Teachers Has a Certain Degree of Concealment

Due to the high self-awareness and self-esteem of university teachers, they often choose to conceal or suppress their true feelings when facing emotional problems, rather than actively seeking help and support. This concealment not only makes it difficult to detect and solve emotional instability problems in a timely manner, but may also lead to further deterioration and complexity of the problem.

In summary, the emotional instability of university teachers is characterized by frequent fluctuations, situational factors, individual differences, and concealment. These characteristics have had a negative impact on the physical and mental health, work efficiency, and quality of life of university teachers. Therefore, we need to pay attention to the emotional health issues of university teachers, provide effective psychological support and intervention strategies, and help them maintain emotional stability and a healthy mindset.

2.3 Poor Physical Health Condition

Physical health can affect mental health levels. As the backbone of higher education, the physical health status of university teachers has a significant impact on teaching quality and research output. However, in recent years, the problem of poor physical health among university teachers has gradually become prominent, presenting the following characteristics:

2.3.1 College Teachers Generally Work for Long Periods of Time

Due to the heavy workload of teaching and research tasks, university teachers often need to work long hours, even sacrificing rest and leisure time. This prolonged working state can easily lead to physical fatigue, excessive mental stress, and subsequently trigger various health problems.

2.3.2 College Teachers Lack Sufficient Exercise

Long term sitting work, high-intensity mental labor, and a lifestyle lacking in exercise have led to a gradual decline in the physical fitness of university teachers. This not only affects their physical health, but may also have a negative impact on work efficiency and creativity.

2.3.3 Irregular Eating Habits of College Teachers

Due to busy work schedules, university teachers often neglect their dietary health and develop unhealthy eating habits such as irregular meals and overeating. These bad habits accumulate over a long period of time and can easily lead to health problems such as gastrointestinal diseases and obesity.

2.3.4 There Is a Common Problem of Insufficient Sleep among College Teachers

Factors such as high work pressure, fast pace of life, and unstable personal emotions make it difficult for university teachers to ensure sufficient sleep time and quality. Lack of sleep not only affects physical health, but may also lead to cognitive decline such as lack of concentration and memory loss.

In summary, the main characteristics of poor physical health among university teachers are long-term working conditions, lack of exercise, irregular eating habits, and insufficient sleep. These issues not only affect the physical health and quality of life of university teachers, but may also have adverse effects on teaching and research work. Therefore, universities and society should pay attention to the physical health of teachers, take effective measures to improve their working environment and lifestyle, and promote their physical and mental health.

3. Reasons Affecting the Mental Health Status of Young University Teachers

With the vigorous development of education, young teachers in universities have become an important force in promoting academic progress and educational innovation. However, during the golden period of career development, they face unprecedented pressure and challenges that directly affect their mental health level.

3.1 Restricted Career Development

As an important symbol of the career development of university teachers, the promotion of professional titles is not only related to personal academic status and social recognition, but also closely related to salary and research resources. Therefore, the pressure of professional title promotion has become a significant factor affecting the physical health status of university teachers. The following is a logical analysis and explanation of this factor:

Firstly, the high standards for professional title promotion have brought tremendous psychological pressure to university teachers. In order to meet the promotion requirements, teachers need to achieve significant results in teaching, scientific research, social services, and other aspects. This comprehensive requirement requires teachers to invest a lot of time and energy, even sacrificing personal rest and family life, and being in a high-intensity work state for a long time, posing a threat to their physical and mental health.

Secondly, the competitive pressure during the process of professional title promotion cannot be ignored. Due to limited promotion opportunities, there has been intense competition among university teachers. This competition is not only reflected in the competition of academic achievements, but also involves multiple levels such as interpersonal relationships and academic resources. This sustained pressure and tense atmosphere can easily lead to psychological problems such as anxiety and depression among teachers, which in turn can affect their physical health.

