

Research on the Dilemma and Path of Mental Health Education for College Students from the Perspective of Home-School Cooperation

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Abstract: With the development of society and the advancement of education, the state has increasingly emphasized the importance of mental health education for college students. Mental health education for college students serves as an effective vehicle for psychological education in universities, with family and school education being the two critical fronts. To ensure the smooth implementation of mental health education for college students, it is imperative for schools and families to collaborate and cooperate closely, thus effectively promoting the healthy growth and comprehensive development of students. Given the current challenges such as inadequate awareness of home-school cooperative education, lack of mechanisms for home-school cooperation, and a singular platform for home-school cooperation, we need to comprehensively improve the overall quality of mental health education by unifying the ideology of home-school cooperative education, establishing a sound mechanism for home-school cooperation, innovating the platform for home-school cooperation, and enriching the content of home-school cooperation.

Keywords: Mental health education; College students; Home-school cooperation; Pathways

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1. Introduction

The mental health education of college students is a systematic endeavor that requires coordinated development on all fronts, with family and school education being the two most critical factors in the growth of college students. The Family Education Promotion Law of the People's Republic of China emphasizes parents' primary responsibility in family education, elevating it from a "family matter" to a "national matter." Family education, school education, and social education should be coordinated and closely integrated. The 20th National Congress report also mentioned the need to further establish and improve the school-family-society education mechanism. Today's school education requires the full support and cooperation of parents more than ever before. Without their full cooperation, it is difficult for school education to identify students' ideological and psychological issues from the source, and it will be challenging to make breakthroughs and improvements in school mental health education. Conversely, without timely guidance from the school, family education can be

overwhelming and lack focus. In mental health education for college students, it is essential to fully understand the influence of families on students to leverage the positive synergistic effect of schools and families. Improving the mental health of college students relies on the effectiveness of home-school cooperation. Only by organically combining family and school education can we maximize support for students' comprehensive development.

2. Challenges in mental health education for college students from the perspective of home-school cooperation

Since the Third Plenary Session of the Eleventh Central Committee of the Communist Party of China in 1978 emphasized the need to strengthen mental health education, the mental health of college students has garnered significant attention and undergone rapid development. This journey, spanning over four decades, has progressed from initial exploration to promotion, institutional customization, and standardization ^[1]. Driven by the nation's vigorous efforts and relevant policies, colleges and universities have established a relatively standardized and comprehensive framework for mental health education, yielding substantial results and greatly enhancing students' overall qualities.

Particularly notable are the significant policy efforts, such as the 16th document of the Central Committee of the Communist Party of China and the State Council, which stipulates the need to create a positive environment for ideological and political education among college students. It encourages schools to explore mechanisms for communication with students' families, collaborating to provide rich spiritual nourishment for students ^[2]. The Notice on the Issuance of the "Guiding Outline for Mental Health Education of College Students" by the Party Leadership Group of the Ministry of Education also underscores the importance of respecting students' subjectivity, strengthening the combined educational force of home and school, guiding parents to establish correct educational concepts, and effectively enhancing the effectiveness of mental health education through a healthy and harmonious family environment.

In light of this, colleges and universities must assess the situation, delve into relevant policies, and fully mobilize parents' enthusiasm and participation to promote ideological education for students. Through interactive cooperation between home and school, they should keep abreast of students' ideological developments, identify potential psychological issues through multiple channels, accurately recognize key areas of concern, and intervene early to enhance the quality of psychological education and facilitate the smooth development of education ^[3].

3. Dilemmas in mental health education for college students from the perspective of home-school cooperation

3.1. Insufficient awareness of home-school cooperative education

As emphasized by educator Sukhomlinsky, the most complete education stems from the combination of school and family education. However, in reality, many college administrators fail to recognize the importance of parental involvement, mistakenly believing that school education is solely the responsibility of the school and does not require parental involvement. Similarly, parents often hold the one-sided view that education is solely the school's responsibility, neglecting to understand and guide their children's ideological state. Even when faced with abnormal psychological situations in their children, they tend to blame the school, overlooking their own roles and responsibilities ^[4]. This lack of unity in home-school educational ideology, biased cognitive understanding, and failure to reach a consensus on education hinder the effective participation of both parties in

children's education.

