Research on Mental Health Education for Local College Students from the Perspective of "Three All-around Education" after COVID-19

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Abstract: As the new crown outbreak in China gradually become the past, in the new era background requirements, local college students' mental health education around Khalid ents fundamental task how in full, all the full perspective of mental health education in the work is the focus of this paper: not only should pay attention to the cultivation of students' psychological accomplishment, let the students have good mental health, but also from the society, school, family, individual four aspects to guide students to actively face the problems in life, so as to promote their all-round development.

1. Preface

General Secretary Xi Jinping put forward the educational concept of "three all-around education" at the National Conference on Ideological and Political Work of colleges and universities.\cite{1} After the COVID-19, the new era has put forward new requirements for mental health education in local colleges and universities in China. Carrying out mental health education in colleges and universities from the perspective of full staff, full process and all-round education is an important link of psychological education as the "top ten" education system: on the one hand, we should take a strong theoretical system as guidance, and on the other hand, we should also follow the advanced concept of ideological and political education in colleges and universities of "three all-around education". On this theoretical basis, we should explore the effective implementation of college students' mental health education under such environment. In the combing of the theory and ideological and political education, this paper analyzes the current situation of mental health education of local college students on the basis of empirical research data, and discusses the strategies and methods for the efficient implementation of mental health education of college students from the perspective of "three all-around education".

2. Overview of research on the objects of psychological education for local college students from the perspective of holistic education

2.1. Methods and contents of data investigation

The data survey is mainly conducted through methods such as visits and questionnaires. The main visitors were part-time teachers engaged in mental health work from various teaching departments of a local university in Hubei Province, student cadres of psychological organizations and other ordinary students after the COVID-19 epidemic gradually passed. Among 1525 students, 1514 were tested (897 males and 617 females), with a testing ratio of 99%. 1514 questionnaires were distributed and all were effectively collected. The use of self-made scales and psychological health questionnaire involving multiple factors can comprehensively reflect the psychological health status of the tested subjects. Individual cases can be analyzed through scales to understand the following information, such as the current mental health status and self positioning of local college students, what is the effectiveness of current mental health education for college students, whether it has achieved the educational goal of improving their mental health literacy, and what is the future direction of current mental health education work.
2.2. Analysis of Psychological Health Related Data of Local College Students

2.2.1. After the COVID-19, the number of positive people in the overall assessment of mental health status from the test population was slightly higher than the national average.

The results of this survey showed that 235 students, accounting for 15.52% of the total number of students participating in the test, had mild or above psychological distress among the test population; among them, there were 43 students with moderate or severe distress, accounting for 2.84% of the total number of students taking the test. According to the national norm, the number of positive cases is slightly higher than the national average.

2.2.2. Male students in science and engineering and female students in humanities have higher levels of psychological distress than other populations.

From the questionnaire, it can be seen that the overall mental health status of most students in local universities is good, but 15.52% of students had mild or above psychological distress. From disciplinary classification data, it can be analyzed that male students with psychological distress were mainly concentrated in science and engineering, accounting for 80% of the total number of male students with psychological distress; girls with psychological distress were mainly concentrated in humanities, accounting for 74.51% of the total number of girls with psychological distress. This indicates that mental health education in local universities should have differences in the distribution of subjects studied by students. (Figure 1.)

![Figure 1. Distribution of Disciplines for Positive Students in Each Unit](image)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Male Proportion</th>
<th>Female Proportion</th>
<th>Total</th>
<th>Total proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM1</td>
<td>38</td>
<td>2</td>
<td>40</td>
<td>17.02%</td>
</tr>
<tr>
<td>STEM2</td>
<td>40</td>
<td>16</td>
<td>56</td>
<td>23.83%</td>
</tr>
<tr>
<td>Humanities1</td>
<td>15</td>
<td>35</td>
<td>50</td>
<td>21.28%</td>
</tr>
<tr>
<td>Humanities2</td>
<td>11</td>
<td>41</td>
<td>52</td>
<td>22.13%</td>
</tr>
<tr>
<td>Engineering1</td>
<td>18</td>
<td>8</td>
<td>26</td>
<td>11.06%</td>
</tr>
<tr>
<td>Engineering2</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>4.68%</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>102</td>
<td>235</td>
<td></td>
</tr>
</tbody>
</table>

2.2.3. There are common features and differences in the mental health status of male and female students

Among the factor screening detection rates of all participants, compulsive symptoms, interpersonal sensitivity, paranoia, and anxiety were in the top four. Among all the positive symptoms (mild symptoms or above), the top four psychological symptoms of boys were: compulsive symptoms, interpersonal sensitivity, paranoia, and hostility; and the top four psychological symptoms of girls were: compulsive symptoms, interpersonal sensitivity, anxiety, and depression. This shows that there are commonalities and differences in the mental health status of male and female students testing positive groups, and attention should be paid to gender pertinence when carrying out education work. (Figure 2.)

