

Exploration of the Demand for Teacher Training Programs for High-Quality Development of Regional Education in Counties

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Abstract

Based on the methods of questionnaire survey and special interviews, a survey was conducted on 1172 primary and secondary school teachers in the county. Based on the analysis of survey data, the demand training and practice of teacher training projects for the development of regional education quality in the county were explored. Inspired by the investigation and research, effective training methods are explored and put into practice from five aspects: university cooperation, hierarchical training, interactive communication, core efforts, and specialized training.

Key words: High quality development of education; Teacher training programs; Requirement exploration

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Especially concerned about the importance of current teacher psychological quality, this study takes the county regional teacher psychological health education training project as an example to explore the demand for teacher training projects for high-quality development of county regional education.

1. QUESTION RAISING

Currently, research on the needs of teacher training programs mostly focuses on the patterns and practices of teacher training needs. Research has focused on demand-based teacher hierarchical classification training programs, which are divided into teacher adaptation stage, experience accumulation stage, and professional growth stage. The corresponding training objectives range from being competent in teaching to original teaching, and then to developing teaching and leading regional discipline development, which are progressive in sequence.

- Research has focused on the effective collaboration between demand side management and supply reform in teacher training, exploring the establishment of basic systems, dialogue mechanisms, and collaborative models to achieve high-quality development of teacher training projects and efficient promotion of teacher professional development.

- Scholars have explored the specific practice of project-based training models from the perspective of meeting the needs of teacher training through project-based training practices.

- Scholars have developed scales based on the satisfaction of basic psychological needs, teaching self-efficacy, and teaching expertise of teachers. Research has found that experience, deliberate training, and motivation all play important roles in the development of teacher expertise.

- Scholars have conducted research on the training needs of mental health education teachers, proposed improving the job qualification system, hierarchical training, and formed a professional training strategy for mental health education teachers.

- Scholars have also found through research that teachers generally believe that they play a role in providing mental health education to students, but lack knowledge and skills in related fields. Therefore, it is necessary to provide training for teachers in mental health

education. The demand for teacher training programs has attracted the attention of a large number of scholars. The research on the demand for teacher training programs not only provides effective practical strategies for high-quality education development, but also positively affects the professional development of teachers. However, in the context of the new era of education, we also pay attention to the psychological health education of frontline teachers, homeroom teachers, academic administrators, and other teachers. For example, taking the county regional teacher mental health education training project as an example, it is also very important to explore the demand for teacher training projects for high-quality development of county regional education.

The particularity of educational work determines the importance of teachers' psychological qualities. The psychological health of teachers, as an important aspect of their basic qualities, can have a positive and profound impact on the growth and development of students through long-term and subtle effects. The mental health of teachers is an important issue, and the current situation of their mental health mainly includes the following aspects: work pressure: teachers face high work pressure and bear multiple responsibilities such as educational and teaching tasks, student management, and parent communication. The educational environment in modern society is constantly changing, and teachers are under increasing pressure. Emotional issues: Teachers face a variety of emotional issues, such as classroom pressure, student behavior issues, and busy work schedules. In the long run, these emotional issues may affect the mental health of teachers. Occupational burnout: Due to long-term accumulation of work pressure and emotional issues, some teachers may experience occupational burnout. Occupational burnout manifests as a loss of enthusiasm for work, low mood, and decreased self-efficacy. Lack of support: Teachers often need to bear more work pressure in the school environment, but lack sufficient support and resources. Lack of support may make it difficult for teachers to cope with work pressure and have a negative impact on their mental health.

At present, the mechanism and system for teacher mental health education and training are not yet perfect. This study aims to explore effective training methods and conduct practical research to focus on and promote teacher mental health education. The aim is to enable teachers to have certain psychological knowledge, master practical and effective counseling techniques, thereby improving their psychological abilities and safeguarding the high-quality development of education.

2. RESEARCH METHODS

2.1 Identify requirements

By conducting research, surveys, or questionnaires, understand the problems and needs of teachers in terms of mental health, and determine the focus of training.

Conduct research on the current psychological phenomena of teachers, the methods of mental health education and training adopted, and how to organize mental health education and training, in order to promote the improvement of teacher competence.

