Students Affairs Administration on Student's Mental Health Development for the Public Art Vocational College of Guangdong Province

**Lou Jingyan[1] ,Vorachai Viphoouparakhot[2] ,
Nitwadee Jirarotephinyo[3]**
Graduate student, Philosophy of Education, Leadership in Educational Administration program, Bangkokthonburi university[1], Faculty of Education, Bangkokthonburi university[2]
E-mail: Vorachai.vip@bkkthon.ac.th

ABSTRACT

The objective of this research was to propose guidelines for Student Affairs Administration on development of students' mental health for the Public Art Vocational College of Guangdong province under the people's republic of China. The research was a qualitative research. The key informants were 33 administrators obtained by purposive sampling method. The instruments used for data collection was an in-depth interview and analyzed by content analysis. The research findings revealed that guidelines for student development of mental health for the Public Art Vocational College of Guangdong province should focus on upgrading the learning environment in the college, which consists of 1) promoting high level teaching and learning 2) cultivate new curriculum 3) shaping student activities 4) College action and Evaluation 5) enhancement of personality charm and moral feeling 6) develop individual personality and socialism, and 7) improve students' mental health to organization expression.

KEYWORDS: Students' affairs, Mental health development, Public Art Vocational College

Introduction

The Outline of National Medium - and Long-term Education Reform and Development Plan (2010-2020) clearly regards "the improvement of the quality of higher education" as the core task of China's higher education development, that is, the quality of talent cultivation as the core educational development task with National education plan from China Central Government (2010) to according to the international classification of Education standards, higher vocational education is a special higher education with strong professionalism and applicability from the perspective of education attributes.

From the perspective of policy considerations of mental health education in colleges and universities, mental health education has experienced of three stages to conclude by Yu Guoliang & Ju Yunting (2018: 40-48) that *the first stage*: the preparatory period from 1978 to 1999. After nearly 10 years of gestate and preparation, mental health education has been established from the name of "mental health education", proposed the concept of "mental health" (Lin Congde,1983: 290) and advocated mental health education,

and then started to play different roles in the educational decision-making of the government. The landmark achievement was the establishment of the Expert Advisory Committee on Mental Health Education in Primary and Secondary Schools by the Ministry of Education in 1999, which issued several Opinions of the Ministry of Education on Strengthening Mental Health Education in Primary and Secondary Schools. *Second stage*: the initial and integration phase of mental health education policy (2000-2010) to according to the mental health education in this period was rooted in the social education system, which was internally integrated and self-contained.

The study of college students' affairs in mental health learning results can help us further understand the formation process of education quality, provide scientific basis for improving the quality of talent training in art vocational colleges, and has important theoretical significance for the construction of high-level art vocational colleges. As the main body of education, college students are the participants, experiencers, and main evaluators in the educational process. The quality evaluation of higher vocational mental health education in art has changed from the former input "hard index" to output, and from teachers to students to study and discuss the evaluation of education quality (Sun Erjun, 2010: 64-67). The reform of university curriculum and teaching has become a common concern of the theoretical and practical circles of higher education in the world (Lu Linhai & Gong Fang, 2012:43-49).

For students in higher vocational colleges, the learning outcome of mental health education is the result of the matching effect of environment and individual characteristics. Among them, college students at higher vocational colleges of art are different from students of other kinds of colleges in terms of majors. In addition to the common characteristics of ordinary college students, they also have obvious artistic personality characteristics.

This paper attempts to process of the formation of students' affairs development in mental health education quality by deeply studying the connotation, influencing factors and paths of higher vocational students' learning outcomes. Astin (1984) mention in the effective to master students' self-perception of classroom environment on the impact of learning behavior, to examine learning resources, opportunity of providing sufficient, explore the factors influencing students' learning effects and functions as well as the path, to student's ability and potential to play better development has a certain practical value. Hopefully this research paper to benefit for how to provide the best management and guidelines the model for development students' affairs in mental health management for the public art vocational College of Guangdong province, the people's republic of China.

