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Article

Research on the Path of Integrating Craftsmanship into Mental Health Education in Colleges and Universities under the Concept of Three-Whole Parenting Based on Artificial Intelligence Technology

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Abstract: This project is centered on the two aspects of the concept of education and service effectiveness to carry out the work of artificial intelligence technology-enabled three-pronged education. Based on the linkage between craftsmanship and mental health education, a corresponding educational program is designed. Taking the research data as the entry point for validation and analysis, we use mathematical statistics to prove the practical application of the educational methods in this paper. Before the intervention, there is no significant difference between the two groups of students in the dimensions of the effectiveness of mental health education ($p>0.05$), that is, the research sample is effective. After a period of experimental intervention on the research sample, the two groups of students, in all dimensions, showed significant differences, which verified that the educational program of this paper has a good practical pedagogical effect and added three strategies for the development of mental health education.

Keywords: artificial intelligence technology; mathematical statistics; craftsmanship; three-whole-parenting concept; mental health education

1. Introduction

In the context of the new era, cultivating high-quality talents with innovative spirit, creative ability and entrepreneurial consciousness is an important mission of institutions of higher education. The concept of three-whole-parenting, i.e., whole-person parenting, whole-process parenting, and all-round parenting, provides a comprehensive guiding ideology for talent cultivation in institutions of higher education and is of great significance for improving the quality of talent cultivation and meeting the social demand for educational talents [1]. Craftsmanship is a kind of professional spirit, which is the embodiment of professional ethics, professional ability, professional quality, and a professional value orientation and behavior of practitioners [2]. It fits the inherent requirements of socialist core values, and is a solid foundation for young students to grow up and become successful [3]. The purpose of mental health education is to cultivate the unity of students' knowledge, emotion and intention, and to form a healthy psychological quality of personality, which is rich in content, mainly including the understanding of psychological knowledge, the formation of a sound personality, coping with frustration and pressure, and enjoying the self and so on [4]. The concept of three-whole nurturing conforms to the development trend of talent cultivation in schools, plays a diversified value leadership

for the cultivation of craftsmanship, and also serves as a scientific path to carry out mental health education [5-6].

Craftsmanship, as a kind of excellent professional moral culture, its inheritance and development meet the needs of the development of the times, it is the regaining and shaping of the craftsmanship of the great nation with Chinese characteristics, and it also carries our aspirations for skill cultivation and education reform, which is of important value of the times and wide social significance [7-9]. Craftsmanship is highly consistent with the socialist core values of “dedication” and “integrity”. In contemporary China, the economic strength has increased significantly, social stability and harmony, college students should realize their self-worth, complete the trivialization of ordinary jobs into the continuous pursuit of high technology, and form a correct perception of and high respect for craftsmanship, craftsmanship, craftsmanship and craftsmanship [10-12]. The artisan spirit of college students is relatively weak, and they think that technical and skillful positions are equal to low wages and low status, and similar job cognition, work emotion and work attitude seriously hinder the effectiveness of cultivating artisan spirit in schools [13]. The content arrangement of mental health education classes, teaching case selection must be integrated into the growth history and career development trajectory of the new era of great national craftsmen, guiding college students to internalize the consciousness and values of craftsmen in their hearts and minds, and externalize them in their actions [14]. Mental health education work to educate the heart and morality, whether it is on the self-knowledge, emotion or ability to shape the personality is silent, which is precisely the spirit of craftsmanship emphasizes a process and realm, throw away the outside world of vision, remove the inner distraction fantasy, down-to-earth and their own dialogue, calling for self-skills, skills, and the endless pursuit of technology [15-16]. Mental health education can help students understand the vocational world, improve self-knowledge, and clarify the vocational goals and directions, while craftsmanship can enhance the sense of professional responsibility and dedication, and enhance the vocational adaptability and initiative [17-18]. In the competitive modern society, work is often accompanied by various pressures and frustrations. Craftsmanship requires individuals to remain resilient in the face of difficulties and challenges, and to continuously improve their own quality and ability to cope with the challenges, while mental health education can help students master the skills and methods to cope with pressure and frustration, and enhance self-regulation and psychological quality [19-20]. In addition, the pursuit of excellence and continuous self-transcendence is the core of craftsmanship, and mental health education can help students establish a correct outlook on the three, cultivate positive attitudes and upward spirit, help students explore their own potential, stimulate innovation and creativity, and continuously improve their vocational competitiveness and comprehensive quality [21-23].

