

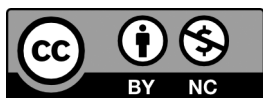
Strategies for Maintaining Teachers' Mental Health from Typical Incidents: A Systematic Construction Based on Multiple Psychological Theories

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Abstract: By analyzing typical incidents related to teachers' mental health, this study conducts an in-depth examination from the perspectives of multiple psychological theories, including positive psychology, Jungian personality theory, psychoanalytic theory, Maslow's hierarchy of needs, and mindfulness meditation. It constructs a systematic maintenance strategy framework encompassing four dimensions: individual empowerment, organizational optimization, systemic support, and social collaboration. The proposed interventions aim to safeguard teacher well-being, enhance educational quality, and lay the foundation for nurturing the younger generation in the new era.

Keywords: Teacher mental health; Multi-psychological theories; Maintenance strategies



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Currently, the K-12 teaching profession in China is confronting unprecedented mental health challenges. A series of prominent social incidents has starkly exposed the severity and complexity of this issue. The 2025 sudden death of a Hangzhou esteemed teacher, the 2024 student-teacher conflict resulting in a suicide jump, and the 2023 case of a teacher's real-name online whistleblowing have not only triggered widespread societal concern about the teaching community but have also revealed the multifaceted and intricate nature of teachers' psychological well-being issues.

1 Analyzing Teachers' Mental Health Issues Through Typical Cases

1.1 Data Perspectives on the Current State of Teachers' Mental Health

According to the "2024 Blue Book on Chinese Teachers' Mental Health" published by the Faculty of Education of Beijing Normal University, which surveyed 2,000 teachers across five provinces in China, the overall mental health status of teachers is concerning. The phenomenon of emotional exhaustion is particularly prominent, reaching 68.3%, with class teachers (82.1%) and graduation-grade teachers (76.4%) identified as high-risk groups. The detection rate

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of depersonalization tendencies was 42.1%, primarily observed among teachers with 5-10 years of experience (53.7%) and middle school teachers (48.3%). The proportion of teachers experiencing low personal achievement reached 51.7%, with rural teachers (63.2%) and non-core subject teachers (58.9%) being the most severely affected.

Regarding psychological symptoms, the detection rate of anxiety (GAD-7 score ≥ 10) was 38.6%, soaring to 47.3% among teachers under 35 years old. Depressive tendencies (PHQ-9 score ≥ 10) were identified in 26.4% of teachers, with significantly higher rates among female teachers (31.2%) and single-parent teachers (44.1%). These statistics paint an alarming picture: nearly 80% of teachers work over 10 hours daily, almost 90% cannot fully utilize their annual leave, while a staggering 94.3% lack access to psychological support resources - a figure that rises to 98.1% in schools below the county level.

These concerning statistics highlight significant challenges within the current educational ecosystem. It is important to note that educational authorities increasingly recognize these issues, and the development of comprehensive support systems is an ongoing priority within China's educational reform agenda.

1.2 Analysis of Psychological Crises Behind Typical Incidents

1.2.1 "Back-to-School Anxiety" and the Normalization of Occupational Stress

(1) Typical Case: Every academic year commencement season, "teachers' back-to-school anxiety" becomes a trending topic online. Many educators experience symptoms, including insomnia, nightmares, emotional distress, and irritability, approximately one week before semester commencement, often dreaming about scenarios such as being late for class, losing classroom control, or facing parental challenges. This phenomenon represents not isolated incidents but rather a widespread manifestation of "academic year initiation anxiety syndrome". While some veteran teachers report symptom alleviation with accumulated teaching experience, the prevailing online discourse frequently features dismissive comments like "they get paid vacations but still complain" or "manufactured grievances", reflecting fundamental societal misconceptions regarding the teaching profession's stressors and inadequate recognition of its psychological demands.

(2) Psychological Analysis: This phenomenon reflects the accumulated effect of chronic occupational overload among teachers. The root causes are threefold: First, excessive workload - teaching responsibilities extend far beyond classroom instruction to include lesson planning, grading, classroom management, meetings, evaluations, continuing education, and parent communication, resulting in extended working hours with blurred boundaries and substantial "invisible labor". Second, unlimited accountability - society and parents disproportionately assign multiple responsibilities for student development (academic, moral, safety, psychological) to teachers, creating immense pressure for flawless performance. Third, inadequate social support - public underestimation of teaching complexity coupled with simplistic criticism exacerbates teachers' sense of isolation and powerlessness.