Purposes

To propose guideline for students' affairs development in mental health in the public art vocational college of Guangdong province

Benefit of Research

Administrator and Educators or peer practitioners that how-to policy reform and effective management to students' affairs development in mental health include organization management, and student activities.

Research Process

Step1: To study the policy and current situation for students' affairs development in mental health by content analysis from literature reviews and related research.

Step2: Create a question by content analysis of component

Step3: In-depth interview by purposive sampling, with 33 key informants are administrators

Population and Sample

1. The population are the administrators and senior teachers who worked in academic year 2022, The sample of three public art vocational art college are Key informants for in-depth interview total 33 administrators and senior teachers by purposive sampling., The Selection of key informants with more than 3 years of management experience and Focus group discussion total 11 experts to guidance.

Instruments

1. Interviews in semi-structure
2. Focus group

Data analysis

(1) Content analysis was performed on the data from in depth-interviews with frequencies.

（2） The focus group was moderated by the researcher on , this discussion is about "guidance and suggestions on improving the learning results of college students' mental health education".

（3）The experts spoke freely in the discussion on a free and voluntary basis.

Conclusion and discussion

The interview results, the researcher summarizes the contents obtained from the interviews in order the top of 3 frequencies of 33 administrators as follows:

1. The college to drive the policy, strategy by administrators to development of student mental health.

1.1 University policy to promoting mental health of psychology classes University policy to promoting mental health of psychology classes (33)

1.2 The Ministry of National Education and the Provincial Department of Education issued a series of documents on mental health to urge universities to implement the promotion of mental health. (33)

1.3 The college's psychological centre carries out a series of activities (lectures, public promotion, peer counselling, etc.) and participates in the series of competitions (30)

2. Combined with work experience, in the teaching methods do you use to motivate students to participate in class.

2.1 Using multimedia teaching methods, network high-tech classroom interaction, online and offline courses (31)

2.2 Hot topics of interest to students, confusing issues, and issues of interest to students in the design of teaching content selection (30)

2.3 teacher-student interaction, student-student interaction, classroom teacher-student role (27)

3. In the classroom teaching, to manage and organize the classroom by learning community in the classroom to facilitate effective teaching.

3.1 Improving to increase student interaction and making the condition together in class to improve interaction and create conditions in class (33)

3.2 Equal dialogue, democratic interaction, teaching, and learning (33)

3.3 Talent teaching with pedagogy to important for classroom management (32)

4. To understand the concept of "classroom teaching environment, to adjust teaching emotion, implement classroom regulation, and guide the classroom environment from negative to positive.

4.1 The classroom environment includes: hard environment (physical environment, teaching equipment, facilities, etc.) and soft environment (33)

4.2 Classroom capacity (number of students) and classroom interaction (33)

4.3 Teacher-student relationship and student-student relationship (33)

5. Good teacher-student relationship can encourage students to become active learning leaders in class, to

handle the relationship between teachers and students in your classroom teaching.

5.1 Equal dialogue in the classroom, respectful, fair, trusting, teacher and friend relationship (33)

5.2 Acceptance, holding, caring and encouragement (33)

5.3 Clarify students' learning tasks in the classroom (32)

6. To improving students' affairs in mental health education outcomes, improve the teaching quality of mental health class.

6.1 The leadership does not pay enough attention to it. The school has not fully implemented the policy. It is recommended to raise awareness of health education among top management staff, macro management concepts, and participation in mental health training, lectures, etc. Implementation of enhanced faculty and equipment improvement. (32)

6.2 Lack of venues for student mental health activities (31)

6.3 Classroom environment equipment that does not meet the needs of students' psychological environment

7. The guideline for student's affairs in mental health development in university life? What would you like to need collaboration with student family to drive mental health development (Psychological, Emotional, Behavioural)

7.1 components of leadership attention, macro development management concept most important, improve the curriculum, strengthen the teacher faculty, funding (funds available), teacher quality, campus environment. (33)

7.2 classroom teachers should be familiar with students' daily and mental health conditions (31)

7.3 the community collaborate with participating families to enhance mental health maintenance. (30)

Comparison the content from literature review, related research, and in-depth interview to create the model of students, affairs in mental health development as Table 1 below

