

COMPONENTS OF THE MENTAL HEALTH PROMOTION ACTIVITY MODEL FOR STUDENTS IN HIGHER VOCATIONAL INSTITUTIONS IN WUXI, JIANGSU PROVINCE, PEOPLE'S REPUBLIC OF CHINA

Li KEKE¹, Supattra RAKKARNSIN² and Somsak JEEWATTANA²

1 Candidate, Educational Management, Buriram Rajabhat University, Thailand;
Keke.Li@bru.ac.th

2 Buriram Rajabhat University, Thailand; Supatruk@gmail.com (S. R.);
somsak.je@bru.ac.th (S. J.)

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ABSTRACT

This study investigated the components of a model of mental health promotion activities for students in higher vocational institutions in Wuxi, Jiangsu Province, People's Republic of China, using a questionnaire to survey 222 psychological counselors and mental health teachers in 10 higher vocational institutions in Wuxi, Jiangsu Province, People's Republic of China. The research instrument was a five-level questionnaire with a reliability of 0.988. Statistical analyses were conducted primarily using means (\bar{x}) and standard deviations (S.D.). The study identified the components of a model of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China, consisting of four primary indicators and nine secondary indicators. The study found that the four primary indicators of the components of the mental health promotion activity model for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, were all highly operational, with the highest being the Teaching personnel, followed by Working conditions and resource allocation, Teaching and learning, and Activities to promote mental health. The nine secondary indicators were all highly operational, with the highest being ability to provide psychological counseling, followed by teacher training, Ability to study and teach, Expertise, social cooperation, information technology, group counseling activities, class activities, and Ability to produce research results.

Keywords: Higher Vocational College Students, Students' Mental Health, Promotion Activities

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INTRODUCTION

As the state proposes to promote the construction of a healthy China, mental health and mental hygiene are gradually receiving attention. As intellectual youths receiving higher education, college students carry the expectations of society as well as being the future builders and successors of the country, and they are expected to cultivate a sound personality to cope with the severe tests of the future while becoming successful in their professions. For this reason, mental health has become an indispensable element in the success of college students. The Ministry of Education issued the Notice of the General Office of the Ministry of Education on Strengthening the Management of Students' Mental Health in 2021 (Letter of the Office of Teaching Civics and Politics 2021 10), marking the entry of mental health education into a new era, and the issue of college students' mental health is becoming more and more prominent in higher vocational colleges and universities in Wuxi City, Jiangsu Province.

In terms of policies, the Ministry of Education issued the Notice on Strengthening and Improving the Mental Health Work of Students in Vocational Colleges and Universities and the Notice on the Special Action Plan for Mental Health Work (2023-2025), which show the state's continued attention to mental health education in higher vocational colleges and universities. The formulation of these policies has gradually transformed mental health education from school self-organization to official guidance, which established a system of comprehensive development, highlighted the core concern and development trend of mental health education, and elevated the work on students' mental health to the level of national strategy.

As the psychological problems of students in higher vocational colleges and universities are becoming more and more prominent, and failure to deal with these problems properly may lead to serious consequences, so more and more people are paying attention to the mental health of students. At the policy level, the relevant policies and guidance documents issued by the Ministry of Education mark an important shift in mental health education from school self-organization to official guidance, and the gradual establishment of a comprehensive development system, highlighting the core concerns and development trend of mental health education. This shows that strengthening students' mental health has become part of the national strategy.

At the practical level, higher vocational students face multiple pressures such as academics, employment, self-knowledge, interpersonal relationships and technological challenges. Such multiple pressures have led to increased social concern about their mental health and pushed higher vocational colleges and universities to actively carry out mental health promotion activities. With the support of official policies, mental health promotion activities have been carried out in a comprehensive manner, and schools have not only become a key platform for students' comprehensive development, but have also gradually shifted from a problem-oriented to a service-oriented approach. However, in the face of complex challenges, mental health promotion activities in higher vocational colleges and universities still need to be strengthened, and there is an urgent need to establish an efficient system that meets Chinese characteristics to ensure that students' psychological needs are fully met. The researchers conducted a study on the mental health promotion activities of students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, focusing on the components and models of the mental health promotion activities of students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, which is conducive to advancing mental health education in higher vocational colleges and universities.