1.2.2 "Extreme Teacher-Student Conflict Incidents" and the Crisis of Professional Dignity

(1) Typical Case: In one documented incident, a teacher, facing extreme public provocation from a student, experienced a loss of emotional control leading to an inappropriate physical response. The subsequent intense psychological pressure on the teacher culminated in a severe self-harm crisis.

(2) Psychological Analysis: This incident reveals profound role conflict and dignity crisis faced by teachers: First, conflicting role expectations - educators are simultaneously expected to fulfill multiple roles, including instructor,

administrator, caregiver, and service provider, with often contradictory demands creating internal tension. Second, diminished authority - traditional teacher prestige is being challenged in the context of emphasized student rights and diversified family education concepts. At the same time, clear boundaries and substantial support for exercising educational discipline remain lacking. Third, emotional labor overload - the professional requirement for constant emotional regulation, when combined with suppressed anger and grievances from provocations without proper outlets, may lead to destructive emotional outbursts.

1.2.3 “Abnormal Teacher Mortality Incidents” and the Depletion of Physical and Mental Health

(1) Typical Case: Tragic cases of sudden teacher mortality (e.g., due to cardiovascular events) have been reported and are often linked by observers to chronic overwork and the cumulative neglect of health under persistent stress.

(2) Psychological Analysis: Such incidents reveal the fragility of the system for safeguarding teachers’ physical and mental well-being, manifested in three key aspects: First, a pervasive culture of health neglect exists within the profession, where teachers commonly endure suboptimal physical and mental conditions while overlooking their own health needs. Second, support channels remain underdeveloped—many teachers lack mental health literacy, are uncertain about accessing professional psychological support, and face insufficient, effective mental health services from both schools and society. Third, organizational support is inadequate: schools often prioritize academic performance over promptly identifying and addressing the well-being of individual teachers.

1.3 Systemic Characteristics of Teachers’ Mental Health Issues

Based on the aforementioned incidents and data, teachers’ mental health challenges demonstrate distinct systemic characteristics.

(1) High Pressure, Low Sense of Control: Workloads are heavy with blurred boundaries, yet teachers lack sufficient authority over their work environment, processes, and resource allocation.

(2) High Emotional Exhaustion: Continuous engagement in emotional labor and management of complex interpersonal relationships (with students, parents, colleagues, and administrators) without adequate recovery opportunities.

(3) Low Social Support: Insufficient support from school administration, colleagues, families, communities, and public discourse, often accompanied by criticism and excessive demands.

(4) Low Professional Identity and Efficacy: Diminished sense of work value, lack of achievement satisfaction, and growing doubts about professional competence.

(5) Lack of Self-Care: Chronic neglect of physical and mental health needs, coupled with deficient stress management and emotional regulation skills.

2 Multidimensional Analysis of Contributing Factors to Teachers’ Mental Health Issues

2.1 Societal-Level Factors

(1) Over-Idealized and Pressuring Social Expectations: Society often portrays teachers as “moral paragons” and

“selfless contributors”, overlooking their normal human needs and emotions, thereby imposing immense ethical pressure on them.

(2) Modern Challenges to the Tradition of Respecting Teachers: Under the influence of utilitarian educational perspectives, the value of teachers’ work is reduced to student test scores, while the complexity and creativity of their educational mission are underestimated, leading to a loss of professional meaning (Dong et al., 2023).

(3) Challenges in the Public Opinion Environment: In the new media era, isolated educational incidents are frequently amplified and misinterpreted, which can sometimes lead to misconceptions about the teaching profession and make educators excessively cautious in their work.

2.2 Organizational-Level Factors

(1) Over-Reliance on Quantitative Management Systems: Excessive emphasis on quantitative evaluations and ranking competitions overlooks the procedural and complex nature of education, undermining teachers’ professional autonomy and creativity (Jin & Yu, 2024).

(2) Absence of Support Systems: Schools lack effective peer support networks, leadership care mechanisms, and professional psychological assistance channels.

(3) Blurred Work-Life Boundaries: Communication with parents through social media during non-working hours encroaches on teachers’ rest and family time.

2.3 Occupational Characteristics Factors

(1) Complexity of Work Subjects: The educational process involves constantly developing, proactive students, with outcomes that are delayed and uncertain, easily generating feelings of powerlessness among teachers.