Table 1: The component to create model for students' mental health development

Item	Content Analysis to create model		
	Input	**Process**	**Outcome**
1. Literature review and related research	The components of mental health as 1) Cognitive health 2) Emotional health 3) Behavioural health	1.Instructional design 2.high level teaching 3.New curriculum 4.Student activities 5. Ssolving problems	1.Knowledge of mental health acquisition 2.Cognitive thinking 3.Learning outcome
2.In-depth interviews (27 administrators and teachers)	1. Focus in relations between college-student-home-society 2. Classroom environment 3. Learning input 4.Teaching support and high-level teaching and learning	1. classroom interaction 2. Tteaching support has the highest impact on cognitive thinking 3. Effective management 4. Shaping new curriculum & activities	1.Behavioral outcome 2.Oganization expression 3.Specific risk factor 4. cognitive thinking 5.Cognitive thinking 6.Well-being

Item	Content Analysis to create model		
	Input	**Process**	**Outcome**
3.Focus group discussion with 11 experts	1.Policy reform 2.Provide a good environment 3.Management 4.Shapping academic system 5. Instructional designed and curriculum to improve	1.Relations between college-student-home and society 2. Iimprove ability & solving problems 3.Create Learning engagement 4. Learning motivation, happiness. 5. Emotional focus	1.Emotional outcome 2.Oganization expression 3.Specific risk factor 4.Quality of life 5. knowledge of mental health acquisition

From Table 1 to create the model for students' affairs in mental health development in the concept of this model the detail as below.

1. The classroom environment and the relationship between college students' learning outcomes. Classroom environment has an important impact on college students' learning outcomes.

1) The three dimensions of classroom environment, teaching preparation and regulated teaching, have different effects on students' mental health, The three dimensions of classroom environment have different effects on knowledge acquisition and cognitive.

2) Teaching support and regulatory teaching have significant effects on organizational expression. Moreover, from the analysis of interpretation interview data, teaching preparation has the highest impact on knowledge acquisition, teaching support has the highest impact on cognitive thinking, and regulatory teaching has the highest predictive power on organizational expression.

3) This result shows that in the classroom teaching link, the use of flexible teaching methods, stimulate students' thirst for knowledge, inspire students to think, carry out classroom interaction, is conducive to the training of students' thinking ability and knowledge acquisition of the harvest, and then improve the harvest of students in cognitive thinking.

4) In the stage of classroom preparation, by enriching the teaching content, combining the characteristics of students and the topics that students are interested in, teachers can arrange the teaching schedule reasonably with the existing knowledge level, which can effectively improve students' interest and arouse students' enthusiasm, so that students can benefit from knowledge acquisition and transformation into ability.

5) Interaction in class, asking students to make group reports, submitting course papers and other ways can not only improve the ability of analyzing and solving problems, but also play an important role in improving students' achievements in organizing and expressing.

2. Learning, and the relationship between college students' learning outcomes. Learning engagement is one of the important indicators to measure students' learning process, which has a direct positive impact on learning outcomes. With below.

1) Cognitive, emotional input and behavioral investment on knowledge acquisition and knowledge have a significant impact on cognitive thinking, emotional input and behavioral input have significant predictive power on tissue expression. Specifically,

2) Learning motivation, happiness, educational value, and regular behavior can predict knowledge acquisition, learning motivation and security.

3) Regular behavior and active behavior can predict cognitive thinking and belonging, and active behavior can predict organizational expression.

4) The data analysis results of learning outcomes from the three dimensions of learning engagement show that the effective ways to improve students' knowledge acquisition and application include:

(1) Encourage students to adopt a positive motivation to meaning construction of knowledge.

(2) To develop interest in learning, and curriculum to improve students' awareness of the value of psychological health education.

(3) Encouraging students to actively participate in classroom interaction, so that the students finish the homework on time and at the same time, can report classroom, classroom questioning and class, discuss exercise the students' ability of expression.

