

Research on the Application Strategies of Activation from the Perspective of Human Resource Development in the Maintenance of Teachers' Mental Health

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ABSTRACT

In fact, a large number of teachers have poor mental health due to difficulties in work and life. Human resource development actually stimulates people's autonomy and initiative, which can to some extent concretize psychological problems, control and solve mental illnesses, and independently manage negative emotions that arise in work and family. This article studies the application of activation in teachers' mental health from the perspective of human resource development, and ultimately has innovative significance in forming strategies for maintaining teachers' mental health.

KEYWORDS

Human Resource Development; Activation; Teacher Mental Health Issues; Teacher Mental Health Maintenance.

1. INTRODUCTION TO RELATED CONCEPTS

1.1. Concept of Activation in Human Resource Development

The object of human resource development is human intelligence and talent. Activation refers to the stimulation of an individual's internal intelligence through appropriate stimulus responses. The incentive mechanism in human resource development utilizes external material and non-material incentives to affect work efficiency, ultimately impacting the development of human resources. Activation is a part of the incentive mechanism, which provides theoretical direction, develops people's intrinsic potential, and establishes external stimulation mechanisms.

The activation and incentive mechanisms of human resource development are parallel and complementary. The activation of human resource development mainly refers to stimulating people's potential and creativity through internal means, while the incentive mechanism emphasizes stimulating inner creativity and work enthusiasm through external means.

Overall, the activation of human resource development aims to meet the diverse needs of work and life through external incentive strategies, and stimulate the internal skill level and adaptability of workers.

1.2. Teacher's Mental Health

Psychological health not only refers to the absence of psychological problems, illnesses, or abnormalities, but also to the individual's good adaptability to social life and work. [1] Teachers with

mental health problems can lead to psychological disorders. The latest research data shows that the internalization problems of mental health mainly include anxiety, depression, and somatization. Over the past two decades, the internalization problems of teachers in primary, secondary, and early childhood education in China have shown a significant upward trend with increasing years. The externalization of teachers' mental health mainly includes three types of problems: coercion, paranoia, and hostility. Meta analysis results show that the detection rate is slightly lower than that of internalization problems. [2] Maintaining the mental health of teachers means adopting effective measures to provide education, counseling, and treatment for their mental health, achieving the goal of solving mental health problems and preventing mental illnesses.

1.3. The Significance of Maintaining Teachers' Mental Health

The mental health of teachers helps them form positive emotions and self-esteem, which has a positive impact on their personality development. Firstly, positive emotions help teachers form good cognition, improve work efficiency and teaching productivity. Research has shown that individuals in a positive emotional state exhibit broader attention span, greater flexibility, and more active creative thinking in their behavioral activities. [3] In addition, positive emotions can enhance teachers' ability to cope with stress, achieve effective self-regulation, and enable teachers to perceive personal happiness and satisfaction based on subjective experiences, forming an optimistic attitude towards the future and a love for life.

2. THE CURRENT SITUATION AND CAUSES OF TEACHERS' MENTAL HEALTH PROBLEMS

2.1. Current Situation of the Problem

2.1.1. Pressure Generated by High Career Expectations

In recent years, severe formalism has had a negative impact on education, with endless assessments, frequent inspections, frequent filling out of forms, and countless observation classes that consume a lot of teachers' energy in order to keep records. [4] However, society has high expectations for teachers, which requires them to put in more effort. Physical and mental fatigue can easily lead to professional stress and fatigue. Teachers' lofty expectations for the education profession affect their professional beliefs, and their level of self-efficacy gradually decreases.

2.1.2. Fixed and Non-mobile Working Environment

The professional characteristics of teachers determine that most of their interpersonal relationships are more concentrated within the school and their professional field, and adopting a non-sitting work mode also reduces communication among colleagues to a certain extent. Therefore, the support that teachers receive in interpersonal communication is relatively limited, which can easily lead to psychological problems such as loneliness, helplessness, and sensitivity to interpersonal relationships.

2.1.3. Personal Adaptability to Family Work

Teachers have busy daily lives and a lot of hidden work. They not only need to complete tasks with quality and quantity, but also need to solve family problems such as elderly care, child rearing, and marital relationships, which are all sources of pressure for married teachers. Especially for female teachers, surveys have shown that as many as 80.26% of female teachers answered "yes" to the question "Are you the main bearer of household chores?" Therefore, as professional women, female teachers are still the main bearers of household chores in modern family life. [5] The dual pressure of work and life may lead to psychological problems for them.

2.2. Key Factors Affecting the Problem

2.2.1. Career Reform Update

The deepening reform of the education system will bring competition and pressure to teachers. First, in terms of the quality of talent training, teachers should comply with the development needs of the "Internet plus" era. Secondly, in the management mode of education and teaching, teachers should put people first and enable students to have more subjectivity in the learning process. The reform has invisibly increased the workload of teachers, increased pressure, and at the same time affected the psychological health development of teachers.