LITERATURE REVIEWS

Teaching and Learning

Cai (2012: 116-118) believes that teachers' teaching and psychological counseling abilities should be strengthened. Teachers should not only impart simple knowledge when teaching mental health education courses, but also have specific skills in dealing with psychological problems.

Yu (2021: 4-6) believes that the mental health education teaching capabilities and psychological counseling capabilities of professional teachers should be strengthened. At the same time, it is emphasized that we must continue to innovate curriculum design based on students' academic conditions and practical conditions, and use educational and teaching resources to promote students' mental health.

Teaching and learning refers to the effective transfer of knowledge and improvement of skills, with the purpose of providing emotional and spiritual support for students' all-round development.

Teaching personnel

Li (2021: 76-77) believes that in terms of teacher allocation for mental health education, the professional abilities and qualities of teachers in various higher vocational colleges vary. It is proposed that teachers responsible for teaching mental health courses should have a professional background in psychology and have solid professional knowledge and teaching abilities. Keep pace with the times and continuously improve teachers' professional capabilities.

Ma (2021: 87) believes that whether the teaching staff is reasonably equipped is the basic guarantee for the efficient development of education and teaching activities. The overall level of the teaching staff is related to the quality of mental health education teaching and the sustainable development of the school. It is proposed to establish a post-service training sequence for teachers, implement the requirements for full coverage of graded training through dynamic management of the teacher team, regularly organize teachers to participate in special training, training, distance education and in-service academic education, and continue to improve the overall professional level of the teacher team through various methods.

The teaching staff refers to a group of professional talents who provide educational and teaching services with professional knowledge, skills, and teaching concepts based on education and teaching experience.

Activities to promote mental health

Jiang (2021: 67) believes that it is necessary to design and carry out mental health education activities for students in higher vocational colleges, emphasizing campus group counseling activities, class activities and cultural construction, spiritual guidance and humanistic care for students. Through extensive and diverse psychological Health education activities create a high-quality learning environment, mental health environment and humanistic environment, and also mention the necessity of psychological crisis intervention.

Zhao & Chen (2022:34) believe that group counseling activities refer to psychological counselors and participants sitting together and influencing each other during the interaction of the activities, so that each member can produce positive changes. It has the advantages of wide application, diverse forms, short time consumption, high efficiency and good results, and is suitable for implementation on campus.

Mental health activities are a set of strategies combined with group counseling that aim to promote the development of students' psychological qualities and improve their mental health through classroom activities, creating university culture, psychological testing and consulting services.

Working environment and resource allocation

Luo (2022: 1763-1764) emphasizes the application of information technology in mental health education. Information technology serves as a tool that can help educators better understand and respond to students' psychological problems. It is not only a comprehensive assessment of students' psychological and emotional state, but also a key factor affecting the healthy development of students' physical and mental health.

Qian et al. (2021: 89) believe that a cooperation mechanism inside and outside the school should be established. Mental health education is professional education and can establish long-term cooperation with off-campus professional institutions, such as mental health centers. Professional institutions can provide professional support, such as regular training, etc. If necessary, they can also ask professional institutions to conduct professional assessment and diagnosis of the mental state of students who may have problems. In severe cases, they can be transferred to professional institutions for treatment.

Working environment and resource allocation refers to the promotion of mental health through the integration of social cooperation, the application of information technology and the efficiency of workplace construction to provide a professional, systematic and efficient mental health service support system.

From the literature review, the conceptual framework can be drawn as shown in Figure 1.

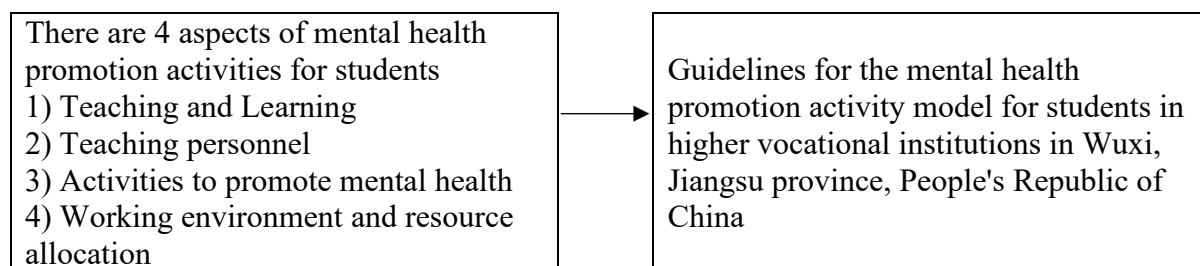


Figure 1 Conceptual Framework

RESEARCH METHODOLOGY

Sample

The population consisted of 503 people who were all mental health department heads and mental health teachers in 10 higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China. The sample consisted of 222 mental health heads and teachers from 10 higher vocational institutions in Wuxi, Jiangsu Province, People's Republic of China.