The article suggests the design of mental health education content that incorporates the spirit of craftsmanship in order to implement the concept of three-pronged education in the view of artificial intelligence. Students from two classes close to each other in terms of enrollment scores, teacher level, and number of students were randomly selected as subjects from a college in city A. Based on the existing References, the Adolescent Mental Health Test Scale was compiled, which consists of six dimensions including emotion regulation, goal maintenance, self-control strategies, attention control, emotion control, and impulse control, totaling 36 question items, and the scale has a good reliability and validity performance. Using the scale test to obtain research data, the collected data were analyzed mathematically and statistically, aiming to prove the actual effectiveness of the educational program in this paper, and finally proposing the development path of mental health education.

2. Artificial Intelligence Technology Enables Triple Parenting

In recent years, big data, artificial intelligence, Internet of Things, cloud computing, virtual reality, especially generative artificial intelligence is accelerating the development of global industrial change as the core force, but also profoundly affect the reform and innovation in the field of education [24-25]. Digitization empowers the “three full education” in colleges and universities, which is an important hand to further implement the concept of education and enhance the effectiveness of management services, and it has deep value implications.

2.1. Implementing the concept of precision parenting

Internet “data thinking” is characterized by full sample, full dimension and intelligence, and through the collection, aggregation and analysis of massive data, we can obtain products, services or observations with higher value and higher efficiency. "There is artificial intelligence only with big data", "data can be called the means of production on which artificial intelligence depends", integrate digitalization into the work of "three comprehensive education", make full use of Internet technology,

integrate student information in an all-round way, and take data as the core, use big data thinking, methods, and technical means to understand, analyze, profile, and predict students' ideological states, psychological behaviors, and development trends, and form a chain of accurate education connotation generation of obtaining educational information, revealing the law of growth, formulating personalized programs, and precise drip irrigation in place. It provides important technical support for accurate identification and portrait, precise targeted teaching, accurate decision management and evaluation and verification in talent training.

2.2. Increased effectiveness of management services

The new generation of artificial intelligence is driven by data and knowledge, and the more data, the smarter it is. Relying on digital technology, explore the establishment of a digital management and evaluation platform for "three comprehensive education" in colleges and universities, form auxiliary decision-making support capabilities in the layout of educational resources, the construction of teaching staff, the growth and development of students, and the monitoring of educational ecology, and promote the transformation of the "three comprehensive education" mechanism from partial, fragmented, closed, demand, and experience to the digital capabilities and governance level of the panoramic, holistic, open, supply, and model, so as to further realize the overall intelligent governance and efficient coordination of the "three comprehensive education". At the same time, the integration of digitalization into the reform and innovation of teaching technology, educational thinking, and management cognition, combined with the process data analysis of students' learning and development, deeply excavates the educational effectiveness and experience, and uses it as an important feedback, which is conducive to the continuous optimization of the education program, promotes the transformation from result-based single evaluation to process-based comprehensive evaluation, and continuously improves the quality of talent training.

3. Integration of Craftsmanship into Mental Health Education under the Concept of Three-Whole Education

In view of the fact that the above in-depth explanation of AI-enabled three-pronged education did not give details of the integration of craftsmanship into mental health education, this chapter first describes the roles and connections between the two, and then proposes a design for the integration of craftsmanship into mental health teaching and learning.

