

# An Empirical Study of Tea Culture in Mental Health Education of Higher Vocational College Students

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**Abstract**—With the rise of the "Internet plus" wave and the rise of smart phones, college students are used to the interactions in the virtual, and the actual interpersonal communication has encountered many problems. The article recruited 70 higher vocational college students as the object, using the experimental group control group before and after the test, and the experimental group members took the tea culture-themed group counseling activities, and found that group counseling with the theme of tea culture effectively reduced the interpersonal problems of higher vocational college students and improved their mental health level. The experiment further expands the psychological healing function of tea culture and has new enlightenment to the mental health education of higher vocational college students.

**Keywords**—*tea culture; interpersonal communication; group counseling; higher vocational college students*

## I. INTRODUCTION

Since ancient times, human beings have lived together, possessing social and independent thinking animals, so interpersonal communication is especially important for people. Interpersonal skills are an indispensable quality for modern people. It mainly includes: language expression ability, listening ability, friendship ability, observation ability and ability to deal with various problems in life. The main task of college students is to prepare for the professional foundation of the pre-service stage of the society, and the cultivation of interpersonal skills is also necessary preparation. With the development of society, communication ability and interpersonal relationship have been paid more and more attention by college students. They have a more positive view and more urgent requirements for interpersonal communication. Living and learning in modern society requires us to deal with all kinds of people or groups. If there is no good psychological quality and interpersonal skills, the degree of lightness will affect the coordination of mental health activities, and the people around or Groups can't get along very well. Serious people can affect basic living conditions and behavioral reactions. They can't cope well with their own lives. They can't handle interpersonal relationships correctly. Moreover, they may bring harm to the public society and cause vicious incidents. From the psychological counseling and the daily life of college students, it is not difficult to find that with the rise of the "Internet +" wave and the rise of smart phones, college

students are accustomed to the virtual communication. In reality, some college students lack experience in interpersonal skills and interpersonal experience. Some reasons are due to introverted personality or cognitive bias in interpersonal communication, which leads to the tension of interpersonal relationships among college students.

Judging from the available data, the cultural germination of Chinese tea should begin in the Han Dynasty, gradually developing from the medicinal stage and the edible stage to the era of drinking-oriented. With the deepening of people's understanding of tea, the role of tea drinking in people's lives, the aggravation of tea has gradually been given various cultural connotations and gradually entered the research horizon of people. In the long history of tea culture development, as people's understanding of the characteristics of tea is slowly deepening, in addition to the medicinal functions and thirst quenching effects, tea is gradually endowed with various beautiful cultural meanings and spiritual colors. It not only carries people's emotions and sorrows, but also embodies people's wishes and reflects people's aesthetic pursuits and ideal goals. Chinese tea culture is extremely inclusive, and its cultural essence is concentrated in a "harmony". Through the study of various tea activities, folk tea customs, tea literature and art works, we can deeply feel the cultural connotation of Chinese tea culture "harmony"[1]. Tea culture can guide people to self-cultivation, cultivate the feelings between people, play a role of regulation and integration, and help build harmonious interpersonal relationships. Many studies [2][3] have begun to pay attention to the influence of tea culture on students' mental health, but many of them are macroscopic discussions, and there are still some micro-positive studies[4][5][6]. This paper attempts to explore tea culture in the interpersonal group counseling of college students from the perspective of empirical research, explore some new methods for the mental health education course for higher vocational college students.

## II. EXPERIMENTAL METHODS

### A. Subject

The study recruited 70 higher vocational college students who thought they had interpersonal relationships, including

38 male students and 32 female students, with an average age of 19.2 years.

### *B. Experimental Methods*

The Interpersonal Relationship Scale was adapted from the famous psychologist Professor Wang Jisheng to compile the mental health scale. After deleting the dimension unrelated to interpersonal communication, it can be used to assess the interpersonal relationship of college students. The scale is compiled in the process of preparation. Test, reliability and validity are better. There are 30 items in the scale, which are divided into five factors, which are paranoid, hostile, maladaptive, and emotional imbalance. Each item was divided into five grades from none, mild, moderate, biased and severely, and scored by 1, 2, 3, 4, 5 according to the severity of the grade. According to the scores of the five dimensions, it is possible to preliminarily determine which dimensions have symptoms of interpersonal problems. The interval of 2-2.99 points indicates that there is a slight problem in this dimension. The interval of 3-3.99 indicates that there is a moderate symptom in this dimension. The interval of 4 points - 4.99 points indicates that there is a heavier symptom in this dimension. Above 5 points, indicating that there are serious interpersonal symptoms in this dimension.