![Figure 2. Comparison Table of Male and Female Factor Detection Rates](image)

<table>
<thead>
<tr>
<th>factor</th>
<th>Positive factor of male</th>
<th>Percentage</th>
<th>Positive factor of female</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somatization</td>
<td>26</td>
<td>2.90%</td>
<td>19</td>
<td>3.08%</td>
</tr>
<tr>
<td>Forced</td>
<td>210</td>
<td>23.41%</td>
<td>147</td>
<td>23.82%</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>131</td>
<td>14.60%</td>
<td>92</td>
<td>14.91%</td>
</tr>
<tr>
<td>Depression</td>
<td>61</td>
<td>6.80%</td>
<td>54</td>
<td>8.75%</td>
</tr>
<tr>
<td>Anxiety</td>
<td>59</td>
<td>6.58%</td>
<td>56</td>
<td>9.08%</td>
</tr>
<tr>
<td>Hostile</td>
<td>70</td>
<td>7.80%</td>
<td>41</td>
<td>6.65%</td>
</tr>
<tr>
<td>Terror</td>
<td>41</td>
<td>4.57%</td>
<td>51</td>
<td>8.27%</td>
</tr>
<tr>
<td>Paranoideal</td>
<td>74</td>
<td>8.25%</td>
<td>51</td>
<td>8.27%</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>64</td>
<td>7.13%</td>
<td>33</td>
<td>5.35%</td>
</tr>
<tr>
<td>Other</td>
<td>69</td>
<td>7.69%</td>
<td>49</td>
<td>7.94%</td>
</tr>
<tr>
<td>Total</td>
<td>897</td>
<td>59.25%</td>
<td>617</td>
<td>40.75%</td>
</tr>
</tbody>
</table>

3. Analysis of the mental health status of local college students after the COVID-19 outbreak

Many investigations and studies believe that the new crown epidemic has a significant impact on the psychology of college students, causing psychological problems such as panic, anxiety, anger, and stress among college students. Therefore, schools and society should strengthen the cultivation of college students’ psychological quality in response to public health emergencies and improve their psychological endurance [2].

Based on effective statistical results obtained from survey questionnaires and field visits, we divided the survey results of the psychological status of local college students into five aspects: academic status, interpersonal communication, employment psychology, love and sex
psychology, and stress and emotional management. The specific analysis is as follows:

3.1. Academic Status

47.6% of students clearly expressed a lack of confidence in learning and they felt pressured. There were more or less problems with their learning methods, enthusiasm, and self-confidence; on the other hand, 11% of students reported a lack of understanding of their majors, blind learning direction, lack of learning methods, and unreasonable time allocation, which could lead to feelings of pressure and anxiety towards their future prospects.

3.2. Interpersonal communication

13.5% of college students had a lack of confidence in interpersonal communication or did not know how to communicate efficiently with others. A survey showed that 21.4% of college students believed that they had various problems in interpersonal communication. Some students expressed that they were not good at socializing, lacked certain communication skills and initiative, had independent personalities, and were unwilling to enter new social circles. At the same time, it was found that some college students had poor independent problem-solving abilities. They were too self-reliant and lacked humility, tolerance, and communication skills, which led to tense relationships with friends and classmates around them, thus affecting their learning life.

3.3. Employment psychology

26.2% of college students often worried about their future prospects, mainly because they did not have much understanding of their professional employment prospects and believed that their future employment prospects would not align with their current professional learning direction. They had a blind and confused feeling about their future career choices. At the same time, these students felt confused about their professional learning methods and they had weak self-directed learning abilities and unreasonable time allocation in learning and extracurricular activities, which increased the pressure on their expected employment prospects, manifested as confusion about the future and a sense of pressure towards the future.

3.4. Love and Sexual Psychology

Among the surveyed population, 38.1% of college students stated that they were currently in a relationship or had been in a relationship before, and they might experience various emotional difficulties when facing with relationships. For example, it might cause pain due to a breakup, and disputes might arise due to disagreements in love, indirectly affecting academic performance and relationships with other classmates. The issue of gender in love was the most sensitive issue and it worthwhile paying attention to in the survey. The survey showed that 55% of college students were willing to accept sexual behavior between their boyfriends and girlfriends during their college years, believing that it depended on the quality of their relationship, while 19% of college students held an indifferent attitude.