3.1. The significance of integrating craftsmanship into mental health classes

3.1.1. Promoting reforms in mental health classes

Integrate the craftsman spirit into the mental health class, set up a special course teaching and discussion group, analyze and explore the specific aspects of the learning content of the mental health class and the basic connotation of the craftsman spirit, and formulate the talent training program, curriculum outline, and teaching plan with the four elements of the craftsman spirit "dedication", "lean", "collaboration" and "innovation" as the main line. To equip students with mental health education and counseling skills as well as mental strength related to technical skills. This not only serves the reform trend of mental health classes in the new era, but also meets the call of the times for the spirit of craftsmen.

3.1.2. Ensure a “guiding framework” for student mental health classes

As a kind of excellent professional moral culture, the inheritance and development of “craftsmanship” meets the needs of the times and has important contemporary value and wide social significance. It is a feature of the “great nation craftsman” spirit of regaining and molding, but also carries our aspirations for skills training and reform of higher vocational education. As a kind of professional spirit, “craftsmanship” is highly consistent with “dedication” and “integrity” in socialist core values.

3.2. Integration of craftsmanship into mental health instructional design

3.2.1. Content design for self-awareness and personality

The key points of teaching are self-consciousness deviation and its adjustment, and the ways and methods of personality improvement. The “dedication and excellence” in the spirit of craftsmanship is

very much in line with the content of mental health teaching. Students will be able to know themselves comprehensively, recognize the characteristics of their own personalities, and transform the deficiencies in self-awareness and personality development into individuals with a complete and harmonious personality who know themselves comprehensively, are familiar with their own inner experience, and manage their own outer behavior.

3.2.2. Content design for learning psychology

Students need to understand the basic characteristics of learning activities and psychological characteristics of learning, understand the performance and causes of psychological barriers to learning, and learn to adapt to psychological barriers to learning, so that they have a good psychological state of learning. How to cultivate learning ability and develop potential is the key issue that every student needs to think about, the current advanced technology and theories are changing rapidly, and can make ordinary, simple work to do the best, to make a new idea, which requires students to focus on learning, with the accumulation of experience and information to forge their own skills, and to learn to make money to earn a living into the pursuit of goals, dreams, and the realization of the value of life.

3.2.3. Content design for stress and frustration

Stress and frustration are trials and tribulations experienced by almost every student. Understanding the major sources of stress and frustration in students, understanding the significance of stress and frustration in life, and learning to properly manage stress and cope with frustration are issues that must be addressed in this chapter. The main source of stress and frustration for new students comes from the influence of negative life events, and high academic pressure is the main reason. Students are multi-skilled and light on knowledge, yet the growth process of great craftsmen cannot be separated from the improvement of theoretical level and a large reserve of knowledge.

3.2.4. Content Design for Emotions

Students need to understand the characteristics of their own emotions and their influencing factors, master the methods of emotional adjustment, independently regulate their emotions, maintain a good emotional state, and recognize the existence of their own bad emotions. The integration of the case of the great national craftsmen who have been studying their skills for decades and maintaining an optimistic and positive mindset into teaching activities is an issue that needs to be emphasized when teaching emotions.

4. Empirical research design

4.1. Purpose of the study

In order to test the practical teaching effect of the above teaching design, the designed teaching program was applied to the actual teaching situation, and the mental health education teaching incorporating the spirit of craftsmanship and the traditional mental health teaching were used for a period of time, and a post-test was conducted for the students at the end of the teaching, and the difference in the scores of the students' pre and post-tests was used to evaluate the implementation effect of the teaching design.

4.2. Research methodology

4.2.1. Objects of study

In this experiment, two classes of students with close enrollment scores, teacher levels, and student numbers were randomly selected as subjects from a college in city A with the consent of the school, parents, and students. The total number of valid subjects was 112. Through the t-test analysis of the differences between the two classes' pre-tests, it can be found that there is no significant difference in the level of self-control between the two classes before the intervention, and they are homogeneous. One of the classes was randomly selected as the experimental class. The other class served as the control class. 80 valid questionnaires were obtained after the administration of the test. Among them, 50 were in the experimental class, of which 25 were of both sexes. The control class had 30 members.

