

Investigation Analysis on Psychological Health Condition of Teachers in Vocational Colleges and Thought for Countermeasures: Take “West Vocational Education Town” in Chongqing, China as an Example

LI Haiyan^{[a],*}; CAO Chenggang^[b]; QI Juan^[c]

^[a]Ph.D., Candidatee, School of Journalism and Communication, Southwest University.

^[b]Professor, Chongqing University of Arts and Sciences, Chongqing, China.

^[c]Chongqing University of Arts and Sciences, Chongqing, China.

*Corresponding author.

Supported by West China Project of National Social Science Fund “Research on Psychological Crisis Interferences and Psychological Service System Construction of the New Generation of Migrant Workers” (11XRK003).

Received 22 January 2015; accepted 18 March 2015

Published online 26 April 2015

Abstract

Through the empirical research on the self-evaluation result of psychological health condition of 510 teachers of vocational colleges in “West Vocational Education Town” in Chongqing, one of the municipalities directly under the central government in China, it is found that most of the psychological disorders of teachers in vocational colleges are dominated by mild degree, and the moderate and severe degrees are not reached; in SCL-90 scale, the scores of male teachers are higher than some female teachers, but not reach the significant level; the scores of each factor of head teachers are higher than the non-head teachers, and also do not reach the significant level; the married and unmarried teachers reach difference significance in somatization dimension, and other factors are not significant. According to the investigation result, three countermeasure conclusions are proposed in this paper.

Key words: Vocational education; Teachers; Psychological health; SCL-90

Li, H. Y., Cao, C. G., & Qi, J. (2015). Investigation Analysis on Psychological Health Condition of Teachers in Vocational Colleges and Thought for Countermeasures: Take “West Vocational Education Town” in Chongqing, China as an Example. *Higher Education of Social Science*, 8(4), 70-74. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/6841> DOI: <http://dx.doi.org/10.3968/6841>

INTRODUCTION

The issue of teachers is the fundamental issue in education, and the key point for the teacher training is to improve the teachers' quality, while the core of teacher's quality is psychological quality. Therefore, as an important reflection indicator of teachers' psychological quality, the teachers' psychological health does not only play a key role in the healthy development of teachers, but will also influence the students' psychology in a extent and directly influences the development of vocational education in China. In order to understand the teachers' psychological condition closely related to the development of vocational education, it is necessary to investigate and research the psychological health condition of the teachers in vocational colleges.

1. RESEARCH TARGET AND METHOD

Chongqing, located in Southeast China and the upper stream of the Yangtze River, is not only the largest city in China and once the Far East Commanding Center of the World Anti-Fascist War, but also the newest municipality direct under the central government established in 1997. Yongchuan District in Chongqing is the vocational education base in Chongqing and also the best vocational education town. The following statistics can prove this: There are 1.1 million people in Yongchuan District, including more than 428,000 people living in the urban area, nearly 30 secondary and high vocational colleges, totally 127,000 students of vocational education (2011), more than 30 vocational skill training institutions, with an annual cultivation of more than 30,000 secondary and senior skill talents, and the school-running subject is diversified. The research target in this paper is the teachers of 4 vocational colleges randomly selected in the “Vocational Education Town”, 155 questionnaires are issued, 45 nonconforming questionnaires are eliminated and 110 effective ones are recovered, including 54 male

teachers, 56 female teachers, 69 head teachers, 41 non-head teachers, 76 married teachers and 34 unmarried teachers.

“Symptom checklist SCL-90” is used in this paper for questionnaire investigation, including 10 factors and 90 items, involving in sensation, thinking, emotion, awareness and behavioral habit, and some items also involve in interpersonal relation and diet habit, which can fully reflect the tested psychological and behavioral profile. SCL-90 is of five-level scoring method, 1 score for no symptom reflection, 2 scores for mild degree, 3 scores for moderate degree, 4 scores for serious symptom and 5 scores for quite serious symptom, and the scores are made by the teachers according to their own subjective feeling. According to the national normal result, total scores more than 160 scores, or positive items more than 43 or any factor more than 2 scores can be considered to be positive. The data are processed with SPSS10.0 statistical software.