3.2. Lack of a cooperative home-school education mechanism

The endeavor of mental health education for university students stands as an intricate and multifaceted systematic undertaking. The majority of higher education institutions are still in the exploratory phase regarding home-school cooperative education, without having forged a comprehensive and coordinated education system. This absence is compounded by the lack of essential operational and safeguarding mechanisms for education. Firstly, there is a dearth of organizational frameworks for home-school education, such as parent committees or parental cooperation committees, which have yet to be systematically established ^[5,6]. The management of universities and parental education remain unilateral endeavors, devoid of interactive mechanisms. Communication with parents tends to be temporary and periodic, occurring primarily at the beginning of the semester or when students face difficulties such as failing and having to repeat courses. This precludes the formation of a lasting and effective collaborative education mechanism, thereby hindering sustained home-school cooperation. Secondly, there is a lack of institutional development in home-school education. In terms of home-school cooperation, there are no clear regulations defining the rights, obligations, and responsibilities of both parties. Moreover, there is a conspicuous absence of a comprehensive educational work plan, resulting in a lack of systematic and coherent efforts. Consequently, tasks related to students' mental health education are either not implemented as planned or are superficially executed.

3.3. Monotonicity of the home-school cooperative education platform

Currently, ideological education in universities is still predominantly led by the institutions themselves. Universities carry out diverse and varied psychological education activities through teaching, practical experiences, counseling services, preventive interventions, and more. However, many universities have not established dedicated departments offline to oversee home-school cooperative education efforts and lack an online cooperation platform that facilitates joint home-school education through information technology ^[7]. This results in a separation between family and school education, preventing them from forming a cohesive force. Most parents continue to prioritize their children's academic performance and professional skills, while remaining largely unaware of their mental health status. Home-school communication is often limited to a single line of contact with counselors, and students rarely take the initiative to report their academic progress to their parents or openly share their thoughts with teachers. Some students even actively block communication channels between teachers and students, leading to a profound lack of understanding between the two parties. Consequently, it becomes challenging for families and schools to accurately grasp students' mental health status and conduct targeted mental health work.

4. Paths for mental health education of college students from the perspective of home-school cooperative education

4.1. Unifying the ideology of home-school cooperative education

Cooperation between home and school is conducive to enhancing the resonance between parents and educators, aiding school administrators in timely identifying educational issues. This cooperation plays an irreplaceable role in fostering students' mental health education. However, due to the lack of a unified ideological understanding of home-school cooperative education, such collaborations often remain loose and haphazard ^[8]. It is imperative to fully leverage relevant foreign experiences, mobilize parents' enthusiasm and initiative, utilize existing home-school resources, and ensure the durability and connectivity of cooperative education. The synchronization

of home-school education hinges on a shared ideology among its members, which in turn relies on a mutual understanding of interests. Only when families and schools reach a consensus on interests and goals through joint discussion, can they cooperate to fulfill their respective responsibilities and tasks. Parents will then understand the school's educational process with a tolerant attitude and actively participate in it with an open mind. Only when both parties unite in ideology, work together, and cooperate, can they avoid interference due to conflicting interests and achieve resonance in collaborative education. Therefore, when college students encounter psychological issues after studying at school, parents should actively cooperate and respond to the school's requirements, participate in effective intervention and guidance, and refrain from feeling stigmatized by their children's psychological problems. They should not neglect timely intervention and guidance due to their busy schedules, as this may delay their children's guidance and treatment^[9]. Simultaneously, we encourage universities, families, and students to promote the tacit understanding of community interest realization in unique ways, gaining greater developmental recognition and support in terms of shared home-school needs.