After the end of the group counseling, according to the contents of the "Subjective Subjective Assessment Scale" of "Group Psychological Counseling" prepared by Professor Fan Fumian, the evaluation scale of members' group counseling was drawn up. According to the actual situation of the group counseling, the members select 10 evaluation items from the coaching effect, and the scores are from -5---+5 points.

### *C. Experimental Procedures and Data Processing*

The experiment was designed using the experimental group control group. A total of 35 college students were randomly selected for a 7-week class group counseling intervention, once a week, each time about 90 minutes, and another 35 college students as control group, the data were compared. The experimental group and the control group were measured on the interpersonal scale before and after the group counseling.

The group coaching program is divided into four phases:

The first stage is the first time to meet, the main purpose is to stimulate the students to participate in the group's interest, to put a sense of strangeness in the activity, to introduce the later theme through the form of activities, to meet the joys, winds, homeless and other activities can play "The role of breaking ice.

The second stage belongs to the work stage, mainly for the lack of necessary skills for interpersonal communication among college students, and the emergence of "social communication shrinking" and other issues. Watch the "Chinese Tea Art Demonstration". After watching, "Taste Tea on the Road", let students taste tea. When I talk about my own growth process, I will talk about the troubles I have

encountered. The purpose of this activity is to let college students understand the importance of listening and taking initiative in communication, inspiring them how to make friends with others, how to communicate with others, and so on. At the same time, they can also enhance their language skills and listening ability.

The third stage is mainly aimed at the "emotional control" dimension design in the interpersonal relationship scale, allowing students to watch and discuss "tea ingredients and emotions". After watching, "tea ceremony", let students understand slowly when tea is tasted. Different negative emotions can be alleviated with different teas.

For example, when you are angry, a cup of fresh and elegant green tea is easy to calm down and feel at ease. American nutrition expert Dr. Samantha Cassetti said that catechins make a substance that can improve anger, while unfermented green tea contains a lot of catechins. Drinking green tea can calm emotions and reduce anger.

When you are sad, make a cup of high-growth oolong tea. This sweet and sweet is the best comfort for your heart. Let the students experience life like this cup of tea, bitter and intertwined, first bitter and sweet, as long as you have experienced bitterness, you can taste the rich mellow.

Depressed people don't seem to be particularly sad, but they are not interested in anything. If they can't get out of this mood in time, they can easily fall into depression, pessimism, and even lead to suicide. The aroma of jasmine has the effect of regulating qi and relieving depression, which can help treat mental illness such as depression and anxiety. One study showed that people who drank 3-4 cups of green tea a day were 50% less likely to suffer from depression than those who did not. It turns out that there is a kind of ingredient in the tea that "makes you feel good" — theanine.

Modern fast-paced life makes people more and more breathless, and anxiety and irritability have become the common negative emotions of modern people. In the UK, drinking black tea in the afternoon is a long-established habit. Every three or four o'clock in the afternoon, stop drinking a cup of tea. Scientists at University College London have found in a study that drinking tea can help lower the "stress hormones" in the body and make people relax. If you add the right amount of milk and sugar to the black tea, you can replenish your energy and relieve your anxiety.

The final stage is the review and summary of the whole interpersonal group coaching process. First, the leader will lead you through the review, then the classmates will show their own, and finally the blessing and parting. At the end of the experiment, all data was analyzed using spss19.

## III. RESULTS AND ANALYSIS

### *A. The Status of Interpersonal Interaction Before the Group Counseling*

Before the start of the experiment, the results of the questionnaires of 70 participants in the experiment were described and statistically analyzed. The results showed that

the average interpersonal relationship of the 70 participants in the experiment was a mild interpersonal problem, with an average score of  $2.29 \pm 0.42$ . The overall level of interpersonal communication of the subject group is still biased. However, in terms of dimensions, the outstanding situations of communication difficulties, hostility, and emotions are similar to those of similar research. However,

there were no significant differences in the five dimensions between the experimental group and the control group, indicating that random grouping was effective.