(2) High Investment in Emotional Labor: Education requires heart-to-heart influence, demanding continuous emotional investment from teachers, which can easily lead to depletion of emotional resources.

(3) Pressure for Professional Development: Requirements such as professional title evaluations, continuing education, and teaching reforms necessitate constant learning and adaptation, presenting ongoing challenges (Bian & Tian, 2025).

3 Interpretation and Insights from Multiple Psychological Theoretical Perspectives

3.1 Positive Psychology Perspective: From “Repairing Damage” to “Cultivating Strengths”

Positive psychology focuses on human strengths, well-being, and a sense of meaning. Its PERMA model (Positive Emotion, Engagement, Relationships, Meaning, Achievement) provides a framework for enhancing teacher well-being (Seligman, 2010). This perspective reveals that efforts to support teachers’ mental health should not be limited to problem-solving but should actively foster positive qualities such as optimism, resilience, gratitude, and strength identification and utilization. It emphasizes helping teachers achieve flow states in their work, build supportive relationships, discover profound meaning, and experience the joy of success, thereby enhancing overall professional

fulfillment.

3.2 Jungian Analytical Psychology Perspective: Integrating the “Shadow” and Progressing toward “Individuation”

Jungian theory posits that psychological health hinges on integrating the conscious ego with the “shadow” aspects of the unconscious — those repressed and unacceptable parts (Jung, 1991). Teachers, expected to perpetually embody patience and equanimity, often excessively suppress normal “shadow” emotions like anger, anxiety, and feelings of powerlessness, potentially leading to psychological imbalance. This perspective illuminates the need to create safe environments where teachers can recognize, accept, and transform these shadow emotions rather than consistently repress them. It advocates supporting teachers’ individuation journey, enabling them to develop professional identities that balance occupational expectations with authentic selfhood, ultimately achieving psychological wholeness and maturity.

3.3 Psychoanalytic Perspective: Understanding “Defense Mechanisms” and “Relational Patterns”

Psychoanalytic theory emphasizes unconscious conflicts, defense mechanisms, and the impact of early experiences on adult behavior (Freud, 1984). Teachers’ disproportionate emotional reactions to certain student behaviors may stem from unprocessed personal experiences (transference), while their stress responses might involve immature defense mechanisms (such as denial or projection). This perspective suggests that by enhancing teachers’ self-awareness, we can help them understand the unconscious dynamics underlying their emotions and behaviors, identify and modify maladaptive defense mechanisms and relational patterns, thereby enabling more rational and constructive responses to professional challenges.

3.4 Maslow’s Hierarchy of Needs Perspective: Fulfilling Basic to Advanced Needs

Maslow’s theory posits that human needs progress sequentially from physiological and safety needs to belongingness and love, esteem, and self-actualization (Maslow, 2007). Fulfillment of lower-level needs forms the foundation for pursuing higher-level needs. Currently, many teachers’ fundamental needs — such as rest and security — remain inadequately met, yet they are compelled to pursue higher-level self-actualization, creating systemic strain. This perspective highlights that safeguarding teachers’ psychological well-being requires systematically addressing the fulfillment of their needs across all levels, from improving working conditions and ensuring occupational safety to fostering harmonious relationships, enhancing professional dignity, and supporting self-actualization through tiered support mechanisms.

3.5 Mindfulness Meditation Perspective: Cultivating “Present-Moment Awareness” and a “Non-Judgmental” Attitude

Mindfulness meditation trains individuals to consciously and non-judgmentally focus on the present moment (Kabat-Zinn, 2018). Substantial research demonstrates that mindfulness effectively reduces stress, anxiety, and depression while enhancing emotional regulation and concentration. For teachers, mindfulness practice helps maintain calm and clarity amid high-intensity work, improves awareness of their own and students’ emotional states, reduces

automatic reactions, and enables more thoughtful responses to educational challenges.

4 Systematic Construction of Strategies for Maintaining Teachers' Psychological Health

Based on multiple psychological theoretical perspectives and the current status of teachers' mental health, a multi-level systematic strategy for safeguarding teachers' psychological well-being can be developed.