Research instruments

The research instrument was a questionnaire, which was divided into two parts.

Part 1: general information about the respondents, and data were collected through a checklist questionnaire.

Part 2: Components of the Mental Health Promotion Activity Model for Students in Higher Vocational Colleges and Universities in Wuxi City, Jiangsu Province, People's Republic of China, with data collected through a five-point rating scale. Using the Index of Item-Objective Congruence (IOC) (Rovinelli & Hambleton, 1997) to assess the validity of the questionnaire's content, and the overall reliability of the questionnaire was assessed using Cronbach's alpha coefficient (alpha-coefficient) (Wiersma & Jurs, 2009: 335). The results showed that the questionnaire had an item-objective congruence index (IOC) of 0.5-1.00 and a Cronbach's alpha coefficient of 0.988. Therefore, the questionnaire is a reliable and trustworthy research instrument.

Data analysis

The statistics for quantitative data analysis were percentage, mean, standard deviation and validity index and qualitative data were analyzed through content analysis. The data were presented in tabular form and the significance of the mean is as follows:

4.51-5.00 has the highest operationalization.

3.51-4.50 has high operationalization.

2.51-3.50 has medium operability.

1.51-2.50 low operability.

1.00-1.50 lowest operability.

RESEARCH RESULTS

1) Level 1 Indicators of the Components of the Mental Health Promotion Activity Model for Students in Higher Vocational Colleges and Universities in Wuxi City, Jiangsu Province, People's Republic of China.

Table 1 Mean and standard deviation of the components of the mental health promotion activity model for students in higher vocational colleges in Wuxi, Jiangsu Province, People's Republic of China.

Components of the Mental Health Promotion Activity Model	\bar{x}	S.D.	Interpretation
1) Teaching and learning	4.125	1.04	High
1.1) Ability to study and teach	4.169	1.04	High
1.2) Ability to produce research results	3.986	1.10	High
1.3) Ability to provide psychological counseling	4.22	.98	High
2) Teaching personnel	4.184	.97	High
2.1) Teacher training	4.213	.97	High
2.2) Expertise	4.156	.97	High
3) Activities to promote mental health	4.101	1.02	High
3.1) Group counseling activities	4.104	1.02	High
3.2) Classroom Activities	4.097	1.02	High
4) Working environment and resource allocation	4.134	1.00	High
4.1) Social cooperation	4.155	1.00	High
4.2) Information technology	4.113	1.01	High

According to Table 1, it was found that the four first-level indicators and nine second-level indicators of the components of the mental health promotion activity model for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, were all highly operationalizable. The first-level indicator with the highest operability is Teaching personnel ($\bar{x} = 4.184$), and the lowest is Activities to promote mental health ($\bar{x} = 4.101$). The secondary indicator with the highest operationalization was Ability to provide psychological counseling ($\bar{x} = 4.22$) and the lowest was Ability to produce research results ($\bar{x} = 3.986$).

2) Ability to study and teach

Table 2 Mean and standard deviation of the content and each item of the secondary indicator of ability to study and teach for the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China.

Ability to study and teach	\bar{x}	S.D.	Interpretation	Ranking
1) Promote development and improvement of teaching methods To stimulate students' interest in learning psychology.	4.256	1.011	High	1
2) Promote and improve teaching design abilities and Guarantee the teaching effect of student mental health education.	4.252	1.037	High	2
3) Encourage students to participate and understand psychological concepts in using advanced educational technology. Innovative teaching in psychology to help improve interaction efficiency	4.207	1.087	High	3
4) Promote comprehensive improvement of the educational process Using management monitoring methods To raise the quality of the teaching and learning process student participation and effectiveness of the curriculum	4.045	1.002	High	5
5) Support for participation in teaching skills competitions to develop teachers' teaching innovation abilities. communication skills and classroom management level	4.087	1.081	High	4

According to Table 2, the operability of each of the secondary indicators of teaching competence for the component of mental health promotion activities for students in higher vocational institutions in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 1 ($\bar{x} = 4.25$), and the lowest is 4 ($\bar{x} = 4.045$).