2. RESULT AND DISCUSSION

2.1 Basic Condition of Investigation

According to the investigation, among the 110 teachers of vocational colleges, no one has total average less than 2, but there are 96 teachers with mild disorder, accounting for 87.3%, the number of teaches with mild and severe degrees is respectively 11 and 3, accounting for 10% and 2.7% of the investigated number.

It can be seen that among the investigated teachers, most of the teachers are not optimistic in psychological health level. From the single factor, there is no severe symptom in the 3 factors interpersonal relation, depression and psychoticism. The first 5 items of mild psychological problems are respectively depression, psychoticism, anxiety, hostility and interpersonal relation; and the first 5 items of moderate problem are respectively obsession, interpersonal relation, depression, paranoia. See Table 1 “Overall result of SCL-90 examination of teachers in vocational colleges” specifically. Meanwhile, a comparative analysis is mainly made in the following aspects.

Table 1
Overall Result of SCL-90 Examination of Teachers in Vocational Colleges

Item		<2	Mild	Moderate	Severe
Total average	Population (N)	0	96	11	3
	Percentage (%)	0	87.3	10.0	2.7
Somatization	Population (N)	18	75	12	5
	Percentage (%)	16.4	68.2	10.9	4.5
Obsession	Population (N)	2	76	27	5
	Percentage (%)	0.9	32.5	11.5	2.1

To be continued

Continued

Item		<2	Mild	Moderate	Severe
Interpersonal relation	Population (N)	9	81	20	0
	Percentage (%)	3.8	34.6	8.5	0
Depression	Population (N)	4	88	18	0
	Percentage (%)	1.7	37.6	7.7	0
Anxiety	Population (N)	13	85	9	3
	Percentage (%)	5.6	36.3	3.8	1.3
Hostility	Population (N)	11	82	14	3
	Percentage (%)	4.7	35.0	6.0	1.3
Horror	Population (N)	41	58	10	1
	Percentage (%)	17.5	24.8	4.3	0.4
Paranoia	Population (N)	18	73	17	2
	Percentage (%)	7.7	31.2	7.3	0.9
Psychoticism	Population (N)	16	87	7	0
	Percentage (%)	6.8	37.2	3.0	0

Note. 3>mild≥2; 4>moderate≥3; 4≥severe

a) Through the comparison of male and female teachers in the scores of each factor of SCL-90 (see Table 2), except that the factor horror is lower than female teachers, the scores of all other factors of male teachers are higher than the female teachers. Although the difference is insignificant, relatively, the psychological health condition of female teachers is better than male teachers overall.

Table 2
Comparison of Scores of Each Factor of SCL-90 in Male and Female Teachers

Factor	Male	Female	t value	P value
Somatization	1.58±0.65	1.47±0.58	0.931	>.05
Obsession	1.85±0.62	1.74±0.52	1.026	>.05
Interpersonal relation	1.70±0.54	1.62±0.56	0.840	>.05
Anxiety	1.66±0.56	1.58±0.51	-0.103	>.05
Hostility	1.69±0.62	1.55±0.46	1.336	>.05
Horror	1.30±0.53	0.32±0.40	-0.251	>.05
Psychoticism	1.51±0.48	0.38±0.42	1.454	>.05
Paranoia	1.70±0.52	1.45±0.50	2.552	>.05

b) In the comparison of scores of each factor of SCL-90 between the head teachers and non-head teachers (see Table 3), except that the head teachers have lower scores than the non-head teachers in paranoia and psychoticism, all other factors are higher than the non-head teachers. Although each factor does not obtain the significance level, in some sense, it is reflected that the head teachers have poorer psychological health level than the non-head teachers.