4.2.2. Research Instruments and Reliability and Validity Tests

The Adolescent Mental Health Test Scale was developed in conjunction with existing references as

a scale to measure mental health and consists of 36 questions including a total of six dimensions: emotion regulation, goal maintenance, self-control strategies, attentional control, emotional control, and impulse control. Likert 5-point scoring was used, with some questions reverse scored. The higher the score on the questionnaire, the better the subject's self-control ability. The *Cronbach's* α coefficient of the scale is 0.847, which is greater than 0.800, indicating that the reliability of the questionnaire is generally good. Validity was verified using KMO and Bartlett's test, and the coefficient result of KMO test was 0.806 and Bartlett's test chi-square value was 4301.721 (Sig.=0.000<0.01), which means that the validity of the questionnaire was excellent overall.

4.3. Parameter setting

4.3.1. Group settings

The experimental group - control group pre and post-test experimental design was adopted. The experimental group carries out the teaching of craftsmanship integration into mental health education under the concept of three-whole-parenting based on artificial intelligence technology, and the control group carries out the teaching of conventional mental health education, and both groups conduct pre-tests and post-tests.

4.3.2. Variable settings

The independent variables were different teaching methods, while the dependent variables were the six dimensions of mental health level, emotional regulation, goal maintenance, self-control strategies, attentional control, emotional control, and impulse control, additional variables.

(1) Homogeneity test. Before the beginning of the experiment, a homogeneity test was required for the experimental and control groups.

(2) In order to avoid the expectation effect that subjects may have due to knowing the purpose of the experiment, this study adopted a single-blind experimental design to ensure the objectivity and accuracy of the results.

(3) Controlling for fatigue effects. It was ensured that the content of the 10 teaching implementations varied, as a way to avoid irrelevant effects that might be triggered by fatigue.

(4) Tutor. The same teacher personally served as a tutor for both the experimental and control classes, and was responsible for the specific implementation and promotion of the study.

4.4. Research procedures

By setting up an experimental group and a control group, the two groups of subjects were subjected to pre-tests and post-tests respectively, and the pre and post-test data were analyzed through in-depth comparisons, so as to test the effectiveness of the educational methods of this paper in enhancing the level of students' mental health. The measurement data of the research subjects were extracted as the pre-test data, the experimental group conducted 10 sessions of this paper's educational program, and the control group conducted 10 sessions of conventional mental health education methods, and after 10 sessions of teaching and learning activities, a post-test was conducted on the experimental group and the control group by applying the above variables, and the pre and post-test data were compared in order to measure the effectiveness of this paper's educational methods in improving students' mental health.

4.5. Mathematical statistics

In this study, the questionnaire was administered to the students of the experimental group and the control group by the mental health education majors, with the assistance and cooperation of the teachers, on a class basis, and the questionnaires were interpreted and explained to the students, and the collected questionnaires were entered into Excel and SPSS26.0 software for statistical analysis, which included the independent samples t-test and the paired samples t-test [26-27].

5. Empirical Analysis and Development Path of Mental Health Education in Colleges and Universities

5.1. Empirical Analysis of Mental Health Education in Colleges and Universities

5.1.1. Pre-intervention homogeneity test

In this subsection independent samples t-test, the homogeneity of the experimental group and the control group is examined, and the results of the homogeneity test are shown in Fig. 1, in which X1~X6 denote emotion regulation, goal maintenance, self-control strategies, attentional control, emotion control, and impulse control, respectively. The data performance in the figure shows that there is no significant difference between the experimental group students and the control group students in all dimensions of mental health education effect ($p>0.05$), indicating that the experimental group students and the control group students are homogeneous and can be carried out the next step of the study.