- **Survey questionnaire.** The selection of teachers adopts a stratified sampling method, and kindergarten, primary school, middle school, high school, and psychological full-time teachers are selected as the research objects in Xinchang County. This survey questionnaire consists of 65 primary and secondary schools in Xinchang County. Sampling questionnaires were conducted according to three categories: key schools in urban areas, ordinary schools in urban areas, and rural schools. Among them, 17 kindergartens accounted for 26.15%, 24 primary schools accounted for 36.92%, 14 middle schools accounted for 21.54%, and 9 high schools accounted for 13.85%. A total of 1305 survey questionnaires were distributed to all sample school teachers through electronic means. After collecting and removing invalid questionnaires such as incomplete information and selective responses, a total of 1172 valid questionnaires were collected, with an effective rate of 90%.

- **Discussion and research.** Five specialized teacher interviews were conducted for kindergarten, primary school, junior high school, high school, and psychological full-time teachers, with approximately 15 people per session. Convert all interview materials into text.

2.2 Research tools

- **Questionnaire settings.** The current understanding of the mental health status of teachers was conducted using a multidimensional teacher mental health index (9+1). The Multidimensional Teacher Mental Health Index (9) includes four positive dimensions, namely positive psychological quality, proactive self-control, patient quality, and social support; There are five reverse dimensions, namely inhibitory self-control, interpersonal relationships, coping styles, emotional regulation difficulties, and occupational burnout. 1 refers to personality disorder screening.

Through a questionnaire survey, the following were formed: the psychological health index of teachers in each stage, the influence of marital status on the psychological health index of teachers, the influence of work experience on the psychological health index of teachers, the influence of age on the psychological health index of teachers, the influence of gender on the psychological health index of teachers, the influence of being a homeroom teacher on the psychological health index of teachers, and the influence of being in a graduating class on the psychological health index of teachers. The impact of educational background on the psychological health index of teachers. All questionnaires are analyzed to form data, and the results of the data analysis are used to further guide effective ways of teacher training.

- **Discussion and interview.** Five teacher interviews were conducted, mainly focusing on the needs of frontline teachers for psychological knowledge and skills in education and teaching, especially how to use a psychological perspective to understand students and how to use psychology to solve problems in class teacher work. At the same time, interviews were conducted on the problems of teachers' own psychological health, confusion and anxiety in work, and the required technical support, in order to further understand the psychological quality of teachers and their needs for psychological knowledge, and provide strong basis for better teacher training projects.

3. ANALYSIS OF SURVEY RESULTS

Through questionnaire surveys and specialized interviews, the data was analyzed and the results are shown below.

Through questionnaire surveys and discussion surveys, the following data analysis results were obtained:

- From the psychological health level of teachers in each stage, it can be seen that the psychological health level of teachers in vocational colleges (technical colleges) is the lowest, significantly lower than the average level, followed by preschool education teachers, indicating that the psychological health level of teachers in these two stages needs to be given special attention.

- The mental health index of unmarried teachers is significantly lower than the average score, while the married group is significantly higher than the average score.

- The mental health index of teachers who have worked for less than 13 years is significantly lower than the average, while those who have worked for more than 13 years gradually reach normal levels, and significantly higher than the average level after 21 years.

- As age increases, the mental health index of the teacher population gradually changes from below average to above average.

- The mental health level of male teachers is significantly higher than the average, while the mental health level of female teachers is significantly lower than the average, indicating that female teachers need more psychological support in their work, and that working in a group with more women can significantly improve their mental health level.

- Whether or not to serve as a homeroom teacher will not have an impact on the teacher's mental health index.

- The graduation class will not have an impact on the mental health index of teachers.

- Educational level will not have a significant impact on the mental health index of teachers.

Further analysis of the data reveals that:

- the proportion of teachers at each level of the mental health index is (standard nine point range): 7.30 points or above, with excellent health level, accounting for 3.75%;

6.35-7.30 points, with a good health level, accounting for 13.55%; 3.67-6.34 points, average health level, 66.75%; 2.70-3.66 points, sub healthy health level, accounting for 12.45%; Below 2.70, the health level is damaged, accounting for 3.50%.