3) Ability to produce research results

Table 3 Mean and standard deviation of the content and each item of the research capacity of the secondary indicators of Ability to produce research results for the components of the mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China.

Ability to produce research results	\bar{x}	S.D.	Interpretation	Ranking
6) Promote the development of in-depth research in mental health education. Provide theoretical support and innovative solutions for practice.	4.095	1.065	High	1
7) Promote the publication of academic articles on health education and mental health. Based on reliable theoretical and practical principles.	3.982	1.1	High	2

Ability to produce research results	\bar{x}	S.D.	Interpretation	Ranking
8) Promote the writing of textbooks or documents on health education and mental health that are reliable, practical, systematic and professional.	3.925	1.133	High	4
9) Promote knowledge exchange and cooperation in innovation and development, participate in academic conferences To spread knowledge about health education and mental health	3.941	1.128	High	3

According to Table 3, the operationalizability of each of the components of the secondary indicators of research capacity of the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 6 ($\bar{x} = 4.095$), and the lowest is 8 ($\bar{x} = 3.925$).

4) Ability to provide psychological counseling

Table 4 Mean and standard deviation of the content and each item of the secondary indicators of Ability to provide psychological counseling for the component of the psychological health promotion activities of students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China.

Ability to provide psychological counseling	\bar{x}	S.D.	Interpretation	Ranking
10) Promote the development of communication skills Helps build relationships and trust Transferring professional knowledge Encourage students to understand the effective application of mental health education content.	4.266	.991	High	2
11) Have expert skills in psychological counseling techniques Support individual characteristics and promote timely discovery of student mental health problems. To effectively solve mental health problems	4.27	.993	High	1
12) Promote the development of skills in psychological testing Accurate assessment of an individual's mental state and problems Promote individual characteristics To correctly administer psychological interventions	4.176	.969	High	3
13) Promote the development of psychological diagnosis technology Comprehensively understand the mental health status of students To precisely manage individual psychological interventions based on scientific principles.	4.171	1.001	High	4

According to Table 4, the operability of the elements of the second level indicator of the ability to counseling of the components of the mental health promotion activities of students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 11 ($\bar{x} = 4.27$) and the lowest is 13 ($\bar{x} = 4.171$).

5) Teacher training

Table 5 Mean and standard deviation of the contents and each item of the secondary indicators of Teacher training for the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China.

Teacher training	\bar{x}	S.D.	Interpretation	Ranking
14) Promote, develop and improve academic education Training of expert personnel Raise professional skills and knowledge levels in mental health promotion activities.	4.212	.983	High	3
15) Support and encourage participation in psychological counseling training topics. To promote mental health levels Strengthen emotional management Strengthen communication skills and strengthen professional psychological counseling skills	4.239	.955	High	1
16) Participation in psychology workshops is encouraged. Promote the exchange of experiences Strengthen innovative teaching methods and teamwork	4.248	1.013	High	2
17) Promote professional knowledge or techniques in systematic psychology learning courses. Strengthen mental health awareness and skills Promotes personal growth and the development of interpersonal relationships.	4.189	.943	High	4
18) Support participation in training in psychological teaching skills Enhance the development of teachers' professional knowledge and teaching skills in health education and mental health. and promote the growth of students' mental health	4.176	.965	High	5

According to Table 5, the operationalization of the various components of the secondary indicators of teacher training for the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 15 ($\bar{x} = 4.239$) and the lowest is 18 ($\bar{x} = 4.176$).

6) Expertise

Table 6 Mean and standard deviation of the contents and each item of the secondary indicators of Expertise for the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China.

Expertise	\bar{x}	S.D.	Interpretation	Ranking
19) Promote educational background Understand the learning and development process of students Provide effective psychological support and educational services.	4.239	.985	High	1

Expertise	\bar{x}	S.D.	Interpretation	Ranking
20) Promote educational team leadership plans Create an atmosphere for providing knowledge about positive mental health. Promote teamwork innovation and raising the quality of teaching and learning	4.167	.96	High	2
21) Establish a system for evaluating teacher professional development. Promote teacher professionalism and enhance teaching and learning about mental health. Continuously develop and improve the quality of mental health education.	4.104	.964	High	5
22) Create a system to guarantee professional development for groups of teachers. To guarantee the professional knowledge and necessary skills of psychology teachers. and promote the improvement of the quality of mental health education.	4.158	.953	High	3
23) Promote the qualification of a psychological counselor. Enhance the development of counseling skills among mental health educators. and professionally support psychological services according to individual characteristics	4.113	1.005	High	4

According to Table 6, the operationalization of each of the components of the secondary indicators of Expertise of the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 19 ($\bar{x} = 4.239$) and the lowest is 21 ($\bar{x} = 4.104$).