4.1 Individual Empowerment Level: Building a Psychological Immune System

Individual empowerment serves as the foundation for maintaining teachers' psychological health, aiming to enhance their mental resilience and self-regulation capabilities. Drawing from theories such as positive psychology and mindfulness meditation, we can design the following specific strategies:

4.1.1 Jungian "Shadow Integration" Workshops: Conduct Specialized Sessions to Help Teachers

Jungian "Shadow Integration" workshop implementation guide see Table 1.

Table 1 Jungian "Shadow Integration" Workshop Implementation Guide

Integration Phase	Core Techniques	Primary Activities	Key Actions
Phase I: Shadow Recognition	Shadow Identification	Anonymous writing of "Student Feedback I Most Want to Shred"	Group burning ritual
Phase II: Shadow Dialogue	Shadow dialogue	Empty chair technique to converse with the "inner critic"	Rewriting self-narrative
Phase III: Energy Transformation	Energy conversion	Channeling aggression into physical energy (e.g., cardio kickboxing)	Transforming the desire for control into creativity in instructional design
Phase IV: Persona Remodeling	Persona reshaping	Creating a "True Teacher Declaration" mask	Public commitment to accepting imperfection

4.1.2 Systematic Mindfulness Meditation Practice

As an effective psychological regulation technique, mindfulness meditation can help teachers enhance their emotional regulation and stress management capabilities.

(1) Popularization and Promotion

Establishing mindfulness as an essential psychological skill for teachers through diversified resources:

First, organizing introductory workshops: Inviting professional mindfulness instructors to deliver 4-8 week foundational courses in MBCT (Mindfulness-Based Cognitive Therapy) or MBSR (Mindfulness-Based Stress Reduction), systematically teaching core practices including body scan, seated breathing awareness, mindful walking, and mindful stretching.

Second, implementing school-based micro-practices:

- Pre-/post-class "3-minute breathing space": For rapid emotional stabilization and present-moment focus.
- "Mindful pause" during grading/preparation: Noticing physical tension or mental distraction, then pausing briefly for several conscious breaths before continuing.
- "Mindful walking" during commutes/breaks: Attending to footsteps, bodily movement, and the surrounding environment.

- “Mindful listening” to student contributions: Setting aside judgments to fully comprehend both verbal content and emotional undertones.

(2) Developing a Digital Resource Repository

Establish a dedicated school/district app or online platform featuring:

- Guided audio sessions (varying durations and themes).
- Micro-lesson videos.
- Practice reminders and tracking systems.
- Progress assessment tools.
- Scenario-specific mindfulness solutions.

(3) Establishing Peer Support Networks

- Create structured mindfulness communities (in-person clubs/online groups).
- Implement weekly check-ins for practice experience sharing.
- Facilitate monthly themed discussions on application challenges.
- Organize peer-led meditation sessions.
- Develop a mentorship system pairing experienced and novice practitioners.

4.1.3 Maslow’s Need-Fulfillment Roadmap for Teachers

Based on Maslow’s hierarchy of needs, a comprehensive pathway is designed to address the multifaceted needs of educators (see Table 2).

Table 2 Maslow’s Hierarchy-Based Teacher Support Framework

Hierarchy of Needs	Safeguard Measures
Self-actualization	• Education innovation platform • Master teacher growth program
Esteem Needs	• White paper on teachers’ professional dignity • Prohibition of ranking in student evaluations
Belongingness Needs	• Teacher family open days • Mentorship pairing system
Physiological Needs	• Smartwatch sleep monitoring • 15-Minute office micro-workouts
Safety Needs	• Psychological crisis response App • No-fault dispute protection mechanism

This demand-fulfillment pathway is designed to systematically address teachers’ needs at all levels, from fundamental to advanced, thereby providing a foundational safeguard for their mental well-being.

4.1.4 Positive Psychological Trait Training

(1) Strength Identification and Application

Conduct assessments such as the VIA Character Strengths Survey to help teachers identify their core strengths (e.g., top 5 traits). Design activities that encourage them to actively apply these strengths in teaching, classroom management, and collaboration with colleagues.

(2) Growth Mindset Cultivation

Through workshops, reading circles, and case study discussions, guide teachers to:

- Reframe challenges as opportunities for growth.

- View student issues as teachable moments.
- Embrace imperfection while committing to continuous improvement.

Encourage the use of “not yet” positive language (e.g., “This student hasn’t learned self-discipline yet”) to reinforce developmental thinking.