4.2. Establishing and improving the mechanism of home-school cooperative education

Establishing and improving the mechanism of home-school cooperative education is fundamental to comprehensively deepening educational reform, fulfilling the basic task of cultivating morality and talent, and truly implementing the "Family Education Law." Firstly, it is essential to leverage the main position of school ideological and political education, increase the emphasis on mental health education, and integrate it into students' daily educational management. Counselors play a crucial role in understanding students' actual situations. They should conduct theme class meetings, activities, and case sharing related to academics, interpersonal relationships, and employment based on students' real-life situations encountered during work. Schools should also incorporate mental health education into moral education, providing psychological guidance during ideological and moral education to enable students to learn self-regulation. Ideological and political teachers should also play a leading role in ideological and political education, understanding students' psychological conditions and promoting the formation of good ideological and moral standards as well as political beliefs. Teachers should innovate teaching methods, employing topical, case-based, and research-based teaching approaches to guide students in classroom discussions and reflections on real-life problems. This encourages students to be positive, face setbacks and difficulties in life, continuously improves their ability to cope with life, cultivates their patriotic fighting spirit and struggle, helps them form good mainstream values, and fosters a sound home-school interaction system through continuous two-way interaction, enhancing the effectiveness of home-school cooperative education. Secondly, it is necessary to strengthen good communication and exchange between schools and parents and improve the communication mechanism for home-school cooperation based on students' situations. Since the 18th National Congress, the General Secretary has repeatedly emphasized the importance of "focusing on families, family education, and family traditions." To improve the communication mechanism for home-school cooperation, a clear communication work plan should be developed. School education administrators should set the frequency of home-school exchanges based on this plan, actively involving parents in education and leveraging their positive guidance. Through various channels such as on-site home visits, parent visits to schools, and in-depth exchanges between parents and teachers, students' ideological conditions can be better understood, enabling mental health education to be more effectively implemented. Thirdly, it is essential to improve the intervention mechanism for home-school cooperative education. When students exhibit psychological abnormalities or crises, schools should activate emergency plans, organize professional teams for early prediction, and inform parents of the assessed crisis level in a timely manner. Parents should attach great importance to their children's situations and actively

participate in corresponding interventions and guidance. Schools should also contact professional institutions to assist parents in timely medical evaluation and treatment, cooperate with hospitals, and assist parents in post-treatment follow-up and support, forming a good home-school interaction and mutual assistance system to enhance the effectiveness of home-school cooperative education ^[10].

4.3. Innovating the platform and content of home-school cooperative education

Cooperative education between home and school demands an increase in mutual understanding, consensus-building, expansion of cooperation areas, and refined collaborative actions. Firstly, to explore a collaborative education platform, a home-school cooperative education leadership team should be established. Regular parent meetings should be conducted to introduce parents to the basic psychological conditions of college students and address their confusion and difficulties in family education. Secondly, schools can leverage a range of information platforms to carry out subject education. Utilizing platforms such as QQ, WeChat public accounts, extracurricular activity platforms, parent groups, and campus radio, schools can broadcast current campus hotspots, educational methods, parent-child activities, teacher-student interactions, and other activities. This facilitates timely updates for parents on their children's academic progress and provides them with opportunities to learn and update their parenting methods. Furthermore, schools should establish home-school communication channels to enable parents and children, as well as parents and teachers, to promptly communicate and understand relevant matters. To continuously optimize home-school cooperative education efforts, schools should fully utilize the main channel of ideological and political courses, innovating teaching methods to bring these courses to life. Teachers should deeply analyze textbook content and combine it with current hotspots in mental health education to develop online mental health courses. Additionally, diversified teaching resources can be introduced to enrich teaching content, and student consultation cases can be collected to further enrich the teaching resource library, adding vitality to classroom teaching. Incorporating current hotspots of home-school integration can provide rich resources for relevant courses. Expert lectures on mental health can also be organized, introducing various educational topics such as life education and integrity education. This achieves efficient penetration of home-school integration factors. It is essential to persist in strengthening research on cooperative education between home, school, and society, guided by scientific research, to enhance the level of education and realize the benign development of home-school interaction.

5. Conclusion

In summary, to effectively enhance the effectiveness of mental health education for college students, it is imperative to fully recognize the significance of home-school cooperative education. By integrating the forces of both family and school education, we must continuously enrich the concept of home-school cooperative education, refine the psychological education mechanism, optimize the cooperative education platform, and enhance the cooperative education content. Through these efforts, we aim to improve the comprehensive ability of home-school cooperative education, further promote mental health education for college students, and truly cultivate college students who are comprehensively developed in morality, intelligence, sports, aesthetics, and labor.

Disclosure statement

The author declares no conflict of interest.

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