Table 3
Comparison of Scores of Each Factor of SCL-90 Between Head Teachers and Non-Head Teachers

Item	Head teacher	Non-head teacher	t value	P value
Somatization	1.57±0.65	1.46±0.54	0.86	>.05
Obsession	1.80±0.60	1.79±0.54	0.11	>.05
Interpersonal relation	1.68±0.59	0.65±0.50	0.22	>.05
Depression	1.64±0.59	1.59±0.45	0.45	>.05
Anxiety	1.50±0.53	1.43±0.46	0.73	>.05
Hostility	1.65±0.55	1.56±0.53	0.86	>.05
Horror	1.36±0.51	1.23±0.37	1.33	>.05
Psychoticism	1.43±0.47	1.65±0.43	-0.34	>.05
Paranoid	1.52±0.51	1.64±0.53	-1.20	>.05

c) In the comparison of scores of each factor of SCL-90 in the teachers of different marriages (see Table 4), the married teachers have scores higher than the unmarried teachers in somatization and reach the significance level. In addition, except that the unmarried teachers have lower scores in hostility and horror, for other factors, the married teachers have higher scores than the unmarried teachers.

Table 4
Comparison of Scores of Each Factor of SCL-90 in Teachers of Different Marriages

Item	Married	Unmarried	t value	p value
Somatization	1.64±0.69	1.27±0.24	4.12**	<.01
Obsession	1.80±0.63	1.70±0.42	1.50	>.05
Interpersonal relation	1.68±0.59	0.62±0.50	0.527	>.05
Depression	1.62±0.57	1.60±0.46	0.17	>.05
Anxiety	1.48±0.56	1.47±0.35	0.11	>.05
Hostility	1.56±0.50	1.74±0.60	-1.63	>.05
Horror	1.28±0.47	1.38±0.46	-1.01	>.05
Psychoticism	1.46±0.48	1.40±0.39	-0.55	>.05
Paranoia	1.54±0.52	1.63±0.52	-0.85	>.05

2.2 Discussion and Analysis on Investigation Result

The research shows that 87.3% of the teachers in vocational colleges have mild psychological disorder, but most of them do not reach the severe degree, through the comparison of this result with other investigations aimed at the psychological health condition of other primary and middle school teachers, the psychological health level of teachers in vocational colleges is superior to the primary and middle school teachers, the reasons include the following factors:

Firstly, teachers in vocational colleges and the primary and middle school teachers are different in the way of teaching and selection of course, the teachers in vocational colleges have a larger selection space. Generally, the

courses taught by teachers in vocational colleges are strongly operative, professional and practical, so these teachers have more choices for their way of teaching. Relatively, they have a larger development space.

Secondly, there is no pressure of academic pressure in the vocational colleges, which is naturally different from the fact that the enrolment rate is the only criterion for the promotion, bonus, excellence evaluation and title evaluation of teachers in primary and middle schools, the main problem of the vocational education is the students' employment. According to the understanding, the employment condition of graduates from vocational colleges is relatively satisfactory, and each college has department specially responsible for employment, which is not directly linked with the teachers' bonus, promotion and excellence evaluation, and this also reduces the burden and pressure of teachers in a certain extent.

Thirdly, in recent years, with the emphasis of the state to the vocation education, a lot of work has been done in improving the teachers' work conditions and living treatment, and the social status of teachers has been greatly improved. When surveying the vocational education in Yongchuan, Chongqing, the former prime of the State Council Wen Jiabao said,

Education is the milestone for the development of the state and base of modernized construction. At present, China has formed a relatively complete system, i.e. to consolidate and popularize the basic education, make great efforts to develop vocational education and improve higher education. Second, vocational education plays a very important position, because it is aimed at every aspect of the society, every level and every people. Only when vocational education is established well will it become an education toward every people.

These speeches greatly encourage the teachers psychologically, improve the teachers' love to their occupation and make the teachers have a sense of belonging to achievement.