(3) Gratitude Practice

Promote the “Three Good Things” Journal (daily recording of three gratitude-worthy events, big or small), organize “Letters of Gratitude” activities (expressing thanks to colleagues, students, or family members), and incorporate “Gratitude Moments” into departmental/grade-level meetings.

(4) Optimism and Hope Training

Teach evidence-based techniques, including:

- SMART goal-setting (Specific, Measurable, Achievable, Relevant, Time-bound).
- Pathway thinking (identifying actionable steps).
- Mental contrasting (vividly imagining success).

Guide teachers to focus on little but definite progress in their educational practice, reinforcing the “progress principle” in daily work (Wu, 2024).

4.2 Organizational Optimization Level: Building a Supportive School Ecosystem

The school organization serves as the immediate environment shaping teachers’ work experiences, exerting a pivotal influence on their psychological well-being. Grounded in psychoanalytic theory and Maslow’s hierarchy of needs, we propose the following approaches to optimize the organizational environment:

4.2.1 Leadership Transformation: From Administrators to Servant-Leaders and Supporters

(1) Philosophy-Driven Approach

School principals and administrators must recognize teacher psychological well-being as both a core institutional KPI and leadership accountability. This requires:

- Making public commitments to mental health support.
- Consistently embodying these principles in daily practice.

(2) Empowerment & Delegation

• Reduce unnecessary administrative interference.

• Grant teachers greater professional autonomy in: Instructional methods, Classroom management, Curriculum design.

- Implement participatory decision-making processes.

(3) Constructive Communication & Feedback

- Foster an open, honest, non-judgmental communication climate.
- Provide feedback that is: Specific, Timely, Developmental (focusing on growth rather than mere evaluation).
- Conduct regular Appreciative Inquiry dialogues to: Highlight strengths, Celebrate successes.

(4) Leading by Example

Administrators should:

- Demonstrate positive mindset and stress management techniques, e.g., publicly sharing personal mindfulness

practice experiences

- Model healthy work-life balance.
- Show authenticity in acknowledging their own stressors.

4.2.2 Workflow Reengineering: Reducing Teacher Workload

(1) Streamlining Non-Instructional Tasks

- Conduct a comprehensive review of administrative burdens (reporting, meetings, evaluations, inspections).
- Establish an “Approved Non-Teaching Task List” (no unapproved assignments permitted).
- Promote digital solutions: Smart form-filling, data-sharing platforms.

(2) Protecting Core Teaching Time

- Designate “Teaching Quiet Hours” (e.g., prime morning periods) with minimal interruptions.
- Optimize class scheduling to reduce fragmentation.

(3) Evaluation System Reform

- Move beyond single-metric evaluations (test scores, college admission rates).
- Implement a multi-dimensional developmental assessment system evaluating: Professional ethics; Educational processes; Pedagogical growth; Student progress (value-added assessment); Parent-school collaboration (Yu, 2025a).

- Minimize rankings and excessive competition.

(4) Resource Allocation Optimization

- Ensure adequate support staff: Counselors; Academic assistants; Lab technicians.
- Guarantee proper teaching facilities and spaces.

4.2.3 Cultivating a Positive School Culture

(1) Fostering Psychological Safety

- Encourage open expression of challenges, stress, and emotions.
- Establish a “no-blame” culture with: Designated Psychological Safety Officers (initial phase); Anonymous reporting/venting channels.

(2) Strengthening Community Connections

- Informal Social Engagement: Lunchtime tea breaks; Interest-based clubs; Recreational/sports activities.
- Peer Support Systems: Mentorship programs (veteran-new teacher pairing); Growth buddy systems for mutual support.
- Dedicated Relaxation Spaces: Teacher lounges/café as warm, Interactive hubs.
- Recognition Rituals:
 - ✓ Small celebrations for: Project completions; Student progress milestones; Personal achievements.
 - ✓ Appreciation methods: Principal’s thank-you notes; Public commendations; Symbolic awards.
- Positive Contribution Awards for exemplary efforts.

4.2.4 Establishing a Comprehensive School-Based Psychological Service System

(1) Deploying Professional Support

- Ensure full staffing of dedicated mental health professionals per established standards.
- Clearly define their dual service mandate: Supporting teacher well-being (not limited to students); Providing

confidential counseling services.

- Implement mental health first-aid training for designated staff.

(2) Implementing Routine Psychological Services

① Regular Mental Health Screening

• Conduct term-based assessments (beginning/end of semester) using standardized tools: MBI (Maslach Burnout Inventory); PHQ-9 (Depression Scale); GAD-7 (Anxiety Scale).

