

The Study on the Psychological Problems and Countermeasures of the Full-Time Professional Masters

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Mental health education is one of the most important tasks in postgraduate education. Professional master, as a graduate of an emerging group, its mental health education cannot be ignored. This paper focuses on the existence of some mental health problems of Chinese full-time professional master, explores and analyzes their causes and finally concludes the ways to solve these problems.

Keywords: full-time, professional master, mental health, countermeasures

Introduction

In order to meet the need of structure change in graduate education to suit Chinese current socio-economic situation, the Ministry of Education decided that from 2009, other professional degree graduates should be enrolled for professional master graduates and full-time training, except MBA (Master of Business Administration), MPA (Master of Public Administration), Master of Project Management Direction, MPH (Master of Public Health), master of the direction of sports competitions' organization, Master of Fine Arts and other professional degrees which the graduates are inappropriate to attend. There is a difference between full-time professional master students and those working professional master students (Feng, 2009). Professional degree examinations, which mainly recruit in-service and spare-time study students are usually held in October every year, were called "national in-work personnel master's degree entrance exam". They still have their bachelor's degree when they finished the course, but they have a professional master's academic qualifications, while full-time professional master students usually take the "unified national graduate entrance examination" at the beginning of each year, and they have their master's degree as their final degree when they finished the courses (ShangGuan, 2011). Extra attention has been paid to full-time professional master's degree, as it is one of the professional master's degree. From 2010, the Ministry of Education made more efforts to educate professional master students. The number of academic master students is required to decrease and the number of professional master students is required to increase. Ultimately, the number of professional master students and academic master students reaches the ratio of 7:3. Take Wuhan University for example, the enrollment ratio of the number of academic and professional students in 2011 is 2:1, while in the Wuhan University master brochures in 2012, this ratio is adjusted to 3:2. From Wuhan University master's enrollment data, we can see that the proportion of these two kinds of students is gradually achieving the goal which is expected by the Ministry of Education. Therefore, the professional master students are becoming an emerging

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group in graduate students training.

As a new type of graduate students training, full-time professional master students are still in lack of relevant training experience (Guo, 2010). Meanwhile, the simultaneous development of Chinese universities and society is in a transition period of comprehensive reform, strengthening the full-time professional master students' mental health education has become an important issue in higher education in the new period. The expansion of the enrollment, the new type of education and the exploratory and dynamic education mode will have a significant impact on the mental health problems of full-time professional master students (Hua, 2011). But, less attention has been paid to the mental health problems of full-time professional master students. Therefore, it has an important theoretical and practical significance to strengthen and improve the mental health education of these students. Based on this, the authors conduct a research in the study of full-time professional master students.

The Existing Mental Health Problems in Full-Time Professional Master Students

Full-time professional graduate's training is still at the exploratory stage. After several years of development, we have gained rich experience in the training mode, curriculum and teaching and research, and have established a good management model. But for this special group, the mental health education is almost in its blank state. There also exist common mental health problems in full-time professional graduate students, such as academic pressure, low social acceptance, strong sense of loneliness, love and marriage stress, job stress, etc. (Zhang, 2008). Compared to those academic master students, the full-time professional master students also have some special mental health problems.

Uncertain Future for Their Own Development

The training mode of the professional master students is kind of in-service. The wrong cognition for professional master also led to employment bias, thus affecting their employment prospects. Although full-time professional master students can get dual-card, the actual training methods and degree positioning are still unclear, because they were not set up until 2009, so some schools and academic-based training method cannot fully distinguish the differences between these two masters, leading to un-position in job hunting and vague employment prospects, whether from the prospects of individual or school training mode. Another problem is that full-time professional master students who have a heavy school work and have to participate in internships can easily produce a sense of anxiety and frustration because of long-cherished wishes. As professional master students cannot directly pursue a doctoral degree, for those students who are interested in academic knowledge, doctoral entrance examination has become a tremendous pressure. With the increasing of their ages, they may be confused between hunting a job and getting a doctoral degree, thus feeling worried about their promising future.

The Lack of Theoretical Knowledge and Practical Ability Because of Short Academic Courses

Full-time professional master's teaching method focuses more on practice. The theoretical knowledge in full-time professional master students is often not as good as those academic master students. And their learning courses are often inconsistent with their researches. Master classes are required at the first year for those professional master students, and they begin to do their researches in the second semester, while they may face the choices between finding jobs or further education. This short academic system limits their practical ability and their capacity cannot be improved.