- The portraits of outstanding teachers in the Mental Health Index are: male, married, undergraduate, over 36 years old, over 21 years of work experience, and middle school level teachers. The psychological characteristics displayed are: good interpersonal relationships, tendency to respond positively when encountering problems, patience, excellent emotional self-regulation and management level, good social support, low occupational burnout, and good self-control level, Less use of self suppression methods, with clear long-term goals and plans, excellent ability to transform perspectives and view problems.

4. RESEARCH CONCLUSION INSPIRATION

Based on the analysis of the research results, suggestions have been proposed that may help schools improve the mental health of teachers:

Provide mental health training: Schools should provide mental health training to all teachers, which can help them understand the importance of mental health and how to identify and manage mental health issues. This type of training can include basic knowledge of mental health, as well as practical strategies and techniques such as stress management and emotional regulation.

Creating a supportive work environment: Schools should create a supportive work environment that includes understanding and acceptance of teachers' mental health issues. This includes providing flexible work arrangements and encouraging teachers to seek help when needed.

Providing mental health services: Schools should provide mental health services, such as counseling, to support teachers who are experiencing mental health problems. These services should be easily accessible and teachers should be encouraged to use them when needed.

Based on the above analysis results, effective training methods for mental health education of teachers in the new era were explored and put into practice, and corresponding training plans and practical measures were formulated.

4.1 Collaborate with universities to establish a "psychological empowerment" party building co construction base

With the strength of the Department of Psychology and Behavioral Science at Zhejiang University, combined with the analysis of this teacher's mental health education survey, we will do our best to promote the mental health of children and adolescents, plan for the construction of a

mental health education team with professional level and work ability, and explore models for the mental health service model of primary and secondary school students. By introducing experts and professors from universities such as Zhejiang University to give lectures and practical teaching, we aim to enhance the psychological resilience and education level of principals and teachers. Together, we will explore an excellent training model for mental health education, establish a “psychological empowerment” party building co construction base with the Department of Psychology and Behavioral Science at Zhejiang University, and use university ideology, resources, and technology to guide the psychological quality of grassroots teachers. This will take place once a month every semester, And provide psychological health training services to teachers through on-site guidance.

4.2 Layered training and the establishment of a psychological training program that can greatly enhance psychological abilities

Based on the analysis of research data, a “Seeing the Heart, Seeing the Self, Seeing the Future” teacher psychological resilience training project was formulated, divided into three batches, with a total of 1305 teachers participating in mental health education and training. The first session is a three-day core competency training course for principals, which includes effective conversation skills, improving teacher literacy and paying attention to student growth, crisis intervention in sudden psychological events in schools, management psychology and principal leadership, university communication and language arts, and group psychological workshops (stress relief). More than 60 principals and kindergarten principals from primary and secondary schools in the county participated. The second session is a two-day class for teachers to enhance their psychological abilities. Special lectures will be given from the perspective of psychology, including class teacher student management, the origin of brain intelligence, the psychological development laws of children and adolescents, and the analysis and identification of common psychological problems. More than 900 teachers from across the county were trained in four venues: kindergarten, primary school, junior high school, and high school. The third session is a two-day teacher psychological enhancement class. Based on the educational characteristics and psychological development characteristics of different years, four themed courses were designed and arranged: “Seeing the Times and Warmth Education”, “Class Teacher Student Management Psychology Perspective”, “Analysis and Identification of Common Psychological Problems in Children and Adolescents”, and “Teacher Stress Management and Sunshine Mindset”. The target audience for the training is more than 870 teachers from kindergartens, primary schools, junior high schools, and

high schools, including class teachers, subject teachers, and full-time psychological teachers in various years.

Through three sessions of training, many principals and teachers have been greatly inspired to further scientifically and systematically understand the psychological development characteristics of children at different stages, and have a clearer identification and response methods for common psychological and behavioral problems. Being able to better adapt to the developmental laws of children and be a companion, guide, and guardian of their growth. Teachers have gained a deeper understanding of professional knowledge and skills in psychological education, cope with stress and anxiety, and improve their emotional management and self-regulation abilities to a certain extent.

