

A Brief Analysis of the Mental Health Condition of Preschool Teachers

-Take kindergarten A and B as the Example for Investigation and Research

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Abstract—Taking the mental health problems of preschool teachers seriously is more conducive to the development of children's physical and mental health. In order to further understand the mental health status of preschool teachers, this paper adopts the SCL-90 symptom checklist to test the teachers in Kindergartens A and B. The results showed that the mental health of the teachers in the two kindergartens was significantly lower than that of the adult norm, and hostility, compulsion and interpersonal sensitivity were more prominent. According to the investigation results, this paper analyzes the causes of the mental health problems of preschool teachers, and puts forward effective measures according to the actual situation to solve the mental health problems of preschool teachers.

Keywords—Preschool teachers; Mental health; Investigation and research

I. MENTAL HEALTH OF PRESCHOOL TEACHERS

A. Concept of mental health

Mental health refers to that the spirit and the behavior activity is normal and the personal mental quality is good. It is mostly related to heredity (gene). The developing environment is adapted by the individual, and the personality characteristics are relatively perfect. The cognition, emotional response, will and behavior in a positive state can maintain normal regulation and control ability. In the practice of life, be able to correctly understand the self, control the self-consciousness, rationally treat the external influences, keep the psychological balance and coordination are the basic characteristics of the mental health.

B. Research significance of mental health of preschool teachers

The rise and fall of countries' fortunes hinges on education; the rise and fall of education lies in teacher. The mental health of teachers cannot be neglected. "Kick Cat Effect" is a famous effect in psychology, and people's non-negative emotion is generally transmitted from a high level to a low level in turn

along a social grade chain. Undoubtedly, in the relationship chain of the kindergarten, the young child is the smallest element, and the initial stage of personality shaping is the early childhood stage. The unhealthy mental state of the teacher will have a negative impact on the growth of the child. Therefore, the teachers of mental health can help the young children to set up the correct conception, the routines as well as the confident and positive state of mind so as to better promote the growth of the young children when they are imparting knowledge to the children.

II. INVESTIGATION AND RESEARCH OF THE MENTAL HEALTH CONDITION OF PRESCHOOL TEACHERS

A. Survey object

The research object of this paper is the teachers in the two public Kindergartens A and B in Shenyang. There are a total of 119 teachers. 119 questionnaires have been issued, of which there are 102 effective questionnaires. All of the research objects were female.

B. Survey method

1) SCL90 mental health test

This survey uses the SCL-90 symptom checklist, which includes 90 test projects, and the factors are divided into the following 9: somatization, depression, anxiety, hostility, horror, paranoia, psychosis, compulsion, interpersonal sensitivity. The test results were divided into 5 scores grading method, 1 score was the asymptomatic reaction, 2 scores were light, 3 scores were moderate, 4 scores were heavy, and 5 scores were severe.

2) Literature method

This paper refers to a large number of literatures and combines with plenty of bibliographies to analyze the results based on the survey data.

C. Survey results

Among the total 102 samples, 59 people had the light reaction, accounting for 57.84% of the total, which was 20% higher than the national norm and 22 had moderate mental

health problems, with a proportion of 21.57%, which was 5% higher than the national norm.

TABLE I. SCL-90 SYMPTOM CHECKLIST

| $3 \geq \text{Factor} \geq 2$ | Number | Proportion | Order |
|-------------------------------|--------|------------|-------|
| Hostility | 30 | 29.41 | 4 |
| Compulsion | 41 | 40.19 | 1 |
| Interpersonal sensitivity | 26 | 25.49 | 3 |
| Depression | 35 | 34.31 | 3 |
| Anxiety | 24 | 23.53 | 2 |
| Somatization | 34 | 33.33 | 2 |
| Horror | 30 | 13.73 | 3 |
| Paranoia | 17 | 29.41 | 5 |
| Psychotism | 16 | 16.17 | 6 |

According to Table 1, the teachers of two public kindergartens A and B in Shenyang have a higher proportion of hostility, somatization, depression, anxiety and compulsion, and the problems in these aspects are more prominent. In a positive project, the compulsion factor is the most prominent in the light state with a factor greater than or equal to 2. The patients with obsessive-compulsive disorder caused by the

combination of basic composition of personality and social psychological factors generally do things very carefully, perfectly, and conscientiously. The preschool teacher industry in our country is mainly female, and the female of such character are prone to have the compulsion symptom when they suffer from hitting or pressure or when the responsibility becomes heavy in the social life.