7) Group counseling activities

Table 7 Mean and standard deviation of the contents of Group counseling activities and each item of the secondary indicators of the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China.

Group counseling activities	\bar{x}	S.D.	Interpretation	Ranking
24) Conduct group games or outdoor development activities. To promote teamwork Focus on emotional communication and improve the enthusiasm and mental health of the student team.	4.248	.974	High	1
25) Conduct group discussions and share To promote mental health Promote emotional communication social support Cultivate shared experiences and understanding.	4.171	1.007	High	2
26) Role playing to develop emotional expression skills Promotes emotional release, communication, and promotes positive mental health experiences.	4.009	1.037	High	4

Group counseling activities	\bar{x}	S.D.	Interpretation	Ranking
27) Carrying out artistic and creative activities Develop emotional expression and problem-solving skills in mental health promotion activities. To promote mental growth and development of interpersonal relationships	3.964	1.105	High	5
28) Develop group meditation and relaxation practices to reduce stress. and increase the ability to control emotions	4.126	1.017	High	3

According to Table 7, the operability of each component of the secondary indicators of Group counseling activities of the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 24 ($\bar{x} = 4.248$) and the lowest is 27 ($\bar{x} = 3.964$).

8) Class activities

Table 8 Mean and standard deviation of the contents and items of Class activities of the secondary indicators of the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China.

Class Activities	\bar{x}	S.D.	Interpretation	Ranking
29) Conduct classroom academic counseling and mutual assistance activities. Create an academic support network Encourage students to learn and support each other. Enhance the development of mental health and academic achievement	4.122	1.108	High	3
30) Continue to expand gaming in the classroom. To promote teamwork Improve communication skills Cultivate team enthusiasm and student mental health.	4.189	.981	High	1
31) Carry out cultural and artistic activities in the classroom to cultivate creativity. increase emotional expression and promote mental health and all-round development of students	4.086	1.018	High	4
32) Organize knowledge competitions and academic competitions To stimulate students' interest in learning Increase self-confidence and promote the development of positive mental health	3.955	1.001	High	5
33) Organize classroom recreation and memorial activities. to increase social relations Develop working together Promote mental health and a sense of belonging in students' activities.	4.135	.984	High	2

According to Table 8, the operationalization of the components of the secondary indicators of Class activities of the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 30 ($\bar{x} = 4.189$) and the lowest is 32 ($\bar{x} = 3.955$).

9) Social cooperation

Table 9 Mean and standard deviation of the contents and each item of the component level II referring to Social cooperation of the mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China.

Social cooperation	\bar{x}	S.D.	Interpretation	Ranking
34) Strengthen partnerships between schools and hospitals to provide professional mental health services. and promote comprehensive mental health care for students	4.293	.941	High	1
35) Strengthen cooperation between schools and communities Create a comprehensive support system Promote sharing of resources in the community and improve the mental health of students	4.195	.976	High	2
36) Promote interdisciplinary cooperation Integrate professional knowledge in various fields. Create activities to promote mental health and improve comprehensive support results	4.059	1.01	High	4
37) Promote government support and policy cooperation Provide resources and Establish strong policies to promote the development of sustainable mental health promotion activities.	4.171	1.03	High	3
38) Promote media collaboration and support in disseminating mental health information. and increase public awareness and influence	4.059	1.08	High	4

According to Table 9, the operationalization of the elements of the secondary indicators of Social cooperation of the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest is 34 ($\bar{x} = 4.293$) and the lowest is 36 and 38 ($\bar{x} = 4.059$).

10) Information Technology

Table 10 Mean and standard deviation of the content and each item of the secondary indicator Information technology of the component of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China.