The Lack of Professional Identity

Although full-time professional master degree is a unified type, each student has his/her centre on the emphasis on group projects. Because of the lack of students in each direction, they often come to the situation that although they are professional students, we cannot fully communicate with each other. This also weakens the identity in their specialized field. They may think that their professional development model is not standardized, which may lead to contradictory emotions. Due to lack of academic exchanges and academic lectures is usually based on basic research, professional master students often find it difficult to get better guide in their field. They can only study alone, thus leading to loneliness and fear of hardship.

Relatively Strong Sense of Inferiority

Full-time professional master education has a short developing time in China, and currently only has a small proportion of post-graduates. There has a difference between professional students and academic students for their master instructors. Some of the master instructors are lack of concern for those professional students; they pay more attention to practice than theoretical knowledge, which leads to limited practice ability. For some students, it is not their first choice to be professional master students because of low scores they have got in the graduate entrance examination. Most of them think highly of academic master degree in their heart. At the same time, the proportion of full-time master's scholarship is low in full-time professional students in colleges and universities, and most of those students need to pay tuition fees, thus having a high economic pressure. Some schools have discrimination between full-time master degrees and academic degrees which put more stress on those full-time professional students. What's more, as the master's degree has a short academic time, they may feel difficult to balance between study and part-time jobs, if they ease their pressure in communities. All of the above factors cause limitations in interpersonal relationships and social activities for those full-time professional students and deepen their sense of inferiority.

The Ways to Solve the Mental Health Problems of the Full-Time Graduate Students

Mental health education for graduate students can improve the quality of their psychological health. However, before carrying out the psychological health education, we must have a correct orientation of it, which is an important prerequisite for successfully carrying out it. We should recognize that psychological health education is external, but graduate students themselves are internal and key points, and which requires students to improve self-regulation skills and social adaptability, and build their social support system; psychological health is a long process of education, and we should provide good environment for their growth and learning; smooth development of psychological health education depends on all aspects of the work together (Yan, 2001). Based on this, the author believes that the ways of solving the psychological health problems of the full-time graduate students are mainly as follows.

Establish Impeccable Psychological Health Education System for the Full-Time Professional Master Students (Liu, 2005)

Currently, full-time graduate students are facing increasingly serious psychological health problems. Therefore, it is imminent to establish a sound service system of psychological health problems. First, we should establish the working mechanism of psychological screening, intervention, tracking and control. We should regard the establishment of a complete psychological health records as a basic work of college student management. In each year, new students have to do a psychological health screening and assessment in order to

establish the students' psychological crisis early warning system. For students who are in the repository or have a prurition of psychological crisis, the school should intervene in psychological crisis based on their degree of it, and meanwhile, build students' psychological health information feedback system. Psychological Health Education Center should promptly give the information of all students' state of psychological health, the name list of the students who are in the psychological crisis early warning repository, the results of students' psychological health survey, the evaluation results of the students who have psychological crisis tendencies the academy has reported, and the name list and the evaluation results of the students who have psychological crisis tendencies which get through other ways and other related information back to academy, thus creating a good communication mechanism. Aiming at the list of the students who are in the repository, we have established resistance and control, support, treatment, care, rescue and other systems to ensure that the students return to normal school life as soon as possible. Second, strengthen psychological health education operations of the functional departments of the school. We should set up a leading group of psychological crisis intervention and an expert group to identify and intervene the students' psychological crisis, made up of school leaders, research ministry, security ministry and logistics ministry. The leading group comprehensively plans, leads the students' psychological crisis intervention, urges relevant departments or organizations to perform crisis intervention seriously and makes decisions for handling the major crisis events. We should fit the psychological health work into regular work system and supply with political and ideological work. The teachers, political cadres and the backbone of students who are engaged in psychological counseling need to implement regular psychological counseling training, actively form and strongly support students' psychological health associations, give full play to the backbone of the students' psychological health associations, and the psychological committee members in class to self-education, self-management and self-service in crisis intervention. Third, we should carry out the "Psychological Health Day" series. We should vigorously popularize the knowledge of psychological health among students, guide them to establish the modern concepts of health, work on the education problems in adaptation to the environment, emotional management, interpersonal relationships and learning issues, help students optimize the quality of personality psychology and improve the level of psychological health. By making use of the consultations, lectures, entertainments, promotional materials and other forms, we can universalize psychological health knowledge, promote a healthy attitude and courage the students to face the psychological problems (Wei, 2005). Fourth, we should implement the plan from the bottom level. In class level, students and political cadres, especially counselors need to actively assist the principal of the student work and student leaders need to make great efforts to the psychological crisis intervention. We should give full play to the student leaders (especially members of the class psychology), members of students' psychological health associations and the key impact of the party members and league members, extensive contacts and concern about the student through many ways, strengthen ideological and emotional contact and communication to understand their thoughts dynamic and mentality, report to the academy counselor regularly and intervene without delay in the event of unusual circumstances.