Once again, the uncertainty and lengthy cycle of professional title promotion have also increased the psychological pressure on teachers. Due to the complexity and unpredictability of the evaluation process, teachers often find it difficult to accurately assess their promotion prospects, which puts them

in a state of tension and anxiety for a long time. Meanwhile, the lengthy promotion cycle means that teachers need to endure pressure for a long time without receiving effective relief, further exacerbating the damage to their physical and mental health.

Finally, it should be pointed out that the impact of job promotion pressure on the physical health of university teachers is not isolated, but rather the result of interaction and joint action with other factors. For example, factors such as work pressure, family burden, and personal personality may exacerbate the negative impact of job promotion pressure on physical health. Therefore, when analyzing and solving this problem, it is necessary to comprehensively consider multiple factors and take comprehensive measures to reduce the pressure on teachers and improve their physical and mental health.

In summary, the high pressure of professional title promotion is one of the important factors affecting the physical health status of university teachers. In order to ensure the physical and mental health and career development of teachers, universities and society need to take effective measures to reduce the pressure of professional title promotion, improve the evaluation mechanism, and provide more career development opportunities and resource support.

3.2 The Social Support System Is Incomplete

Social support is the spiritual and material assistance that individuals receive from social networks when facing pressure and challenges. For university teachers, sufficient social support can help alleviate work pressure and maintain physical and mental health. However, the current social support situation faced by university teachers is not optimistic, which has become an important factor affecting their physical health status.

Firstly, society has high expectations and requirements for university teachers, resulting in them bearing enormous professional pressure. With the popularization of higher education and the intensification of competition, society has put forward higher requirements for teachers' teaching quality, scientific research achievements, and other aspects. This high expectation makes it difficult for teachers to meet socially recognized standards, leading to feelings of frustration and anxiety, which have a negative impact on their physical health.

Secondly, university teachers face many difficulties when seeking social support. On the one hand, due to the special nature of their work, university teachers often lack connections with social organizations such as communities and enterprises, making it difficult to obtain substantial support from these channels. On the other hand, university teachers generally have high self-esteem and independence. They tend to solve problems independently when facing difficulties, rather than actively seeking external help.

Furthermore, there is insufficient attention from society to the physical and mental health issues of university teachers. Although university teachers bear the important mission of cultivating talents and promoting social progress, their physical and mental health issues are often overlooked. The lack of

attention and support for the physical and mental health of university teachers in society makes them more isolated and helpless when facing pressure and challenges.

Finally, it should be pointed out that insufficient social support has multiple impacts on the physical health of university teachers. It not only directly leads to physical and mental exhaustion and frequent illnesses among teachers, but may also indirectly have a negative impact on their physical health by affecting their job satisfaction, professional identity, and other aspects.

In summary, the lack of optimistic social support is an important factor affecting the physical health status of university teachers. In order to improve this situation, all sectors of society should strengthen their attention and support for the physical and mental health of university teachers, and provide them with more spiritual comfort and material assistance. At the same time, university teachers should actively seek external support and build a good social network to jointly cope with professional pressure and challenges.

3.3 Heavy Family Burden

As an important component of individual life, family has an undeniable impact on the physical health status of university teachers. The following elaborates on these family factors in several aspects:

Firstly, family burden is one of the important factors affecting the physical health of university teachers. Many university teachers, while undertaking heavy teaching and research tasks, also need to take care of family members, especially young children and elderly parents. This dual burden makes it difficult for them to balance work and family, leading to physical and mental exhaustion and a decline in their health.

Secondly, family relationships are also a key factor affecting the physical health of university teachers. Harmonious family relationships can provide emotional support and spiritual comfort for teachers, helping to alleviate work pressure and negative emotions. On the contrary, tense family relationships may bring additional psychological pressure to teachers and even trigger physical and mental illnesses. Furthermore, family economic status also has an impact on the physical health of university teachers. Teachers under high economic pressure may overwork themselves and neglect their own health conditions in order to make a living. Teachers with better economic conditions may be better equipped to pay attention to their own health and adopt an active lifestyle.