TABLE II. SCL-90 SYMPTOM CHECKLIST

| Factor ≥ 3 | Number | Proportion | Order |
|---------------------------|--------|------------|-------|
| Somatization | 7 | 6.86 | 2 |
| Compulsion | 6 | 5.88 | 3 |
| Interpersonal sensitivity | 1 | 0.98 | 7 |
| Depression | 5 | 4.90 | 4 |
| Anxiety | 3 | 2.94 | 6 |
| Hostility | 9 | 8.82 | 1 |
| Horror | 1 | 0.98 | 7 |
| Paranoia | 5 | 4.90 | 4 |
| Psychotism | 1 | 0.98 | 7 |

According to Table 2, among the teachers of two public kindergartens A and B in Shenyang, the hostile factors are also prominent, the interpersonal sensitivity factor is relatively high, the interpersonal communication environment of the kindergartens is relatively simple and monotonous, and the female are more sensitive, suspicious, and doubtful in character. However, Compulsion and hostility are always associated with depression. Thus it can be understood why teachers are more depressed.

III. ANALYSIS OF THE CAUSES OF THE MENTAL HEALTH PROBLEMS OF PRESCHOOL TEACHERS

A. The factor of the preschool teachers themselves

1) Teachers' too high self-expectation

At present, in the kindergarten, the teachers of the Bachelor degree belong to those with higher education, and most of the teachers have the junior college degree or below. This causes the teachers of the Bachelor's degree to have higher positioning and expectation of themselves. However, when the teachers of the Bachelor degree have the same salary and treatment as other academic teachers, they are prone to psychological gaps, and their work enthusiasm and mood are affected. With the passage of

time, the mental problem of depression will occur, thus affecting the mental health.

2) Teachers' occupation burnout

Because the preschool education requires the teachers to walk around every day, take care of the young children, accompany the young children, and at the same time with the increase of the age of the preschool teachers and the decline of the physique, the working pressure and difficulty of the preschool teachers are increased and the working interest is reduced. Meanwhile, it is not easy for teachers who have certain working years and experience to give up the profession of preschool teachers to change a job, so it makes the preschool teachers feel more pressure and more susceptible to anxiety, sensibility, and other mental problems^[1].

3) The teachers with insufficient experience have been initially recruited

As the children are young, the intelligent development is not mature, and the individual difference is large, the teachers that have been initially recruited will encounter great difficulties in organizing teaching activities and daily class management, which could cause that the teachers have a great sense of frustration, their self-confidence is seriously hit, the teachers feel great pressure in their work and are low in mood, thus generating the inferiority, anxiety and other mental health problems.

B. Social factors

1) Lack of national attention

Our country's support to the preschool education is mainly manifested in the start-up number of the public kindergartens, but the welfare treatment of preschool teachers is still at a relatively low level, which could often just maintain the daily basic life. However, the workload of the preschool teachers is very large every day and the task is complicated. This leads to the lack of impetus for the work of preschool teachers, and the enthusiasm is greatly affected, thus leading to the teachers' psychological problem of paranoid.

2) Low social recognition

At present, the professional attitude of our country towards preschool teachers is still in a very elementary stage, and the society generally thinks that the preschool teachers are to take care of the children just as a senior baby-sitter. The teachers in the primary and secondary schools are much higher than preschool teachers in terms of remuneration treatment and social recognition. This leads to the psychological imbalance of preschool teachers, which can generate more negative emotions in work, thus

producing psychological problems such as hostility, anxiety and so on.

C. Kindergarten management factors

1) Low quality of management personnel

In the current kindergarten management, the kindergarten managers' overall quality is low and they lack the management theory literacy. According to the survey, more than 1/3 directors of the kindergartens in our country have no national certification, and only 28.96% have received professional training^[2]. It is difficult for most managers to be competent for the management of preschool teachers, which dampened the enthusiasm of teachers and further resulted in the generation of teachers' paranoia.

2) Chaotic management method

In the present kindergarten management, there is a lack of targeted management objectives. In the process of implementing management, managers often throw management objectives aside. The management process is chaotic and there is a lack of specific means of implementation. At the same time, quite a number of kindergartens do not have scientific evaluation standards and evaluation systems, and the evaluation results lack credibility. Therefore, the kindergarten teachers are prone to anxiety during their work.