Strengthen the Educational Function of Mentors

In the stage of graduate, the mentor plays a vital role in students' learning and growing. As full-time graduate students' education started late in China and relevant education system is relatively imperfect, there might be personal bias and unfairness in tutoring students, which will lead to the increasing of full-time graduates' psychological health issues and extremely be negative to their developments. Therefore,

strengthening the tutor's ability of educating students becomes an important issue in graduates' education. By actively promoting the concept "be a model for others, impart knowledge and educate students" to the majority of teachers in their minds, and regarding responsibility and love, as the soul of teachers' morality will play an important role in the full-time graduates' psychological health and progress.

Vigorously Carry out Full-Time Master of Social Activity (Zhou, 2011)

Social practice is the required courses and the necessary links of a full-time master. As a saying goes, "Learn for practice". If knowledge obtained at school is not for the use of social practice, one may not have a deep understanding of the knowledge, nor may the person apply it to future work or life. Through solid social practice, full-time masters may develop a better understanding of knowledge, be adapted to society and have enough confidence to face the challenges of the future work. Through social practice, the overall quality of full-time masters may be strengthened. They may possess a strong mind and be more confident to meet future challenges.

Pay Attention to Full-Time Masters' Studying and Living Conditions, and Help Solve Practical Problems They Face

Among all psychological problems haunting full-time masters, personal study and living conditions should be the most serious problem which may influence their future career. They are under increasing pressure and have to apply professional knowledge into reality. Moreover, they suffer from the burden of doing research in a short period of time. Accordingly, it is recommended that the majority of instructors and other students help them, so as to equip them with better knowledge and skills and enable them to meet the needs of society. Further, they should be offered internship opportunities, so as to help them accumulate more work experience and improve their professional skills and competence.

In addition, large amount of tuition fees and living pressure coupled with the increasing in commodity prices impose much effect on daily live of full-time applied masters. Therefore, we should take care of full-time applied masters, improve funding institutions and support them economically in terms of scholarships and grants, so as to solve practical problems they face.

Strengthen Graduate Campus Culture, and Improve the Environment for Graduate Students

As a vital part in school moral education work, campus culture is also an important aspect in building spiritual civilization, as well as an effective carrier of the full implementation of quality education. It is important to carry out a variety of academic, sports and entertainment activities, to create a relaxed, harmonious, democratic learning and living environment (Fu, 2010). Further, it is vital to encourage graduate students to form their own mental health associations and self-education. We also need to take multiple measures to improve students' learning, living conditions and environment, such as the establishment of scholarships, work-study opportunities provided by the establishment of graduate teaching assistants, help control post and so on.

Improve Self-regulation Skills and Social Adaptability

The level of self-regulatory capacity is determined by personal quality and characteristics. It is necessary to stimulate full-time masters' desire to enhance personal cultivation, and to improve the quality of self, therefore, to enhance their self-regulatory capacity. The main self-regulatory capacity is defined as student's choice of dynamic, process and interprets messages as well as outside influence. Therefore, improving the

ability of self-control may promote the development of mental health, and thus, further enhance their social adaptability.

Facing various pressures and difficult circumstances, students' social resilience must be strengthened. If they are actively guided by the majority of teachers and students, full-time applied masters may communicate with others effectively, do scientific research actively and handle interpersonal relationships appropriately. Accordingly, their social adaptability may be effectively enhanced.

Conclusions

Full-time applied master's program is set for the implementation of full-time technology, education and sustainable development strategy. It also helps connect scientific, educational and economic development. For China's industrial and mining enterprises and the construction sector, particularly state-owned enterprises, full-time applied master's program tend to produce high-level engineers and enhance our business sectors and market competitiveness. To better train high-level application-oriented professionals, we should care more about the mental health problems of full-time masters and the joint efforts of the community to help and solve these problems.

In all, the mental health problems of full-time applied masters need attention of the whole society as well as universities. Efforts should be taken, so as to enable them to have healthy mental conditions.

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