Finally, family habits also have a certain impact on the physical health of university teachers. Good family habits, such as a balanced diet, regular sleep, and moderate exercise, can help maintain the physical health of teachers. On the contrary, unhealthy family habits may lead to a decline in teachers' physical function and an increased risk of illness.

In summary, family burden, family relationships, family economic status, and family living habits are all important factors that affect the physical health status of university teachers. In order to improve the health status of teachers, universities and society should pay attention to their family environment, provide them with necessary support and assistance, alleviate family pressure, improve family relationships, and enhance their quality of life.

3.4 High Work Pressure

High work pressure is a significant factor affecting the physical health status of university teachers. This pressure stems from multiple aspects, including multiple responsibilities such as teaching, research, and management, as well as related expectations, requirements, and time constraints. The following is a detailed analysis and explanation of this factor:

Firstly, the pressure brought by teaching work itself cannot be ignored. College teachers not only need to prepare a large amount of teaching materials, but also constantly update course content to adapt to the development of the discipline. At the same time, they also have to face students with different backgrounds, abilities, and needs to ensure the quality and effectiveness of teaching. These requirements require teachers to maintain a high level of focus and dedication, as prolonged work can easily lead to physical and mental exhaustion.

Secondly, research tasks are also an important source of work pressure for university teachers. In order to maintain competitiveness in the academic community, teachers need to continuously conduct research, publish papers, and apply for projects. These tasks not only require a significant amount of time and energy investment, but also require teachers to possess innovative abilities and interdisciplinary collaboration skills. This sustained pressure and competitive atmosphere pose a serious threat to the physical and mental health of teachers.

In addition, university teachers also bear certain management responsibilities, such as guiding students and participating in the decision-making of the college or school. These responsibilities increase the workload of teachers and also bring additional pressure. Especially when dealing with student issues and responding to emergencies, teachers need to have a high degree of adaptability and psychological resilience.

Finally, it should be pointed out that the impact of high work pressure on the physical health of university teachers is multifaceted. Long term exposure to high-intensity work pressure may lead to psychological problems such as anxiety and depression in teachers, which in turn can affect sleep quality and appetite. Meanwhile, prolonged work may also lead to physical illnesses such as neck and shoulder pain and decreased vision. Therefore, while paying attention to the work pressure of university teachers, it is also necessary to pay attention to its potential impact on physical health.

In summary, high work pressure is one of the important factors affecting the physical health status of university teachers. In order to alleviate this pressure and improve the physical and mental health of teachers, universities and society need to take effective measures to reduce the workload of teachers, provide more support and resources, and create a good working environment and atmosphere.

4. Optimize the Path

In response to the above issues and influencing factors, this study proposes the following optimization path: firstly, establish and improve the mental health education system for young university teachers, including regularly conducting mental health lectures and providing psychological counseling services;

The second is to improve the professional development mechanism for young teachers, including establishing a fair academic evaluation system and expanding career development channels; The third is to enhance the social support system, including increasing the social recognition of young teachers and creating a good working and living environment. In addition, attention should be paid to the personal growth needs of young teachers and help them establish positive strategies and ways to cope with stress.

4.1 Establish and Improve the Mental Health Education System for Young University Teachers

As an important force in higher education, the mental health status of young teachers in universities is directly related to the quality of teaching, research output, and personal career development. Therefore, it is crucial to establish and improve the mental health education system for young teachers in universities. The following are logical suggestions on how to construct this system:

Firstly, establish the core position of mental health education in the training of young teachers in universities. Universities should incorporate mental health education into the overall plan for the career development of young teachers, clarifying its importance and necessity. By formulating relevant policies, we ensure that mental health education is closely integrated with vocational training, academic development, and other aspects, forming a comprehensive and systematic support system.