3. Relationship between learning engagement in classroom environment.

(1) Emotional engagement has a mediating effect on the relationship between classroom environment and college students' learning outcomes. The three dimensions of classroom environment have a very significant impact on emotional engagement, and emotional engagement has an effective impact on the three dimensions of learning outcomes. The effects of classroom environment mediated by emotional engagement on learning outcomes, in addition to the direct effects of classroom environment mediated by emotional engagement on learning outcomes, teaching preparation has a direct impact on knowledge acquisition and regulatory teaching has a direct impact on cognitive thinking.

(2) Cognitive engagement plays a mediating role in the relationship between classroom environment and college students' learning outcomes. The three dimensions of classroom environment

have a significant impact on cognitive engagement, and cognitive engagement has an effective impact on the three dimensions of learning outcomes. Among the effects of classroom environment mediated by cognitive input on learning outcomes, classroom environment mediated by cognitive input has indirect effects on learning outcomes, while teaching preparation has direct effects on knowledge acquisition and regulatory teaching has direct effects on cognitive thinking and organizational expression

(3) Behavioral engagement plays a mediating role in the relationship between classroom environment and college students' learning outcomes. The three dimensions of classroom environment have significant effects on behavioral engagement, and behavioral engagement has effective effects on the three dimensions of learning outcomes. Among the effects of classroom environment mediated by behavioral input on learning outcomes, in addition to the indirect effects of classroom environment mediated by behavioral input on learning outcomes, teaching preparation has direct effects on knowledge acquisition, teaching support and teaching on cognitive thinking.

Cognitive input, emotional input and behavioral input were put into a general model to analyze. The results show that classroom environment has an indirect effect on college students' learning outcomes through the mediating effect of learning engagement. From the perspective of the internal influence process of the three dimensions of learning engagement, classroom environment first acts on emotional engagement, and then promotes cognitive and behavioral engagement through the role of emotional engagement.

Discussion in the process from model for students' affairs in mental health for guideline as below.

1) Three elements for students' mental health development to importance for learning environment

(1) College learning environment to

shaping policy reform and mechanism

(2) Home learning environment to increasing trust, collaboration, and monitoring

(3) Society learning environment to provide a good environment and risk factor control

2) Mental health components for students' affairs development

(1) Psychological (Cognitive health). Intellectual health, Spiritual health, Integrity of personality, Understanding and accepting oneself, Happiness, Ethical spirit, and Positive understanding

(2) Emotional health Confidence and honest and Emotional stability

(3) Behavioral health (Social well-being). Social health, Personal health, Good social adaptation, Harmonious interpersonal relationship, and Coordination individual and society.

3) Management mode and strategies for vocational college to drive students' affairs in mental health development of students consists 7 aspect as below.