Information technology	\bar{x}	S.D.	Interpretation	Ranking
39) Created a mental health website to provide a variety of information and resources to promote the dissemination of mental health knowledge and build social support.	4.171	.995	High	1
40) Mental health hotline counseling service and online psychological counseling to provide real-time support Increase speed and access to mental health services and promote effective mental health promotion activities	4.171	1.027	High	1

Information technology	\bar{x}	S.D.	Interpretation	Ranking
41) Online surveys and psychological tests have been developed to help students understand themselves. Provide personal mental health advice and promote support for activities promoting personal mental health	4.112	1.029	High	3
42) Promote survey data analysis and research to understand students' mental health needs and provide a scientific basis for formulating targeted mental health promotion strategies.	4.058	1.021	High	4
43) Organize online courses Expand channels for disseminating knowledge about mental health that are flexible and convenient and promote coverage and dissemination of activities promoting mental health.	4.054	1.014	High	5

According to Table 10, the operationalization of each of the components of the secondary indicator Information technology of the component of mental health promotion activities for students in higher vocational institutions in Wuxi, Jiangsu Province, People's Republic of China, is high. The highest are 39 and 40 ($\bar{x} = 4.171$) and the lowest is 43 ($\bar{x} = 4.054$).

DISCUSSION & RECOMMENDATIONS

Discussion

1) In the sample survey, the high mean value of Teaching and Learning ($\bar{x} = 4.125$) indicates that the sample believes that Teaching and Learning are the constituent elements of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China. This is consistent with scholar Yu (2021: 4-6) view that higher vocational education should strengthen teachers' ability to teach mental health education and psychological counseling. It is consistent to emphasize that it is also necessary to continuously innovate curriculum design and use educational and teaching resources to promote students' mental health according to students' academic conditions and realities.

2) In the sample survey, the high mean value of Teaching personnel ($\bar{x} = 4.184$) indicates that the sample considers Teaching personnel to be a constituent of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China. This is consistent with the view of scholar Hao (2020: 107-111) that in order to promote the effectiveness of college students' mental health education, it is necessary to strengthen the teacher training and teacher qualification access system, and to improve the comprehensive ability of teachers.

3) In the sample survey, the high mean value of Activities to promote mental health ($\bar{x} = 4.101$) indicates that the sample believes that Activities to promote mental health is a constituent of mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China. This is consistent with scholar Jiang's (2021: 67) view that it is important to design and carry out mental health education activities for students in higher vocational colleges and universities, including campus group counseling activities, classroom activities, and cultural construction. The idea of creating a quality learning environment, mental health environment and humanistic environment through extensive and diversified mental health education activities is consistent.

4) In the sample survey, the high mean value of working conditions and resource allocation ($\bar{x} = 4.134$) suggests that the sample believes that working conditions and resource allocation are the constituent elements of mental health promotion activities for students in higher

vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China. This is consistent with scholars Ye & Ye (2020: 140-147) who proposed the need to utilize modern information technology tools to provide mental health services, in addition to the need for schools to work more closely with communities and families to promote the mental health of students in higher vocational colleges and universities.

The study obtained the components of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China, sorted in descending order according to the scores of the mean, the primary indicators of mental health promotion activities for students in higher vocational colleges and universities in Wuxi City, Jiangsu Province, People's Republic of China, were: Teaching personnel, Working conditions and resource allocation, Teaching and Learning, and Activities to promote mental health. The second-level indicators are: Ability to provide psychological counseling, Teacher training, Ability to study and teach, Expertise, Social cooperation, Information technology, Group counseling activities, Classroom activities and Ability to produce research results. The four first-level indicators and nine second-level indicators are all highly operational, as are all the elements of the nine second-level indicators.

Recommendations

- 1) The researcher can develop a guidebook for mental health promotion activities for students in higher vocational colleges and universities in Wuxi, Jiangsu Province, People's Republic of China, and provide the guidebook to those in charge of mental health centers in higher vocational colleges and universities to improve the effectiveness of mental health education.
- 2) The researcher can cooperate with relevant industry training organizations to develop training courses for mental health teachers in higher vocational colleges and universities to provide targeted training for mental health educators in higher vocational colleges and universities to improve the ways and means of education and teaching and psychological activities and to promote the role of mental health education.
- 3) The researcher can also conduct research on the managers of education administration departments to understand the views of education administration departments on the mental health promotion activities for students in higher vocational colleges and universities, so as to prepare for the continuous improvement and updating of the manual.

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