Secondly, build a diversified mental health education platform. Universities should establish online and offline mental health education platforms, including various forms such as psychological counseling centers, mental health lectures, workshops, etc. These platforms should provide targeted training on mental health knowledge and skills to help young teachers enhance their self-regulation abilities and effectively cope with stress in work and life.

Furthermore, strengthen the construction of professional teaching staff for mental health education. Universities should introduce and cultivate mental health education teachers with a background in psychology and practical experience, and establish a high-quality and specialized team. These professionals should be able to provide personalized mental health services and guidance tailored to the characteristics and needs of young teachers.

In addition, establish a monitoring and evaluation mechanism for mental health status. By conducting regular mental health surveys and evaluations, we can understand the mental health status and influencing factors of young teachers, and provide a basis for developing targeted intervention measures. At the same time, establish a mental health record to provide timely attention and assistance to teachers with psychological problems.

Finally, strengthen the practice and application of mental health education. Encourage young teachers to apply their learned knowledge and skills in mental health in practical work and life, and improve their self-awareness, emotional management, and stress coping abilities. At the same time, universities should create a good campus cultural atmosphere, pay attention to the growth needs of young teachers, and provide them with necessary support and assistance.

In summary, establishing a sound mental health education system for young university teachers requires starting from establishing a core position, building diversified platforms, strengthening the construction of the teaching staff, establishing monitoring and evaluation mechanisms, and enhancing practical applications. Through the implementation of these measures, the mental health level of young teachers in universities can be effectively improved, promoting their comprehensive development and professional growth.

4.2 Improve the Professional Development Mechanism for Young Teachers

As fresh blood in the higher education system, the career development mechanism of young teachers directly affects their growth rate, teaching quality, and research level. Improving the career development mechanism for young teachers is crucial for enhancing the overall competitiveness of universities. The following are logical suggestions on how to improve this mechanism:

Firstly, establish a systematic vocational training system. Universities should provide comprehensive and continuous vocational training for young teachers, covering multiple aspects such as teaching skills, research methods, and cutting-edge knowledge of disciplines. These trainings should be conducted in stages and modules based on the actual needs of teachers, to ensure the pertinence and effectiveness of the training. At the same time, encourage young teachers to participate in academic exchange activities both domestically and internationally, broaden their horizons, and enhance their professional competence.

Secondly, establish a scientific evaluation system and incentive mechanism. Universities should establish a diversified evaluation system, including teaching quality, scientific research achievements, social services, etc., to comprehensively and objectively evaluate the performance of young teachers. On this basis, corresponding incentive mechanisms should be established, such as professional title promotion, bonus distribution, and research resource allocation, to stimulate the enthusiasm and creativity of young teachers.

Furthermore, strengthen the mentorship system and team building. Equipping young teachers with experienced mentors and providing one-on-one guidance and assistance can help them quickly adapt to the work environment and clarify their career goals. At the same time, encourage young teachers to participate in subject teams or research groups, promote communication and cooperation, and create a positive team atmosphere.

In addition, pay attention to the personal growth and career planning of young teachers. Universities should understand the personal needs and development aspirations of young teachers and provide them with personalized career planning and development advice. Through regular career development counseling and guidance, help young teachers recognize their strengths and weaknesses, clarify career goals and development paths.

Finally, strengthen policy support and resource guarantee. Universities should formulate comprehensive policies for the professional development of young teachers, clarifying the responsibilities and obligations of all parties involved. At the same time, increase funding for the

professional development of young teachers, provide necessary resources such as venues and facilities to ensure the effective implementation of various measures.

In summary, improving the career development mechanism for young teachers requires starting from multiple aspects such as vocational training, evaluation system, incentive mechanism, mentorship system, team building, personal growth planning, as well as policy support and resource guarantee. These measures together form a complete and systematic career development system, which helps promote the rapid growth and comprehensive development of young teachers.