- Maintain confidential profiles with personalized reports & actionable recommendations.

② Professional Counseling Support

• Offer: 1-on-1 confidential counseling; Therapeutic group sessions.
• Augment services through: EAP partnerships (Employee Assistance Programs); Collaborations with licensed external providers.

③ Crisis Intervention Protocol

• Establish clear response procedures for: Teacher-student conflicts; Public relations crises; Personal traumatic events.

- Ensure 72-hour critical response window with: Immediate psychological first aid; Follow-up support plans.

④ Wellness Resource Hub

• Curate: Mental health literature corner (books, journals); Digital resource portal (guided meditation apps, webinars); Sensory relaxation zone equipped with: Biofeedback chairs, Massage equipment, White noise machines.

4.3 Institutional Safeguards: Policy and Resource Coordination

4.3.1 Policy Guidance & Legislative Safeguards

(1) Strengthen Policy and Legislative Safeguards

Further refine and reinforce relevant laws, regulations, and policy documents at national and local levels (such as the implementation rules of the Teachers Law and updates to the School Mental Health Education Guidelines) to explicitly underscore safeguarding teachers' mental health as a legal responsibility of the government and schools.

(2) Incorporate into Supervision and Evaluation Systems

Designate the effectiveness of school-based teacher mental health initiatives (e.g, implementation of measures, satisfaction levels, changes in mental health status) as a key indicator for assessing both school quality and principal performance.

(3) Reform Teacher Staffing and Allocation Standards

Scientifically determine teacher establishment quotas, fully accounting for emerging needs such as mental health education, after-school services, and special education, to ensure appropriate teacher-student ratios. Explore mechanisms like “flexible staffing” or “pooled establishment posts” to address temporary staffing shortages.

4.3.2 Enhance Financial Input and Preferential Resource Allocation

(1) Establish Special Funds

Set up dedicated “Teacher Mental Health Services” funds at all government levels to support schools in purchasing professional services (such as EAP, mindfulness training, psychological counseling), establishing resource centers, and conducting related activities.

(2) Improve Compensation and Benefits

Substantially increase teachers' salary levels to ensure they are commensurate with their responsibilities and efforts. Implement various subsidies and allowances (such as those for homeroom teachers, rural educators, and after-school services). Explore the introduction of "mental health leave" or "emotional recovery days".

(3) Enhance Working Conditions

Invest in improving school hardware facilities (including classrooms, offices, and lounge environments) to meet essential teaching and daily needs.

4.3.3 Building Professional Capacity and Training System

(1) Integrate into Pre-service Training

Incorporate required or elective courses such as "Maintaining Teachers' Psychological Well-being" "Applications of Positive Psychology in Education" "Foundations of Mindfulness", and "Stress Management and Emotional Regulation" into the curriculum of teacher training institutions to cultivate psychological literacy among prospective teachers.

(2) Strengthen In-service Training

Include mental health maintenance, positive psychology, mindfulness, and other related topics as core modules in teachers' continuing education and national/provincial training programs. Develop standardized, modular training course resource packages. Foster a cohort of "seed teachers" (e.g., mindfulness facilitators, positive education mentors) capable of leading school-based practices.

(3) Enhance Leadership Competence

Provide specialized training on "Leadership and Teacher Mental Health Support" for principals and mid-level administrators to improve their ability to identify teachers' psychological issues, create supportive environments, and conduct difficult conversations.

4.4 Social Support Layer: Reconstructing a Social Support Network that Honors Teachers and Values Education

Social support serves as an external environmental factor in safeguarding teachers' psychological well-being. It is essential to reshape the social culture to one that honors teachers and values education, thereby creating a more accommodating and supportive social environment for them.

4.4.1 Guide Rational Public Opinion

(1) Media Responsibility

Mainstream media should strengthen positive publicity highlighting the dedication and professional value of the teaching profession, avoiding overgeneralization and sensationalizing isolated negative incidents. Establish programs such as "Searching for the Most Inspiring Teachers" to share the touching stories of everyday educators.

(2) Online Environment Governance

Enhance the supervision and handling of online misinformation and malicious defamation targeting teachers, safeguarding their legitimate rights and professional dignity. Promote civilized online conduct and guide the public to discuss educational issues rationally.

