

A Deep Analysis of the Role Ambiguity of Psychological Teachers in Primary and Middle Schools

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Abstract: The role of psychological teachers in primary and secondary schools is mainly reflected in the confusion between psychological teachers and managers, moral education teachers and ordinary teachers. The basic cause of this confusion is that mental health education operates within the framework of moral education and management, and it lacks links with special education. Another reason is the narrow scope of existing special education and its disconnect from mainstream education. Based on the current situation of psychological teachers in primary and middle schools, relying on the three aspects of the confusion of psychological teachers and the analysis of the confusion of psychological teachers, it is found that problems exposed by role ambiguity of psychological teachers reflect the deep confrontation and conflict between the old and new education systems. It shows people that education reform must be promoted at a deep level.

Keywords: Psychological teacher; Role ambiguity; Deep analysis; Teaching model

1. Introduction

The in-depth development of mental health education in primary and secondary schools requires the provision of psychological teachers in primary and secondary schools, which is a complicated and serious task. It is necessary for the government education department to establish a complete management mechanism and formulate relevant regulations. Also, the professional roles of psychological teachers and their status in the administrative system of primary and secondary schools should be specified to give them clear rights and obligations. China's mental health education began to take off in the 1990s and has gradually gained attention^[1]. Throughout the development of the mental health education movement in primary and secondary schools in China, it can be said that the basic teachers are enthusiastic, but the corresponding education legislation and the theory of mental health education are relatively lagging behind. At present, the State Education Commission of China promulgated the first regulatory document "National Primary and Secondary School Mental Health Education Program". However, the "Outline" is also mainly a macro regulation on the content, tasks and ways of mental health education in primary and secondary schools. It does not involve the role, status and training that must be accepted by specific psychologists, nor the important operational layers of special children's rights, diagnostic criteria and special educational services that must be enjoyed.

2. Current Status of Psychological Teachers in Primary and Secondary Schools

A role is a concept of social psychology. It refers to an individual's appropriate position in a particular society and group, and the behavioral patterns prescribed by that society and group. After a certain character is produced, the behavioral rules of the role must be relatively fixed, with clear connotations and extensions^[2]. If the role's rules are too broad or not fixed, the role will be blurred; If the two or more roles played are inconsistent, a conflict of roles can be generated. The psychological teacher in primary and middle school in our country is a vague role of status, even a conflicting role.

The mental health education service system and model in primary and secondary schools are not clear and unfeasible. This allows the primary and secondary schools to be independent, to do everything they do, and to appoint psychological teachers at will. As a result, a serious problem is that the role of the psychological teacher is vague, confused with the role of the education administrator and the role of the ordinary teacher. This kind of ambiguity directly causes damage to the mental health education of primary and secondary schools, making some mental health education in primary and secondary schools become the furnishings for higher-level examinations. Students and teachers have not benefited from mental health education. The main confusion is in three aspects as shown in Figure 1^[3].

Since primary and secondary schools began to look at the necessity of psychological counseling from the perspective of primary and secondary school management rather than service, and there are not professional psychological teachers in these schools, some primary and secondary

schools take local materials and arrange student managers as psychological teachers.

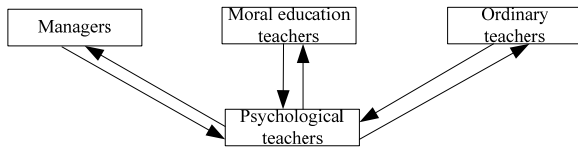


Figure 1. Psychological teacher role confusion diagram

3. Three Aspects of the Confusion of Psychological Teacher Roles

3.1. Confusion of psychological teachers and managerial roles

What’s more, some teachers of psychological teachers in primary and secondary schools are the directors of the Academic Affairs Office or the vice-presidents who are responsible for moral education. They may even be the secretary of the Youth League Committee, which has produced contradictory problems of “both athletes and referees”^[4]. For example, as the leader of the Moral Education Department or the Academic Affairs Office, someone stipulates the school rules that are not allowed to fall in love during the study period. However, as a psychological teacher, he must not counsel the psychological conflicts caused by love while respecting the human nature of the students' love. This problem has caused contradictions between the student's personal growth and the collective management of the students, so that the students do not believe in the psychological teachers, and even dare not tell the psychological teachers. Some primary and secondary schools advocate the class teacher as the student's psychological teacher, which is also the performance of the confusion between the manager and the psychological teacher role^[5].