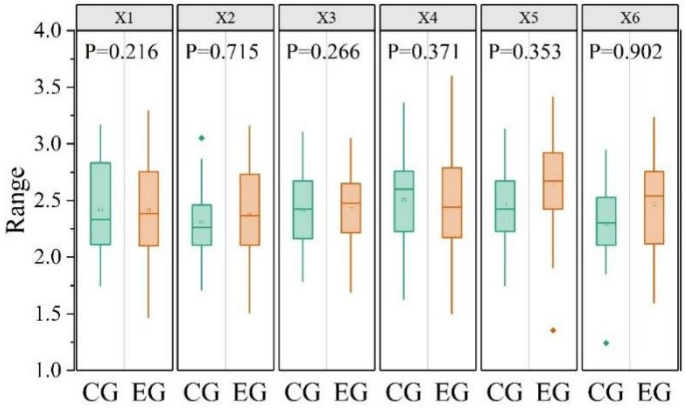


Figure 1. Homogeneity test results

5.1.2. Comparative post-intervention analysis

After a 16-week mental health education program for the experimental group, questionnaires were again administered to students in the experimental group and the control group to explore the current status and differences in the mental health of students in the experimental group and the control group after the experiment. The differences in the mental health dimensions of the experimental group and the control group were examined. After importing the questionnaire data into SPSS22.0, independent sample t-tests were conducted on emotion regulation, goal maintenance, self-control strategies, attentional control, emotional control, impulse control, etc., and the results of the post-intervention comparative analyses are shown in Figure 2. There is a significant difference between the experimental group and the control group on all dimensions of students' mental health ($p < 0.05$), and the results show that after 16 weeks of mental health education classes, the experimental group is significantly higher than the control group on all dimensions of students' mental health.

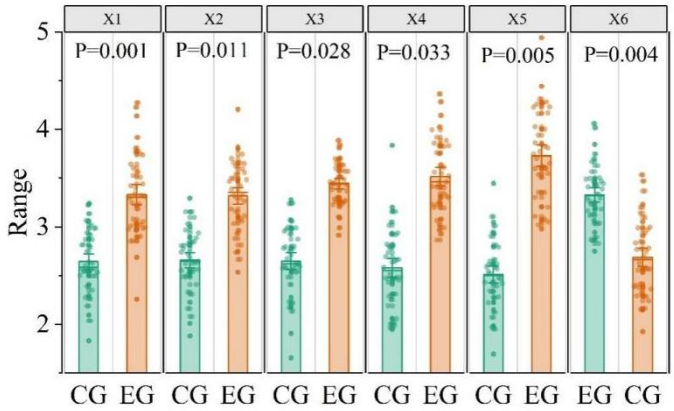
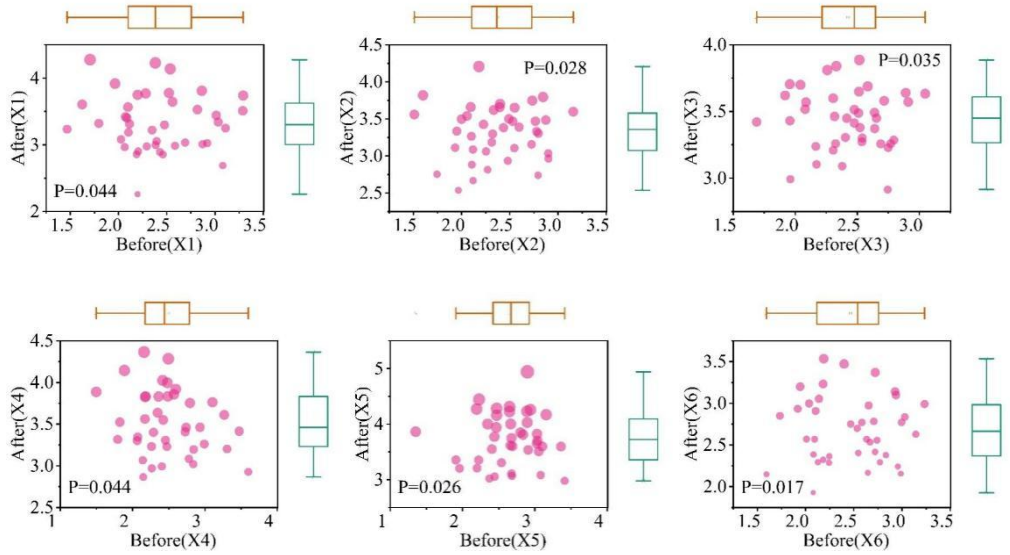