2.2.2. Work Management System

There is a certain correlation between teachers' mental health level and school management mode, as well as the work atmosphere generated under this mode. Previous studies have shown that work autonomy is positively correlated with teachers' mental health. [6] Therefore, in an atmosphere of overly strict management, teachers are prone to developing sensitive and disharmonious interpersonal relationships, which can reduce teaching motivation. Some schools place too much emphasis on the performance results generated by teachers, with a large and complex focus on assessment. Teachers bear too much pressure and cannot relieve it in a timely manner, which can lead to more mental health problems among teachers.

2.2.3. Dual Life Pressure

Teachers often face dual pressures of work and family, and married female teachers have greater family pressure. Studies have shown that the main household chores undertaken by female teachers, from highest to lowest, are: taking care of children accounting for 60.52%, household chores accounting for 25.75%, taking care of the elderly accounting for 6.44%, and other household chores accounting for 7.30%. Therefore, female teachers, mainly young women, clearly have the primary household chores of taking care of their children. It can be seen that as women, female teachers have the primary responsibility as mothers in the family. [5] When conflicts between family and work cannot be effectively coordinated, psychological problems such as temper tantrums, anxiety, depression, and somatization are prone to occur, which can even affect marital and child relationships, thereby affecting work efficiency.

3. ACTIVATION OF HUMAN RESOURCE DEVELOPMENT AND MAINTENANCE OF MENTAL HEALTH

3.1. Mechanisms of Activation for Maintaining Mental Health

3.1.1. Emotional Support

Activation, through reasonable training and development measures, enables teachers' mental health to receive attention, emotional support, encourages individual teachers to form positive relationships with others, and obtains positive emotional feedback through effective interaction with others. If affirmed by students, harmonious interpersonal communication in campus work will form a good situation of mutual respect, appreciation, support, and assistance between teachers and students, teachers and teachers.

3.1.2. Career Satisfaction

Activation, through improved performance management and more diverse assessment criteria, enables teachers to intuitively perceive positive factors and have a healthy psychological state. If one accepts and identifies with their own role, they can have a good sense of efficacy, enhance their sensitivity and creativity towards teaching, and feel the meaning of life, thereby realizing their self-worth, unleashing their talents, and producing good teaching results.

3.1.3. Resource Empowerment

Activation empowers teachers' mental health resources in terms of organization, team, and activities through information stimulation and role modeling, such as establishing relevant internal mechanisms and institutions, enriching teachers' mental health knowledge reserves, and incorporating mental health training into teacher improvement plans. Form a teacher portrait with healthy psychology from multiple aspects, establish a paradigm for solving psychological problems, benchmark teachers' daily activities, and improve teachers' mental health and adaptability.

3.2. Significance of Activation in Maintenance

3.2.1. Relieve Stress

Activation enables teachers to have a correct understanding of mental health issues through education and training, and through the assistance of developmental measures, to form positive communication between teachers and students, thereby obtaining emotional support from the outside in, and being able to use scientific methods to alleviate their own stress and promote physical and mental health.

3.2.2. Enhancing Professional Identity

Activation enables teachers to discover their potential value through continuous improvement of performance management, and to view their limitations in a phased and rational manner. During the assessment process, they are confident and gradually achieve the goal of overcoming their shortcomings, thereby gaining recognition of their own value and maintaining a healthy mentality.

3.2.3. Stimulating Maintenance Functions

Activation enables teachers to come into contact with ways and methods to solve mental health problems through information acquisition and communication with the work group, thus summarizing strategies to combat specific psychological problems. Due to the driving force of information and role models, teachers spontaneously form their own mental health maintenance abilities and maintain their mental health.

4. COUNTERMEASURES

4.1. Practical Methods for Activation

In this article, the applications of human resource development activation mainly include the following aspects:

Training and development measures: Human resource development also includes training and organizational development. By providing education or learning plans, teachers can improve their skills, change their attitudes and behaviors, thereby enhancing their personal and organizational abilities.

Performance management: The key to performance evaluation lies in goal management, indicator design, and performance management. Performance management guides teachers' work direction, improves work efficiency and effectiveness by setting clear assessment indicators.

Information motivation and role model motivation: By providing timely and accurate information, teachers can better complete their work. By setting an example and inspiring individuals to learn from excellent teachers, we can improve the efficiency and quality of the teaching staff.

4.2. Countermeasures for Maintaining Teachers' Mental Health

4.2.1. Establishing Emotional Support

1) Conduct lectures and competitions on mental health knowledge, and establish a psychological hotline.