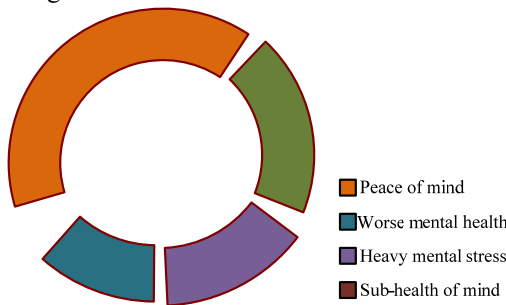


Figure 2. Distribution of mental health status of primary school administrators

The confusion between psychological teachers and managers has greatly reduced the reliability and validity of psychological counseling. And not all managers have good mental health conditions^[6]. If the worker manager comes to be a psychological teacher, the distribution of mental health status of the primary and secondary school administrators is shown in Figure 2.

On the one hand, the promotion of managers to the embarrassing position hinders their objectivity and decisiveness as a manager in dealing with student problems, which hinders their implementation of discipline constraints. For example, in the face of problems in student discipline, as managers and psychological teachers have different perspectives on handling problems, managers should look at the problems from the overall situation of primary and secondary schools, and maintain the reputation and normal operation of primary and secondary schools; The role of psychological teachers requires the problem from the perspective of students' personality and mental health^[7]. On the other hand, it is not conducive to psychological counseling. Psychological counseling requires not considering institutions and management, seeing problems from the humanity and development of students, respecting students' rights and privacy, and getting along with students. Many of the psychological problems of students are not diseases, but because of the school environment. A certain psychological crisis of a student may be caused by a conflict with the manager. For example, a student’s weariness and poor interpersonal relationship may be caused by the improper management method of the class teacher. The class teacher is not only the party, but also the psychological teacher. Obviously, at this time, it is ridiculous to have a class teacher or manager to come forward to tutor students^[8]. Such psychological counseling should come from outside the management system and should come from a certain authoritative system. In this case, even the problem solved by the school's psychological teachers is not effective, because the relationship between colleagues will inevitably affect the effectiveness and scientific nature of the counseling. Generally, primary and secondary school psychologists from the government education department deal with this teacher-student management problem in developed countries, and they use special counseling techniques to provide psychological services to the class teacher. This technology has evolved into a specialized field called consultation to distinguish it from counseling for students^[9].

3.2. Confusion between the role of psychological teachers and moral education teachers

The confusion between psychological teachers and moral education teachers is mainly manifested in two aspects. First, primary and secondary schools arrange moral education teachers to give students mental health classes. In the first grade of junior high school, the teacher of moral education talks about the content of mental health, but the same teacher is teaching the moral classes for the second and third grades. In this way, the teacher will regard the content of morality and moral health education as the same thing, which greatly weakens the characteristics and prestige of mental health education, and makes

students think that psychological counseling is just another version of preaching^[10].

Second, educational methods. Since psychological teachers are mostly transferred from moral education teachers, they have not received formal training in psychology, and their knowledge and skills in psychology are very limited. Therefore, in practical work, they often cannot use scientific psychology to coach students. In addition, the model of moral education is deeply rooted in their minds, which makes them unconsciously influenced by the moral education experience, and uses the methods of moral education to solve the psychological problems of students. For example, in the process of psychological counseling, some concepts of moral education, such as misbehavior, misconduct, unscrupulous, and ideological positions, have become a term of counseling. In this way, the prestige of psychological counseling in the minds of students is lost, and even the students are disgusted^[11].