Figure 2. The results were compared after intervention

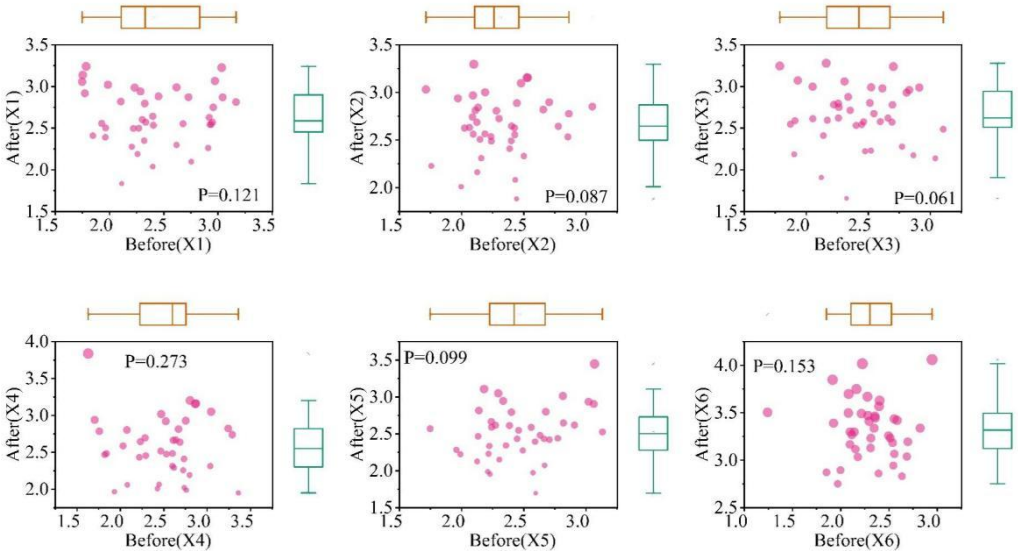
5.1.3. Analysis of within-group differences

In order to understand the changes in the mental health of the students in the experimental and control groups before and after the experiment, a paired-sample t-test was conducted on the mental health of the students in the pre- and post-tests of the experimental and control groups, and the results of the within-group analysis of variance are shown in Fig. 3, in which (a) ~ (b) are the experimental and control groups, respectively. In terms of emotion regulation (X1), students in the experimental group scored significantly higher on the post-test than on the pre-test ($p < 0.05$), and there was no significant

difference between the pre and post-tests in the control group. The same phenomenon exists for the remaining five indicators and will not be repeated. In conclusion, compared with the control group, after 16 weeks of mental health education classes, the mental health level of students in the experimental group was significantly increased, verifying the viewpoints put forward by the purpose of the study.



(a)Experimental group



(b)Control group

Figure 3. Results of intra-group difference analysis

5.1.4. Significance of Difference Tests for Tracking Tests in Experimental Groups

One month after the end of the teaching experiment, the scale measurements of the experimental group of students were conducted again to verify the stability and durability of the teaching program of this study by comparing the experimental data before and after one month, and the significance test of the difference in the tracking test of the experimental group is shown in Table 1, which is shown below. By analyzing the data, we can see that the tracking test shows that although the mean and standard deviation of the six dimensions have decreased, no significant difference has been produced, which shows that the teaching scheme of this paper has durability and stability.