4.3 Enhance the Social Support System

As the backbone of the education industry, the mental health status of young teachers not only affects personal development, but also relates to the quality of education and the healthy growth of students. Therefore, it is crucial to improve the social support system for the mental health development of young teachers. The following are logical suggestions on how to improve the system:

Firstly, clarify the role of the social support system in the mental health development of young teachers. The social support system refers to a network composed of multiple entities such as families, schools, communities, and governments, providing psychological, emotional, and material support for young teachers. These supports help alleviate teachers' professional stress, enhance their psychological resilience, and promote their physical and mental health development.

Secondly, build a multi-level social support network. The social support system should provide multi-level support to meet the different needs of young teachers. For example, families can provide emotional support and understanding; Schools can provide career development guidance, mental health education, and psychological counseling services; Communities can organize cultural activities, volunteer services, etc. to enhance teachers' sense of social belonging; The government can formulate relevant policies to improve the social status and economic benefits of teachers.

Furthermore, strengthen mental health education and promotion. Through media, lectures, training, and other forms, promote knowledge of mental health and enhance young teachers' understanding and ability to cope with mental health issues. At the same time, promote the importance of mental health, eliminate the stigmatization of psychological problems, and create a social atmosphere that pays attention to mental health and supports psychological development.

In addition, establish effective psychological assistance mechanisms. Establish timely and effective psychological assistance mechanisms to address potential psychological issues among young teachers. This includes setting up a psychological counseling hotline, establishing a psychological crisis intervention team, providing psychological treatment and rehabilitation services, etc. These mechanisms should ensure that young teachers can receive timely and professional psychological support when needed.

Finally, strengthen policy guarantees and investment. The government should formulate relevant policies to clarify the responsibilities and obligations of all parties in the mental health support system for young teachers. At the same time, increase investment in mental health services, improve service

quality and coverage. Provide strong social support for the mental health development of young teachers through policy guarantees and investment.

In summary, improving the social support system for the mental health development of young teachers requires starting from multiple aspects such as clarifying roles, building networks, strengthening education and publicity, establishing assistance mechanisms, and strengthening policy guarantees. These measures together form a complete and systematic social support system, which helps promote the mental health development of young teachers, improve the quality of education, and promote the sustainable development of the education industry.

5. Conclusion

The optimization of the mental health level of young university teachers is a systematic project that requires comprehensive intervention from multiple dimensions such as organizational, individual, and social support. By establishing a sound mental health education system, improving career development mechanisms, enhancing social support systems, and other measures, the mental health level of young teachers in universities can be effectively improved, thereby promoting their comprehensive development and providing strong guarantees for the improvement of higher education quality. Future research can further focus on the differences and causes of mental health among young teachers in different disciplines and regions of universities, in order to provide scientific basis for more targeted optimization paths.

Fund Project

Sichuan University for Nationalities School level Scientific Research Project: Research on the Psychological Health Status of Young Teachers at Sichuan University for Nationalities (XYZB17003)

Reference

- Gan, J., & Qi, S. (2007). Analysis of the Psychological Health Status and Influencing Factors of Middle-aged Teachers in Universities. *Journal of Inner Mongolia Normal University* (Educational Science Edition), 2007.20
- Guo, P. P. et al. (2020). Survey on the current status of health-promoting lifestyles among young teachers in Shanghai universities and related factors. *Chinese Journal of Preventive Medicine*, 21(7).
- Medge. A preliminary exploration of the ways for teachers to implement mental health education. *New Curriculum* (Educational Academic Edition), 2008.5.
- Tao, F. F., & Yin, P. (2006). Analysis of the Mental Health Status of Young Teachers in Universities and Its Influencing Factors. *Medicine and Society*.
- Yang, R. J. (n.d.). *Theoretical Construction and Empirical Research on the Occupational Psychological Health of Chinese University Teachers*. Xi'an. Shaanxi Normal University.