3.5. Stress and Emotional Management

Among the surveyed population, 76.1% of college students expressed their aversion to facing pressure. When faced with pressure, they might feel frustrated, had a poor diet, became restless, suspicious of others, or secretly felt sad. But 64.3% of college students said that they would do their best to face stress events, tried to be strong and self-regulate, or just smiled and forgot about their troubles. In this survey, the stress and emotional regulation abilities of college students were worth paying attention to. 4.8% of students expressed that they had poor psychological resilience and lacked self-regulation methods for stress. However, when faced with stress, they did not actively seek advice or help from their family, friends, teachers, or professionals, nor did they have appropriate ways to relieve negative emotions.

4. Analysis of the main causes of mental health problems among local college students

College students also have to face many problems with their studies, graduations, and employment, and are a high-risk group of psychological problems (Andrews et al., 2018).[3] Apropos physiological and psychological responses are normal reactions in dealing with public health emergencies, which are conducive to adapting to the environment. However, overreactions can increase the psychological burden and be hazardous to physical and mental health (Rosenbaum, 2010; Fergusson et al., 2014).[4]

4.1. Social factors

The impact of the COVID-19 on people's psychological factors is obvious: tension, anxiety, pressure, and so on. In addition to the rapid development of China's social economy, the employment pressure of college students in today's society is high. There are more than one million college students graduating every year in China, and social posts are limited. Some undergraduate and junior college students are in a state of oversupply. The employment situation has caused strong psychological distress to college students. In addition, the requirements for onboarding resume are becoming increasingly high. The increasing employment pressure requires college students to possess higher personal qualities. Good academic performance is no longer an important criteria for employers to measure students. Vocational skills, practical abilities, acceptance abilities, and interpersonal skills have also become their assessment targets. Therefore, the requirements for the comprehensive quality of college students have increased.
4.2. School factors
The content, focus, and pace of college life vary. The teaching model advocated by universities for relaxation, self-learning, self-management, and self-development has been difficult for freshmen who have just experienced the tense and high-intensity learning process in high schools to accept smoothly in current universities. At the same time, there is a lot of pressure on university campuses for exams, certifications, and learning competitions, such as various professional level exams, College English Test Band-4 and Band-6, qualification certificates, and learning competitions. More and more students are committed to level exams and learning competitions to enrich their knowledge and resume. A strong learning atmosphere is formed on campus, and some schools indirectly urge students to take exams and certifications through comprehensive evaluations and scholarship level evaluations. These all require college students to have strong self-management abilities. In addition, the tolerant and open campus atmosphere, beautiful campus environment, and relatively relaxed courses provide opportunities for interpersonal communication, love, and ability development for college students. This has led to various psychological problems for many students who were originally hidden in high school style pure education.

4.3. Family factors
The influence of family atmosphere has a certain impact on the mental health level of college students entering local universities. In addition, some environmental adaptation reasons can easily lead to a series of anxiety and doubts among college students. However, when parents are busy with work or other reasons, they lack attention and guidance for their children's growth, resulting in reduced opportunities for communication and interaction with them. Children's psychological problems cannot be effectively addressed by parents in a timely manner, or the family's expectations for their children's future are too high, leading to high psychological pressure on college students.

4.4. Personal factors
The university campus environment requires a certain level of psychological adaptability. For college students, their physiological development is already mature, but their psychological and social development is not yet. In some places, college students lack confidence. They are introverted, have poor independent living abilities, and lack coordination in interpersonal communication, which can exacerbate environmental discomfort and often bring sensitive emotions and stress experiences such as depression, uncertainty about the future, anxiety, confusion, and fear. Due to the lack of mature and rational problem-solving methods, as well as stable and correct values, college students at this age have fallen into difficulties.

5. Strategies for Enhancing the Application of "Three Comprehensive Education" in Psychological Health Education for Local College Students

As educators, we must fully recognize that "three comprehensive education" is an inevitable trend in ideological and political education, especially in psychological education and further higher education. It is also a necessary requirement for ideological and political education, especially in psychological education, to be implemented in universities. Only by establishing a mental health education model with full participation, full attention, and comprehensive implementation can we better and faster improve the level of mental health education for local university students, promote the formation of a positive outlook on life and values among local university students, and make a leap forward in mental health education in local universities. In response to the current situation of mental health education in local universities, the following aspects can be optimized and improved:

5.1. Leading by scientific theory and emphasizing the construction of the social environment
In the overall social environment, students, as a vulnerable group in society, have certain particularities. Therefore, the whole society should pay attention to the psychological health issues of college students, provide a more tolerant and equal social environment for college students, and provide more employment opportunities to alleviate employment pressure. The country should establish relevant laws and regulations to fundamentally protect the physical and mental health of college students, while advocating a good social atmosphere of caring for students. At the same time, attention should be paid to the construction of network security in the social environment. Purify the online environment and innovate the implementation methods of "comprehensive education" in mental health education (It should be noted that children from different family backgrounds have different ways of coping with stress, and the specific problems of special student groups need to be implemented specifically.)