3.3. Confusion between psychological teachers and ordinary teacher roles

Because the psychological teachers are mostly part-time, and the class is a more fixed teacher position, psychologists often more agree with their ordinary teacher roles, and think that psychological counseling is a hobby^[12]. In some primary and secondary schools, psychological counseling is advocated to infiltrate the disciplines, and even the teachers who call for the class must conduct psychological counseling. This kind of "all-people-armed" movement makes the psychological counseling metaphysical and mechanized. Some primary and secondary schools even explicitly stated in the teaching content and outline of mathematics and English classes that the first lesson should infiltrate the principle of psychological counseling. In spite of the hard penetration of the teaching content, it not only hinders the teachers' attention to the science and education laws of the professional courses themselves, but also repeats the mistakes of historical psychology.

4. Analysis of the confusion of psychological teacher role

Why do psychological teachers in our country have such a serious angle of confusion and role conflicts? Is this ambiguity the inevitable result of social culture and economic development at this stage, or is it because people's ideas are not open enough and follow the old path? It is caused by insufficient political civilization or because of the professional level of psychological teachers^[13].

In recent years, some people have realized the vague role of psychological teachers and the ambiguity of mental health education content, and believe that the fundamental way to solve problems lies in the professionalization and professionalization of psychological teachers. We believe that this analysis is not critical. Now, some pri-

mary and secondary schools are starting to hire undergraduate psychology students, even graduate students. Have there been a fundamental change in mental health education and psychological counseling in primary and secondary schools? Not necessarily. Relevant investigations were conducted specifically for this purpose. The results of the survey are shown in Table 1^[14].

Table 1. Psychological Quality of Teachers with Different Academic Qualifications

Psychological quality	Bachelor (%)	Master (%)	Doctor (%)
Obsessive-compulsive symptoms	1.78	1.65	1.69
Interpersonal relationship	1.7	1.75	1.78
Depression	1.9	1.7	1.58
Anxiety	1.57	1.58	1.59
Rivalry	1.25	1.28	1.27
Terror	1.25	1.4	1.48
Stubborn	1.35	1.3	1.32
Psychosis	1.39	1.42	1.47

We believe that the reason why psychological counseling and mental health education are in an awkward position is that the deep reform of the education system and educational concept is not enough. It is because our psychological counseling and mental health education are limited to the system of moral education and primary and secondary school management, rather than relying on special education.

4.1. Confusion of psychological teacher role caused by moral education system

There is a huge moral education system in primary and secondary education in China, which bears the important function of managing students' thoughts and behaviors. This system has existed for many years, but few people have analyzed and evaluated it. The moral education system consciously instills the leading values and behaviors into children, so that students can understand the love of the motherland and obey the moral standards from an early age, and have an irreplaceable social role^[15]. Before the reform and opening up, it was almost the main content of education. However, with the reform of the economic system and the arrival of the social transformation period, the ideological concepts of students and teachers have changed a lot. The old moral education model of the past has become invalid. It is no longer possible to explain new problems in student management. At this time, what should be changed most is the original analysis of problems from the perspective of moral education and the handling of problem positions, advancing with the times, viewing the values of the new market economy and the world, such as the concept of competition and cooperation, the concept of growth and crisis.

But, historical development has an amazing inertia. When the model of moral education cannot explain some new problems, people do not think that the content and system of moral education should be changed. Instead, they think that to change the way of thinking work and the means of moral education, they thought of applying the techniques of psychology to manage students. It is in this context that psychological counseling and mental health education were introduced.

But people did not think that after the introduction of psychological weapons, it is still a matter of character. The fundamental task is to make students more obedient, better managed, and unified under an administrative order and guiding ideology. This top-down education model assumes a value standard or standard of conduct that is considered to be a complete goal, and gives orders to make it obey all. Those who are disobedient or unable to perform are considered to be persuaded and need to be transformed. It does not recognize the individual differences of students and the special educational needs. It is believed that the differences between students are only in the sense of consciousness, attitude and position, not in ability, talent and temperament. This concept of "Everyone is equal" just conceals the meaning of "everyone's inequality." The problems of special children found in psychological counseling are all generalized by moral issues. Some children are backward in learning, lack of concentration, hyperactivity, non-compliance with discipline, emotional out of control, and have nothing to do with morality. They are differences in neurological types and learning abilities. The real reason is that the brain's self-control ability is low, it is the imbalance and backwardness of the development process, and it is a psychologically naive problem. But now they are all characterized by poor ideological quality and ethical standards, poor family education, poor attitudes and habits. The result of a logical education is that we must strengthen management, change their thinking, transform their behavior, and "make it emotional and reasonable."