Table 1. Test for significance of differences in the experimental group follow-up test

Index	Experimental group post-test		Experimental group tracking		T-Value	P-Value
	M	SD	M	SD		
X1	3.332	0.486	3.177	0.481	-0.727	0.444
X2	3.319	0.482	3.169	0.441	-0.466	0.177
X3	3.441	0.312	3.321	0.268	-0.367	0.435
X4	3.517	0.373	3.357	0.277	-0.731	0.123
X5	3.731	0.448	3.627	0.369	-0.622	0.123
X6	3.328	0.359	3.149	0.353	-0.693	0.333

5.2. Pathways for the development of mental health education

Under the perspective of artificial intelligence technology and three-whole-parenting, the path of cultivating craftsmanship is particularly important for mental health education in colleges and universities. It must be recognized that there is an inextricable link between mental health education and the cultivation of craftsmanship, and the integration of the two can not only improve students' psychological quality, but also promote students' in-depth understanding and practice of professionalism. Based on the results of the above analysis, the development path of mental health education is proposed from the three dimensions of the concept of big ideological education, the integration of teaching resources, and the synergistic unification of theory and practice.

5.2.1. Constructing the Concept of Greater Civic and Political Education

Under the concept of three-whole-parenting empowered by artificial intelligence technology, there are many links between mental health education and the cultivation of craftsmanship, so it is necessary to build a big ideological and political outlook on education in teaching, organically combine the ideological and political elements with the content of the curriculum, and discover more links from the perspective of disciplines, so as to realize the soft landing of the cultivation of the craftsmanship spirit in mental health education, and allow students to accept the cultivation of the craftsmanship spirit naturally in the context of the silence, thus achieving the purpose of cultivating the craftsmanship spirit. Cultivation of craftsmanship can thus achieve the purpose of cultivating craftsmanship by infiltrating career development and planning, guidance and cultivation of learning methods, psychological quality enhancement and development, and stimulation and cultivation of the spirit of innovation in the process of cultivating craftsmanship.

5.2.2. Integration of teaching resources

Artificial intelligence technology should be fully utilized to accomplish the full integration of teaching resources. First, the integration of in-class resources, integrating the curriculum content, teaching objectives, methods and methods with the cultivation of craftsmanship. Second, the integration of teaching forms, to make the form of mental health education richer, in the design of the curriculum not only the first classroom teaching, but also a wealth of extracurricular activities, these resources are the carrier for the cultivation of craftsmanship, more conducive to the systematization, standardization and scientification of the integration of the two. Thirdly, the integration of teaching personnel, we should organically integrate mental health teachers, student workers and teachers of ideology and political science courses to form a multi-level, multi-angle and multi-faceted teaching team, which will help to deeply integrate mental health education with the cultivation of craftsmanship.

5.2.3. Synergy between theory and practice

Under the guidance of the concept of artificial intelligence technology-driven three-pronged education, the synergistic unification of theory and practice is well done. The teaching of mental health theory focuses on infiltrating basic principles, methods and ideas into learning, while various activities, competitions and practices require students to know and act in unity, internalizing what the theory says and putting it into practice. Meanwhile, the synergy between mental health education and the cultivation of craftsmanship is strengthened. Relevant teachers and experts are organized to conduct seminars to clarify the objectives and contents of mental health education and the cultivation of craftsmanship, and to explore effective ways and methods of integrating the two. Schools can explore diversified carriers and forms, such as carrying out mental health theme activities and organizing practical projects for the cultivation of craftsmanship, to carry out the integration of the two.

6. Conclusion

This paper designs the integration of craftsmanship into the content of mental health education in colleges and universities under the concept of three-whole-parenting based on artificial intelligence technology, and tests the efficacy of the mental health education program of this paper through empirical experiments.

(1) After a period of experimental intervention, it is found that the data of the six indexes of the control group and the experimental group produce significant differences, indicating that this paper's educational program has a more excellent effect on the enhancement of the mental health level of the students in order to cultivate more excellent talents with good psychological quality and artisan spirit.

(2) In the modern society with fierce competition, it is necessary to continuously improve one's mental health level to cope with the challenges. Three mental health education development paths are proposed to help students establish a correct worldview, outlook on life and values, and cultivate a positive attitude towards life and upwardly mobile psychological quality.

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