5.2. Stimulating the subjective consciousness and emphasizing the integration of campus resources
Relying on campus cultural activities to carry out mental health education can promote the overall improvement of the psychological quality of college students and stimulate the internal driving force of mental health education for
local college students. We can actively utilize campus cultural activities with psychological health connotations to create a strong atmosphere of psychological education, enhance the awareness of college students to spontaneously and consciously improve their psychological quality, and achieve the goal of psychological health education.

Meanwhile, mental health work is an overall work[5]. The head of the teaching department, deputy secretary of the student engineering department, teachers, counselors, dormitory staff, and logistics personnel should all have a certain basic knowledge of psychological crisis identification, forming a good atmosphere for psychological quality education and ensuring smooth implementation and effectiveness of psychological quality education in universities. Collaborate in multiple aspects and involve every student to create an atmosphere of willingness to engage in and receive psychological education. Enable students to enhance their psychological quality and self-education awareness in a strong atmosphere of physical education. Universities should digitize their courses, integrate the strongest faculty both inside and outside the school, create online digital courses, and conduct teaching through flipped teaching. The classroom mainly focuses on group activities and interaction, and improves classroom teaching effectiveness through various forms such as case teaching, small class teaching, interactive flipping, experiential activities, behavior training, and quality expansion.

Classroom activities are mainly for group activities and interaction through various forms of teaching activities to reflect teaching effects.[6] The psychological education work in universities not only needs to be aimed at students, but also at university teachers, leaders, and staff. Under the background of "three all-around education", teaching, management, and service can be better implemented in all aspects through practical and detailed measures.

5.3. The concept of family education should keep up with the time.

Universities should pay attention to correcting parents' high expectations and unscientific educational methods in talent cultivation, advocate for family education to focus on children's mental health education, and pay attention to guiding college students to have a positive and healthy worldview and outlook on life in their families. At the same time, a correct and positive worldview and outlook on life in their families. At the same time, a correct and positive worldview and outlook on life can govern students' behavioral norms, thereby keeping them in a healthy psychological state. At the same time, families should establish a family environment suitable for the mental health development of college students, and pay attention to healthy communication between parents and children. The growth of children is closely related to family education, and effective communication between home and school can help parents understand the characteristics of psychological development of college students and the psychological needs of different age groups. Parents should set a good example, and pay attention to the education methods in order to maintain physical and mental health of college students, and provide guarantees and guidance for their healthy development.

5.4. Carry out positive psychological training to improve the self-psychological regulation abilities of college students.

College students should also strengthen their awareness of maintaining their own mental health, learn self-regulation, actively face setbacks and disappointments in life, treat difficulties as a challenge, have a correct understanding of themselves, and cultivate positive and optimistic attitudes. For example, actively participating in collective activities, expanding the scope of communication, improving interpersonal skills, dealing with emotional and gender relationship issues rationally and moderately, establishing a correct view of love, dealing with learning and future pressures correctly, they should have a correct understanding of the meaning of university life, and strive to continuously improve oneself. Enable college students to understand basic knowledge of mental health care, actively face life setbacks or enter new environments, and fundamentally promote and develop their mental health level; learn to make reasonable uses of surrounding resources, such as the distribution locations of psychological counseling rooms. Understand the nature and functions of the institution in order to enhance understanding of the channels for seeking help to eliminate psychological confusion. Strengthen physical exercises, cultivate good emotional and willpower qualities, form excellent personality traits, promote positive physical and mental development of students, and lay a good foundation for their mental health.

6. Summary and Reflection

In terms of the content of mental health education for college students, the sole goal should not be relied on solving psychological problems alone. We should adhere to the mutual infiltration of mental health education, ideological and political education, and professional knowledge education, as well as establish an efficient crisis psychological intervention model among local college students, so as to improve the effectiveness of mental health education.

When local universities carry out mental health education, they attempt to effectively educate college students from the perspective of positive psychology. They use a large number of interesting activities in positive psychology to help students have a positive and upward psychology, help them establish correct values, and promote their physical and mental health development. In the process of education, teachers should expand their teaching scopes and provide comprehensive education to students, rather than target students with psychological disorders. During the enrollment period of new students, teachers should provide active psychological counseling to students, timely solve adaptive psychological confusion, and effectively prevent the occurrence of psychological problems in students. Teachers should conduct effective
teaching based on the actual needs of students, ensuring that the knowledge imparted is helpful to students and thus improving their levels of mental health education.

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