1) High level teaching and learning

2) Cultivate new curriculum

3) Student activities development

4) Personality charm and moral feeling

5) College, student and home relations

6) Develop individual personality and socialism

7) Organization expression in mental health development for students

4) Key success factors

(1) Policy reform both macro level and implementing level

(2) Management mode and mechanism

(3) The trust from family and participate in collaboration and monitoring

(4) Provide a good environment from societies

(5) All stakeholder to risk factors control

The detail of model for students 'affairs in mental health development for students from figure 1 as below.
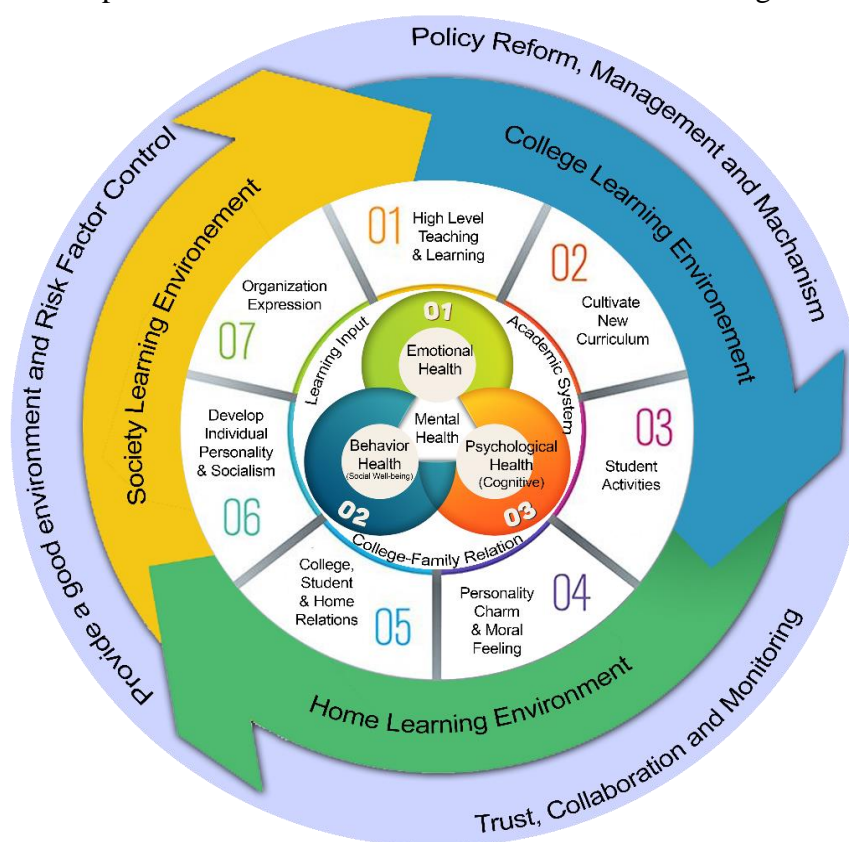

Figure 1: Jinyan' action model to achieve students' affairs in mental health overarching goal.

The key to improving students' affairs in mental health development of students in the process process full of efficiency, on the one hand, must through the design and plan in advance as much as possible to make the teaching process to be more perfect, on the other hand, also need to real-time supervision and management of the process in the same pointed of Reynolds (2014: 197-230) a complex organization, and it is very important for each organization to formulate a policy that links organizational vision and goals with internal operations. The policy refers Higgins & Simpson (2011) to action effective college policy is likely to have a positive impact on improving students' affairs outcomes, emphasizing the importance of establishing an effective vocational college policy to related with the research of Erina (2019) pointed about good learning environment and out-of-school learning environment for students' affairs in mental health development from both college, home and society includes three factor that (1) Physical (2) Psychological. and (3) Emotional that the same according from Ding, Minjiang (2019) to analysis of students' mental health education development in the vocational college. The learning environment in this paper focuses on the external factor as the college ecological environment where students live affects the development of students' cognition, emotion, behavior, and other aspects related with Estelle Palacios (2022) and Great Lakes Psychology Group (2021) to provide the 3 Components of Mental Health both emotional, behavior and cognitive and Reynolds (2014: 197-230) to propose

emotion regulation for control themselves, Through the self-awareness of learning engagement, it plays a major role on the basis of subject perception.

To build a harmonious relationship between college, teachers, students, family and society with the creating an open and trusting atmosphere for coherent and continuous interaction and cooperation. Good teacher-student relationship is not only the necessary guarantee to complete the teaching task smoothly, but also the strong support for students to get stable growth and development, this results the same concept of Pascarella & Teenzine (2005) put forward that college students' mental health development with the factors of campus interpersonal interaction (teacher-student interaction and peer interaction). And the students' background and the characteristics of school organization structure jointly shape the campus environment variables, and at the same time, these three factors jointly affect the frequency and content of campus interpersonal interaction, while the quality of students' efforts is mainly directly affected by the students' background, campus environment and campus interpersonal interaction the same pointed from Reisser (1995) interaction and relations between college-student-home-society.

4) Key success factors

(1) Policy reform both macro level and implementing level in the pointed of Yu Guoliang & Ju Yunting (2018) to analysis on the process policy reform of Mental health education in China and its enlightenment

(2) Management mode and mechanism to related in the referred of

Guo Ailian. (2016) pointed on mental Health Status and Guidance management mode of Students in Art Vocational Colleges efficiency.

(3) The trust from family and participate in collaboration and monitoring in the same referred from Liu Yangyang. (2020) to collaboration with the creating strategies of counselors' Carrying out college students' mental health Education.