Fourthly, it might be related to the tested area selected, because the tested area selected in this research in Yongchuag District, Chongqing, where the “Vocational Education Town” is famous. It is reported that by 2010, Yongchuan had invested RMB 1 billion to construct “Chongqing Vocational Education Town” with an area of 10 square kilometers and enrollment scale 100,000 students. The Chinese government leaders attach great importance to the development of vocational education development in Yongchuan and have established powerful measures to strive for the brand of “education town”. In addition, located in the “interchange” of economic corridor in western Chongqing, southeast of Sichuan and northwest of Guizhou, Yongchuan enjoys rapid economic development, and the teachers have relatively high life quality, thus reducing the teachers' worry about their career.

3. COUNTERMEASURES AND SUGGESTIONS

Although the teachers in vocational colleges have better psychological health level than the primary and middle school students, we should also note that 87.3% of the teachers in vocational colleges have mild psychological disorder, and this proportion is quite striking. In order to prevent the worse condition, relevant departments should give some psychological and human concern to teachers and pay more attention to the teachers' psychological health whole improving the cultivation and construction of teachers. In combination with the scholars' opinions, it is summarized that the countermeasures to improve the psychological quality of teachers in vocational colleges are as follows:

3.1 Strengthen Management of Vocational Colleges

In terms of management, manage the teachers in vocational colleges according to their characteristics. Teachers in vocational colleges are characterized by diversified structure and more source channels, and this decides that when managing the teachers of vocational colleges, it is required to fully consider the structural characteristics of the teachers for management. In addition, the college leaders must apply the theoretical method of modern management according to the education policy and intellectual policy of the CPC and based on the psychological characteristics of teacher labor, and this is the first task for the personnel management in colleges. Teachers in the vocational colleges should be scientifically managed according to the teachers' growth law and basic talent management method.

The managers should strengthen the exchange and cooperation with teacher, promote the formation of a good relation among teachers, which are the promoter of psychological health. Humanistic psychologist Maslow classified the human demands into five categories: physiological demand, safety demand, social demand, respect demand and self-realization demand. After meeting the physiological demand and safety demand, people are urgent to generate the demand of social exchange. Therefore, the good relation among teachers is an approach to the self-realization. The schools can carry out various activities as far as possible to increase the opportunity of exchange and communication among teachers and create a good interpersonal atmosphere.

Improve the teacher training system, increase investment in training and comprehensively improve the teachers' overall quality. The teaching contents of professional courses of vocational technical education are closely related to the market demand and progress in science and technology, and under the condition of rapid knowledge update and market economy, the application of new materials and technologies has also been endless.

To make the students really learn and harvest at school, the teachers' teaching must be linked with the social demand, in this way, the teachers' training is not only beneficial for the improving of teaching quality, but the students also benefit really and which is of benefit to improve the teachers' sense of competence. Imagine that the teachers do not pass the technology in themselves and do not understand the development of society, in front of students, the teachers' sense of competence in education must be frustrated. The teachers' sense of competence will learn the students' incentive, learning interest, learning attitude and expected value, thus influencing the students' academic achievements.

Finally, the school leaders should concern teachers, not only materially, but also psychologically. Hawthorne effect tells us the importance of concerning, understanding and respecting others in management work. Therefore, in addition to the material award, the school managers should also pay attention to the human concern in management.

3.2 Make Great Efforts to Cultivate an Excellent School Style

School style is an important spiritual environment and the psychological atmosphere for the school members. An excellent school style has an unconscious influence on the teachers and students and restricts the psychological health condition of teachers in a great extent. Some scholars have indicated that in the psychological mechanism of interaction between an excellent school style and teachers' psychological health is reflected in implying, affection and simulation, so school style often has a subconscious influence on psychology. As a dynamic system combining more factors, school style should also be comprehensively constructed in multiple levels and aspects, and each school should comprehensively consider in combination with its own characteristics. An excellent style should also include the harmonious interpersonal relation in the campus, mainly including the harmony of interpersonal relation between teachers and students, teachers and teachers, teachers and parents, and this requires the teachers to build a correct student concept and education concept and also have good self-awareness.