D. The factor of the young children's parents

1) Parents' backward education concept

In our country, most parents push the responsibility of education to preschool teachers because of the imperfect cognition of education. At the same time, they cannot understand the complicated work of preschool teachers. They always have high requirements for teachers, which makes the teachers who have been physically tired feel more exhausted in their hearts, increases their psychological pressure, be more sensitive to interpersonal relationship, and aggravates the horror factor.

2) Parents' excessive expectations for the young children

Nowadays, most families have only one child. Parents often have high expectation towards their children and hope that their children will not loss on the starting line, which has caused parents to have very high requirements for teachers. Even some parents do not recognize the teacher's way of education, and ask the teachers to educate their children in their own way. This makes the teachers who have been physically and mentally tired feel more anxious and restless and generate various psychological problems.

IV. MEASURES TO SOLVE THE MENTAL HEALTH PROBLEMS OF PRESCHOOL TEACHERS

A. *Preschool teachers themselves set up correct occupational view*

It is imperative to strengthen the professional ethics education of preschool teachers to improve their social status and accomplish the mission of education. Only when teachers realize that their own career is glorious and heroic will they feel that they have an inescapable responsibility to overcome the difficulties and spur themselves to do the work well. Only when the preschool teachers love their own professions and be loyal to the preschool education clause could they enjoy a happy educational life experience.

B. *Cultivate the positive and healthy mental state of preschool teachers*

The way to cultivate preschool teachers' positive and healthy mind is to strengthen the psychological self-care; establish good interpersonal relationship with the surrounding people; adjust and control the mood and maintain a good state of mind. Develop a wide range of healthy interests; understand oneself, affirm oneself, respect oneself, keep a good state of mind^[3].

C. *Improve the management level of kindergartens*

1) *Perfect and strict system management*

Preschool education needs a complete set of management system for education management. At present, there are lots of problems existing in the management system of preschool education in our country. For example, there exist deficiencies in the implementation of the kindergarten management strategy, the development of the rules and regulations of the kindergarten, the construction of the staff's team, and the implementation of combining the conservation and education. These problems will inevitably lead to the disorder of the management of the kindergarten and the lowering of the working efficiency. Therefore, it is imperative to have a perfect and strict management system.

2) *Scientific personality management*

The strict system management represents the "rigidity" of management, and the "Scientific personality management" represents the "flexibility" of management. In the kindergarten management, the personality charm of managers comes from the sincerity of managers. This kind of personality management based on "sincerity" can form the life and working atmosphere of solidarity, fraternity, harmony, and progress, thus working together to achieve the goal of education.

D. *Improve the social recognition of preschool teachers*

The study by scholars Song Guangwen and Wei Shuhua showed that the higher the salary satisfaction, the higher the professional identity of teachers [4]. The low income of preschool teachers led to their low economic status, which

seriously affected their professional identity and influenced their happy life. Therefore, in order to improve the economic status of preschool teachers, the most fundamental method is to adopt the compulsory education system of preschool education so that the social status of the preschool teachers can be fundamentally guaranteed.

Social prestige refers to a person's good evaluation and social recognition of others. Gu Mingyuan, president of The Chinese Society of Education, has pointed out that there is an inexorable law in the social profession, that is, social prestige lies only in professionalism [5]. To improve the social prestige of preschool education, the most fundamental is to strengthen the professionalization of preschool teachers. Therefore, it is urgent to improve the professional level and educational level of preschool teachers.

V. CONCLUSION

The mental health problem of preschool teachers is the core of many problems generated in the development of preschool education in our country, and has far-reaching influence on the psychological and behavioral development of the young children. To improve the preschool education and promote the overall development of young children, it is the fundamental premise to protect the mental health of preschool teacher. Based on the investigation and combining with the literature, this paper has set the mental health problems for preschool teachers as the theme, analyzed the problems and causes, and put forward the strategies to solve the mental health problems of preschool teachers.

(1)Preschool teachers should set up correct occupational view themselves.

(2)Preschool teachers should develop a positive and healthy mental state.

(3)The management level of kindergartens should be improved.

(4)The social recognition of preschool teachers should be improved.

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