(3) Expert Advocacy

Encourage education experts and psychologists to utilize media platforms to disseminate scientific educational

concepts, explain the complexities of the teaching profession, and call for greater public understanding and tolerance.

4.4.2 Foster Harmonious Parent-Teacher Relationships

(1) Clarify Boundaries of Responsibilities

Utilize parent schools, parent compacts, and similar formats to clearly define the respective responsibilities of families and schools (e.g., academic guidance, habit formation), preventing the shifting of duties.

(2) Enhance Parental Educational Literacy

Educate parents on child and adolescent psychological development, scientific parenting knowledge, and effective communication techniques, guiding them to view their children's growth and school education rationally.

(3) Establish Effective Communication Mechanisms

Promote the use of positive communication models (e.g., Nonviolent Communication), institute parent-teacher communication days and online exchange platforms, and encourage dialogue based on facts and problem-solving. Establish a mediation mechanism for parent-teacher conflicts.

(4) Encourage Parental Involvement and Support

Organize parent volunteers to participate in school activities (e.g., library management, event assistance), sharing some of the non-core tasks of teachers and fostering mutual understanding.

4.4.3 Expand Community Resource Support

(1) Open and Share Resources

Encourage community cultural centers, libraries, sports facilities, and psychological service stations to offer discounted or free services (such as fitness programs, stress-relief activities, and psychological counseling) to teachers.

(2) Introduce Professional Social Resources

Collaborate with university psychology departments, professional psychological counseling institutions, and social work organizations to provide supplementary professional support for schools and teachers.

(3) Foster a Culture of Respect for Teachers

Community organizations should initiate themed activities that honor teachers and value education, thereby enhancing the social status and sense of honor among educators.

5 Conclusion and Recommendations

5.1 Strengthen Systematic Research on Teacher Mental Health

Current research in this field still exhibits certain shortcomings, such as reliance on a narrow range of assessment tools (e.g., over-dependence on the SCL-90), insufficient representativeness of study samples (with a relative lack of research on teachers in impoverished, mountainous, and ethnic minority regions), and a scarcity of longitudinal studies. There is a need to enhance the systematic investigation of teacher mental health, specifically by employing diverse research methodologies, expanding the scope of research samples, and conducting long-term tracking studies. This will provide a more scientific foundation for initiatives aimed at supporting teacher psychological well-being.

5.2 Promote the Institutionalization and Standardization of Teacher Mental Health Support

Efforts to safeguard teachers' psychological well-being should not be temporary initiatives, but must become institutionalized and standardized routine practices. Moving forward, it is essential to further refine the relevant policies, regulations, standards, and operational mechanisms governing teacher mental health support. This will ensure both the sustainability and effectiveness of these initiatives (Yu, 2025b).

5.3 Foster the Synergistic Development of Teacher and Student Mental Health

The psychological well-being of teachers and students is two interrelated and mutually reinforcing aspects. Future efforts must place greater emphasis on fostering the synergistic development of both, leveraging improvements in teacher mental health to promote student psychological well-being, while concurrently utilizing enhancements in student mental health to alleviate pressure on teachers, thereby creating a virtuous cycle.

5.4 Enhance Technology Empowerment and Information System Development

Information technology can provide more convenient and efficient support mechanisms for teacher mental health initiatives. Future efforts should focus on strengthening technology enablement and digital infrastructure, including the development of online platforms, mobile applications, and intelligent devices dedicated to teacher mental health, thereby ensuring readily accessible psychological services and support for educators.

5.5 Construct an Ecosystem for Teacher Mental Health

The maintenance of teachers' psychological well-being is not solely the responsibility of individuals and schools, but a collective societal obligation. Future endeavors should focus on building a comprehensive teacher mental health ecosystem that incorporates government, schools, families, communities, and social organizations. This will foster a supportive environment where the whole society collectively cares for and upholds the mental health of educators.

In summary, teacher mental health constitutes a complex systemic project, impacting not only individual well-being but also the nation's future. Safeguarding and promoting the psychological well-being of educators requires synergistic, long-term, and sustained efforts from the government, education authorities, schools, families, communities, and teachers themselves. Only when teachers' inner worlds are properly nurtured and supported can they fully undertake the epochal mission of shaping souls, lives, and new generations. This enables their growth into erudite, compassionate, and noble "Great Educators", thereby infusing the construction of a strong education system with enduring vitality and dynamism.

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