Regularly invite some experts to hold lectures on mental health, organize psychological knowledge competitions and other activities, guide teachers to learn some knowledge about mental health, cultivate a positive attitude, and master methods to cope with life pressure. Professional psychological counselors can also be invited to join the teacher's psychological hotline to promote mental health knowledge and let teachers understand mental health knowledge.

2) Organize team building activities and hold exchange meetings.

Ensure at least 2 team building sessions and 1 mental health exchange meeting per month. Organize team building activities such as running, yoga, art creation, and small concerts to effectively relieve stress and manage emotions for teachers. By communicating with other teachers and students during the exchange meeting, teachers can establish a personalized positive feedback support network, strengthen their own strengths and self-awareness, come up with solutions to problems, and obtain emotional support.

4.2.2. Inspiring Career Satisfaction

1) Innovative psychological performance evaluation mechanism.

Assessment will implement bonus points without deduction, and teachers with mental health will receive overall performance bonus points. Teachers with mental health problems will be tracked and guided. Collect professional scale results on a quarterly basis, survey the mental health status of teachers, establish a psychological status file for teachers, strengthen management, and protect teacher privacy. Introduce social assessment institutions to focus on teachers with problematic tendencies based on the assessment results. If the psychological state of teachers has an impact on work, life, and interpersonal communication, it is necessary to introduce experts in career development, family education, and psychological counseling for professional consultation to come up with solutions, help teachers solve the root problems, and appropriately extend the teaching performance evaluation period based on the recovery status.

2) Set phased goals that are in line with the psychological state of teachers.

Based on the psychological records of teachers and the results of daily teaching performance evaluations, teaching activity goals are formulated for teachers who have low evaluation results and tendencies towards mental health problems. We collect feedback from students and other teachers through anonymous questionnaires on an irregular and non-public basis. After data processing by specific departments of the school, we generate phased goals and distribute them to relevant teachers. At each stage, we conduct one-on-one performance interviews and coaching to solve problems and improve performance. Set self-learning goals and psychological special bonuses, activate teachers' willingness and confidence in self-learning, encourage teachers to continuously improve themselves through self-learning, online courses, and other means, and enhance their awareness of mental health.

4.2.3. Diversified Resource Empowerment

1) Through organizational empowerment and platform construction, introduce social resources and carry out information stimulation.

Establish a mechanism for maintaining teachers' mental health. Establish a Teacher Mental Health Stress Reduction Service Center, which provides expert consultations through consultation and promotion to help teachers alleviate psychological problems, reduce psychological stress, and prevent mental illnesses. The center regularly promotes personal psychological maintenance methods,

making it more professional and convenient for teachers to acquire mental health knowledge, timely obtain the latest psychological information, promote the normalization of teachers' absorption of mental health knowledge, and scientifically maintain mental health.

Establish a psychological crisis intervention mechanism for teachers. Strengthen the campus psychological crisis monitoring platform, establish a psychological comfort space for teachers, implement anonymous appointment system, provide a safe place and equipment for teachers in psychological crisis, observe and warn individual teachers of abnormal situations, and arrange experts for timely counseling when teachers encounter major emergencies, such as major career or family changes. Conduct comprehensive investigation and systematic analysis of teachers' psychological crises, while strictly keeping them confidential to avoid affecting their lives and work.

2) Through team empowerment and team building, lead by example.

Promote the construction of a mental health maintenance team, commend outstanding individuals and teams, establish standards, assess and select mental health model teachers who are candidates for in-service teachers in the whole school, mental health education backbones who are candidates for full-time mental health counseling teachers, mental health model cadres who are candidates for department heads and middle-level leaders, and mental health excellent teams who are candidates for various grades and colleges, commend excellence, flexibly approve short-term mental health holidays when class hours permit, distribute activity funds or bonus allowances, set an example, and encourage other individuals and teams to learn from them.

Build a mutual aid team for the mental health of campus teachers, hold regular seminars, anonymously collect information on teachers' mental health problems and causes, and the members of the meetings are composed of outstanding individuals and team representatives, experts in relevant fields of society, and outstanding representatives of the local industry. In response to the source problems, integrate internal and social resources of teachers, form practical and feasible solutions and resource guidelines, and form a report. By helping each other, teachers can enhance their self-efficacy, strengthen their sense of belonging, cohesion, and self-healing ability, and improve the coverage and professionalism of mental health services.

5. SUMMARY

Teachers are the direct leaders of school education, and good psychological qualities are the foundation for self-improvement and self-realization, as well as an important guarantee for teachers to educate students. The application of activation in the maintenance of teachers' mental health is conducive to activating the individual needs of teachers to improve their psychological quality, prevent psychological problems, and correct mental illnesses, promoting teachers to develop habits of paying attention to mental health, possessing endogenous motivation and spontaneously carrying out mental health maintenance, and completing teaching tasks with physical and mental health.

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