(4) Provide a good environment from societies the same focus of Ryff, & Keyes (1995) to provide the structure of psychological to enhance well-being revisited and the college should shapping the same pointed from Ling Yuqiong (2019) to guideline in the teaching reform of college students' mental health.

(5) All stakeholder to risk factors control

Recommendation

1. Recommendation for Policies

1) The strong point for system of external security for government to cultivation of promoting the development of students' affairs in mental health includes formulating and perfecting the development policy.

2) The college's psychological center carries out a series of activities

3) Provide the learning environment for teacher-student interaction, student-student interaction, classroom teacher-student role

2. Recommendation for Practical Application

1) Teacher should improve to increase student interaction and making the condition together in class to improve student interaction and create common conditions in class.

2) Teacher to design dialogue, democratic interaction, teaching, and learning

3) Talent teaching with pedagogy to important for classroom management

4) Teacher-student relationship (respect, equality). and student-student relationship

3. Recommendation for Further Research

1) Components have leadership attention, macro development management concept most important, improve strengthen on university level

2) Up the area based for study in the community collaborate with participating families and society to enhance mental health

References

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of college student personnel, 25*(4), 297-308.

C. D. Ryff,, & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69(4)*, 719–727. https://doi.org/ 10. 1037/0022-3514.69.4.719

China. Central Government (2010). *Outline of China's National plan for medium and long-term education reform and development 2010-2020*, National Education Plans., Retireved from https://planipolis. iiep.unesco.org/en/ 2010/outline-chinas-national-plan-medium-and-long-term-education-reform-and-development-2010-2020

Ding, Minjiang. (2019). analysis of college students' mental health education work path under the background of "Internet*". Journal of Jinzhou Medical University: Social Science*

Erina Shrestha. (2019). *Perception of the learning environment among the students in a nursing college in Eastern Nepal* Retrieved from https://bmcmededuc.Biomed central.com/articles/10.1186/s12909-019-1835-0

Estelle Palacios (2022). *What Are The 3 Components of Mental Health Well-Being?* Retrieved from https:// www.cns-wellness.net/what-are-the-3-components-of-mental-health-well-being

Great Lakes Psychology Group (2021). *Three components of mental health.* Retrieved from https://www. Great lakespsychologygroup.com/self-help/3-components-of-mental-health/

Guo Ailian. (2016). *Preliminary Study on mental Health Status and Guidance Mode of Students in Art Vocational Colleges.* Journal of Anhui Health Vocational and Technical College. Anhui Health Vocational and Technical College Press.

Higgins S, Simpson A. (2011). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement.By John AC Hattie, *British Journal of Educational Studies.*

Larsen R J. (2000). Toward a seience of mood regulation. *Psychologieal Inquiry.*

Lu Linhai and Gong Fang. (2012). *The Basic Ideas, Reform ideas and Enlightenment of American Undergraduate Education -- Based on relevant Research of AAC&U* Educational Development Research.

Ling YuQiong.(2019). Teaching Reform of College Students' mental health education Curriculum. Guangxi Technical Vocational College project.*Journal of Mental Health.Guang Xi* :Higher Education Press.

Liu, YangYang. (2020*). Strategies of counselors' Carrying out College students' mental health Education.*Yangtze River Series.

Lin Chongde. (1998). *Developmental Psychology.* Beijing: People's Education Press.

Pascarella E T, Terenzini P T. (2005). *How College Affects Students：A Third Decade of Research.* San Francisco: Jossey-Bass

Reynolds et al. (2014). *Educational effective research (EER): a state-of-the-art review.* School Effectiveness & School Improvement.

Reisser L. (1995). Revisiting the seven vectors. *Journal of College Student Development,*

Sun Erjun. (2016). *Learning direction and inspirations from the Quality evaluation of Undergraduate Education in the United States.*Journal of Jiangsu Higher Education.

Yu GuoLiang & Ju YunTing. (2018). *Analysis on the historical process of Mental health education policy in China and its enlightenment.* Chinese Journal of Educatio