4.2. Confusion of psychological teacher roles caused by special education system

The system of special education originated from the medical model and the concept of democratic equality. It recognizes that every child has the right to education, recognizing that children are different in their talents and abilities, and that different children have different educational needs. Modern civilized society should adjust educational resources to meet the special educational needs of special children. If the child does not obey the command, fight, tired of schooling or lack of concentration, it will be considered to have special educational needs, and the established educational method is not suitable for students. Therefore, we must change the teaching to adapt to the special educational needs of students. From

the perspective of special education, the problem of students is not poor conduct and lack of tutoring, but an imbalance in the development process. Special education gives the responsibility of changing people to education, and believes that educational methods should be flexible and adapt to different individuals. Special education and mainstream education work together to ensure that all children can learn.

However, the primary and secondary school students in China have great pressure to study, and the proportion of sub-health accounts for a large proportion. Figure 3 shows the distribution of mentality among primary and middle school students in China.



Figure 3. Distribution of mentality patterns of primary and middle school students in China

However, the relationship between special education and psychological counseling has been relatively alienated. The special education in China has a narrow connotation, but it provides special education services for students who are blind, blind and seriously mentally retarded. There are no special special education interventions and corresponding regulations for students with learning disabilities and mild mental retardation and attention and emotional disorders in ordinary primary and secondary schools. In comparison, special education has a very important position in primary and secondary schools in developed countries. The moral education we are talking about is included in the content of special education. Developed countries have also enacted relevant education regulations that clearly stipulate what special education services special children should receive. There are clear regulations on the diagnostic criteria for special children such as learning disabilities and mood disorders and the training of special teachers. In general, China's current education system pays more attention to the rate of enrollment and attaches importance to top students. Educational resources are built around the entrance exams, and those with learning disabilities and attention disorders are considered a burden. In the concept of human consciousness, there is a lack of equality and education for everyone, and everyone has the right to receive education. The lack of love and sympathy for the weak in primary and secondary schools is not enough for special children in primary and secondary schools.

4.3. Confusion of psychological teacher roles caused by confusion between moral education system and special education system

In the moral education system, psychological counseling and mental health education mainly play the role of changing the human soul, and shaping a person with incorrect ideas into a person with correct ideas. Therefore, the method of counseling and counseling is first-class, and psychological teachers are only interested in changing the counseling methods of people. They don't know much about the deeper theories and values behind the method. It's not important to think about what is mentally healthy and the reasons behind the behavioral problem. Psychological counseling is only a means, and it is essential for moral education. Therefore, the guiding ideology of counseling is that the management interests of primary and secondary schools are supreme, and the interests of teachers are supreme. When the students' words and deeds contradict the teacher's requirements, the psychological counselors often adopt the method of preaching, hoping that the students can obey the teacher. Ideological work from the perspective of respecting teachers, resulting in quick success in psychological counseling. This pragmatic attitude towards psychological counseling has made psychologists do not want to have a deeper understanding of the deep personality and physical and psychological problems of students, but only to persuade and educate. Psychologists hope that like a psychiatrist, they can magically change people's thoughts through conversations, making psychological counseling and thought work mixed together. There is no place for psychological assessment, consultation with teachers, and psychological counseling for parents. This kind of student-centered counseling narrows the scope of mental health education and loses its due role.

5. Conclusion

Based on the current situation of psychological teachers in primary and middle schools, relying on the three aspects of the confusion of psychological teachers and the analysis of the confusion of psychological teachers. It is pointed out that the problems exposed by the fuzzy role of psychological teachers reflect the deep confrontation and conflict between the old and new education systems. It shows people that education reform must be carried out at a deeper level.

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