### B. After the Experiment, the Experimental Group and the Control Group Measured the Status of Interpersonal Communication

TABLE I. DIFFERENCE TEST OF INTERPERSONAL INTERACTION DATA AFTER EXPERIMENTAL GROUP AND CONTROL GROUP AFTER EXPERIMENT (N=35)

Scale dimension	Control group	Experimental group	t	p
<i>Paranoid</i>	2.14±0.46	2.00±0.80	-1.62	0.10
<i>Hostile</i>	2.17±0.56	2.00±0.77	-4.21	0.00**
<i>Communication difficulties</i>	2.14±0.60	1.85±0.64	-4.10	0.000**
<i>Maladaptive</i>	2.20±0.49	1.81±0.50	-4.46	0.000**
<i>unstable emotion</i>	2.20±0.61	1.90±0.51	-3.04	0.00**

<sup>a</sup> \* indicates  $p < 0.05$ , the difference is significant; \*\* indicates  $p < 0.01$ , very significant

As can be seen from "Table I", the post-tests of the control group and the experimental group are significantly different in terms of hostility, communication difficulties, maladaptation, and emotional instability. Moreover, all dimension scores of the experimental group are smaller than the control group.

### C. Group Members' Evaluation of Group Counseling

TABLE II. COUNSELED MEMBERS' GROUP COUNSELING EVALUATION SCALE (N=35)

project	Min	max	M	SD
<i>Understand others</i>	-1	5.00	3.12	1.56
<i>Understand yourself</i>	1	5.00	3.43	1.27
<i>Happy to make friends</i>	1	5.00	3.51	1.19
<i>Communicate with people</i>	1	5.00	3.89	1.07
<i>Accept yourself</i>	0	5.00	4.01	1.01
<i>Caring for others</i>	1	5.00	3.17	1.56
<i>Responsible</i>	-1	5.00	3.29	1.83
<i>Control emotion</i>	0	5.00	4.10	1.08
<i>Experience sharing</i>	1	5.00	3.63	1.39
<i>Like to participate in such events</i>	1	5.00	4.12	0.99

It can be seen from "Table II" that the members are in the positive direction in all dimensions of the scale, that is, between 1-5, indicating that the group counseling is very helpful to the members, and the project with the highest average score is also The most important items of the members are "like to participate in such activities", "control emotions" and "accepting themselves" and "communicating with people". It also explains the promotion and help of the group coaches on these four projects, especially large.

## IV. ANALYSIS AND DISCUSSION

The average interpersonal status of the 70 participants in the experiment was a mild interpersonal problem before group counseling. This is normal. Because according to the experience of the general recruitment group counseling

group, most of the members who volunteered to participate in the group activities came with the corresponding questions.

There was no significant difference in the level of interpersonal interaction between the experimental group and the control group before the experiment. The two groups were randomized and the internal validity of the experiment was improved. After the group counseling, the experimental group and the control group have significant differences in many dimensions. In particular, all the dimension scores of the experimental group are smaller than the control group, indicating that the dimensions of the experimental group are better than the control group, and the experimental group is based on the Chinese tradition. Tea culture-themed interpersonal group counseling has achieved good results, reducing the level of interpersonal problems in the experimental group. Especially in terms of hostility, communication difficulties, maladaptation, and emotional instability, the members who participated in group counseling have significantly reduced their troubles.

The biggest feeling of members participating in group counseling is that the cultural elements in the tea ceremony feel deeper in the experience. The process of tea tasting is not only the experience of taste, but also the calmness of the mind, the adjustment of their thinking and cognition, and the goodness of the group. The true atmosphere of communication also allows members to better understand the "tea spirit" in tea art. Not only the tea itself has a very good regulating effect on the different negative emotions of the members, the thought of "benevolence" in the tea culture, the thought of "harmony", the thought of "quietness" on the members learn to empathize, regulate emotions, and The harmonious coexistence of others has a positive guiding significance.

## V. CONCLUSION

In the new era, college students are surrounded by "Internet +". With the rise of smart phones, they are gradually getting used to the virtual communication mode. The actual interpersonal communication is getting younger and younger, which causes more interpersonal problems for college students. Group counseling with the theme of tea

culture has effectively reduced the interpersonal problems of higher vocational college students, improved their mental health, further expanded the psychological healing function of tea culture, and has new enlightenment for the mental health education of higher vocational college students.

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