4.3 Interactive communication and building a collaborative and sharing system.

Based on the research results, a series of psychological health education activities for educational and cultural exchanges between the two regions have been formulated, closely focusing on the “Seven Ones” series of activities for psychological health education, including: a launch ceremony, a psychological expansion, a class meeting competition, a psychological science popularization, a competition on the same stage, a love confession, and a spiritual journey. A cooperative system of “complementary advantages, resource sharing, and mutual benefit and win-win” has been constructed. Comprehensively enhance the psychological literacy of teachers and better serve the physical and mental health level of adolescents. Through practical communication and sharing, teachers gradually achieve four transformations: firstly, mental health education should shift from therapeutic psychological counseling for a few people to positive psychological guidance for all teachers and students; Secondly, mental health educators need to shift from relying solely on individual and part-time mental health teachers to having all teachers be mental health teachers. The third is to shift from individual counseling as the main approach to combining group counseling and individual counseling. The fourth is to shift from a remedial oriented approach to a preventive oriented approach.

4.4 Core efforts are being made to build a platform for mental health education.

According to research recommendations, the county actively creates a supportive work environment, which includes understanding and accepting the psychological health issues of teachers. A county-level mental health secondary platform has been established, and a county-level mental health education and guidance center has been established, covering an area of 700 square meters. It has more than 10 functional rooms, including a central office, a psychological release room, a sand table counseling room, a group counseling room, a physical and

mental relaxation room, an individual counseling room, a music relaxation room, a psychological assessment room, and a psychological reading room. It also has set up mental health guidance center sub stations and psychological counseling rooms in various primary and secondary schools, Focus on the goal of having sub stations in schools and venues at stations. As of now, a total of 3.55 million yuan has been invested, and 39 school level sub stations and 45 school level psychological counseling rooms have been built. The online platform for teachers and the monthly communication platform have been established, and more than 40 seminars on mental health education have been held once a month. Provide professional psychological counseling platforms and services to provide psychological health support for teachers.

4.5 Special training and strengthening the mechanism for cultivating psychological backbone teachers

Focusing on the cultivation of mental health education service talents, the local education administrative department plans in an orderly manner, selects outstanding backbone talents such as young teachers and social workers every year, and sends them to Zhejiang University for closed psychological training for cadres. At the same time, well-known psychological experts from provinces and cities are invited to carry out psychological crisis intervention training, psychological assistance service training and other activities, providing a “quantity and quality” guarantee for the school’s mental health education talent team. At present, more than 400 psychological counseling professionals have been cultivated, among which more than 200 have obtained the National Psychological Counselor Professional Qualification Certificate. Cultivate resources for mental health trainers to ensure they possess relevant professional knowledge and training abilities, and enhance the professionalism of full-time mental health education teachers.

This study has enlightening significance for the demand research of teacher training projects for high-quality development of regional education in counties.

Enhancing Teacher Professional Skills: Exploring the needs of teacher training programs can help teachers understand their own difficulties and needs in teaching, provide targeted training courses and resources, and thus enhance their professional abilities. Through targeted training, teachers can better cope with various challenges in teaching and improve teaching effectiveness.

Adapting to educational change: With the rapid changes in the field of education, teachers need to constantly learn new educational concepts, teaching methods, and educational technologies. Exploring the needs of teacher training programs can help teachers understand the current needs of educational change and provide corresponding training content. Through training, teachers can continuously update their knowledge and skills to adapt to changes in the field of education.

Promoting teacher self-development: The exploration of teacher training program needs emphasizes the initiative and autonomy of teachers, and encourages them to actively participate in needs exploration and training activities. This training method can stimulate teachers’ learning motivation and innovation ability, and improve their self-learning and self-development abilities.

Improving education quality: Teachers are a key factor in education quality, and exploring the needs of teacher training programs can enhance teachers’ educational abilities and professional qualities, thereby further improving education quality. By meeting the needs of teachers, they can better solve problems in teaching, provide better educational services, and promote the comprehensive development of students.

In summary, exploring the needs of teacher training programs is of great significance for the high-quality development of education. It can enhance the professional abilities of teachers, adapt to educational changes, promote their independent development, and improve the quality of education.

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