3.3 Improve the Teachers' Ability of Self-Accommodation

The strengthening of management and cultivation of excellent style are both from the outside view, for the teachers themselves, only by learning some accommodation method can they solve the problem fundamentally when facing pressure and psychological imbalance.

Firstly, teachers should strengthen physical training, because health is the most of all, and besides, physiological mechanism has a close relation with the psychological mechanism and they are a united integrity. A good physical quality does not only well promote the neural system, blood circulation system and digestion

system, but a good physical condition can also enhance the psychological bearing capacity; if the teachers do not have a psychological condition, in addition to preventing the normal education and teaching, they should also worry their physical condition, and this will not be beneficial for the teachers' psychological health inevitably. Therefore, teachers can carry out various sports exercises after class, like running, swimming, martial art and yoga.

Secondly, understand reasonable drainage, psychological confusion is better to be drained but not be blocked like flood control. In case of psychological pressure, the best method is to drain it through some normal approaches, like pouring to others and writing blog.

Thirdly, learn reasonable cognition. ABC theory tells us that our bother is not the thing itself, but our opinion of the things. Therefore, teachers should learn to think in another aspect, try to convert the adverse cognition and reasonably dissolve the conflict in life.

Fourthly, the foreign researches show that for the teachers with job burnout, music therapy and cognitive behavior interference can reduce the symptom of job burnout. Therefore, teachers can reduce their pressure through music.

CONCLUSION

In a world, with the increasing improving of social market economy system, the reform and development of vocational education are also in an important historical period. After joining the WTO, a series of questions like how vocational education master the opportunity to play an important role in the whole education system and how to play an important role in the Chinese education will continuously improve the vocational education. It can be expected that to play a role in the future social development, it is an inevitable road to reform the vocational education, learn the experience of the western occupational education in a targeted manner, so as to continuously improve the vocational education. However, in this process, how to master the construction of teachers, how to solve the psychological disturbance in the transient period and how to ensure the teachers' psychological health condition are also must be considered and concerned.

According to the incomplete statistics, above 80% of the teachers in vocational colleges are transferred from the higher institutions, and most of them directly engaged in teacher after graduation from university, and most of them are lack of professional practical experience, do not have strong technical application ability and practical operation ability, and these situations will directly influence the improving of overall quality of teachers in vocational colleges. Today, the Ministry of Education makes clear to strengthen the construction of teachers in vocational colleges. Under this requirement, great change will inevitably occur to the teacher groups in the vocational colleges. In this process, in addition to ensuring the business ability of the teachers, relevant departments should also give due psychological concern to teachers, treat various contradictions occurring and start from the overall situation, so as to ensure the harmonious development of vocational education in China.

REFERENCES

- Du, J. Z. (2005). *Research on vocational education under the condition of socialist market economy*. Beijing, China: Economic Science Press.
- Li, B. F., & Zhou, X. (2010). Connotation and approach for career development of young teachers. *Heilongjiang Higher Education Research*, (8), 90-91.
- Liu, H. R. (2001). *China Education Daily*. Retrieved from <http://www.jyb.com.cn/gb/2001/03/12/zjtd/zjtd/1.htm>
- Ministry of Education. (2005, February 1). *Opinion of the ministry of education on accelerating development of secondary vocational education*. J.Z.C.
- Wang, L. (2012). Countermeasures are thinking on development of higher vocational education. *Henan Social Science*, (08)
- Yi, L. H. (2009). Investigation and analysis on career development condition of young teachers in Hunan higher vocational colleges. *Vocational and Technical Education*, (22), 31.
- Zhang, D. J., & Jiang, Q. (2005). *Teachers' psychological quality and professional development*. Beijing, China: People's Education Press.
- Zhang, D. Q., Wang, P., & Gao, F. Q. (2011). Relation between work satisfaction and anxious job burnout of teachers in universities. *China Journal of Health Psychology*, (08).