

DEVELOPING STRATEGIC MANAGEMENT GUIDELINES OF LESSENING STRESS FOR COLLEGE STUDENTS: A CASE STUDY OF BAZHONG VOCATIONAL AND TECHNICAL COLLEGE, CHINA

Wang Haijun¹ Nithipattara Balsiri²

Received : April 25, 2026

Revised : May 3, 2026

Accepted : June 22, 2026

Abstract

The objective of this research was to develop strategic management guidelines for lessening stress for college students of Bazhong Vocational and Technical College, China. The samples consisted of 353 students and 60 teachers, who were randomly with stratified random sampling method. Data were collected by using rating scale questionnaire, including 24 questions for teachers and 24 questions for students. That was reviewed for item-objective congruence (IOC) by three specialists, with IOC values ranging from 0.67 to 1.00. The data were analyzed by using content analysis and descriptive statistics, including frequency, mean, and standard deviation. The research finding indicated that 1) students believed that reducing stress requires an improvement in teacher expertise were at the "highest" level. Teachers indicated that mental health education should concentrate on enhancing students' cognitive skills at the "highest" level. School administrators indicated that college students need sufficient resources to manage stress and emphasize the importance of classroom environments at the "highest" level. 2) The strategic management guidelines for alleviating college student stress consisted of five parts, including (1) Stress Evaluation and Analysis, (2) Stress reduction goal setting and strategy planning, (3) Resource support and construction, (4) Stress reduction practice and skill development, (5) Evaluation and improvement.

Keywords: Strategic Management Guidelines, Lessening Stress, College Students

¹ Educational Administration and Leadership Program, Faculty of Education, Dhonburi Rajabhat University

² Educational Administration and Leadership Program, Faculty of Education, Dhonburi Rajabhat University

Introduction

Psychological stress is defined as a physiological and psychological response that arises when an individual encounters an evaluation of an environmental event, particularly when the demands of that event surpass their coping abilities and available resources (Zhuo et al. 2021, pp 229-234). As a vital resource for coping with stress, psychological resilience is intricately linked to psychological stress. It serves as a buffer against the adverse effects of stress on positive emotions and mitigates the negative consequences associated with stressful experiences (Shi et al. 2013, pp. 703-708). According to Freud's theory, the function of stress reduction is to mitigate individuals' adverse reactions and psychological pressure. This process aids in facilitating a prompt restoration of psychological balance and a return to a normal state (Wei, 2023, pp. 1446-1450).

As a positive psychological attribute, psychological resilience empowers individuals to effectively mitigate stress in the face of adverse life events and to confront their own psychological distress with an optimistic outlook (Du et al. 2021, pp 292-337). Psychological stress refers to the psychological tension or strain experienced by individuals in response to certain stimulating events. This psychological load can trigger a series of physical and mental reactions, commonly referred to as the stress response. In an academic context, stress is defined as "a process" wherein environmental demands exceed an individual's capacity for coping, resulting in both physical and psychological changes that may lead to illness in severe cases (Wang, 2013, pp 45-48).

In view of the current state of group psychology under a major crisis, experts should be organized carrying out special lectures, compiling psychological guidance manuals, recording psychological special topics classes, dissemination of psychological science knowledge, psychological adjustment methods and skills (Chen, 2020, pp. 83-86). The workbook has strong practicability, especially since there are multiple specific worksheets in the work record sheet, such as monthly/weekly work schedule, particular event record form, heart-to-heart record form, peer counselor work experience form, etc. And clearly stipulate that peer counselors work during the period. Detailed records should be made to ensure that the work can be traced. Mental health counseling stations in colleges and universities regularly check the work of peer counselors, find problems in the work in a timely manner, and provide them with professional guidance. Judging from the practice of a large number of colleges and universities, the peer psychological education work manual. The application has greatly improved the effectiveness and operability of peer psychological education (Zhang, 2022, pp. 3037-3041). The main reason for formulating the guidebook for stress reduction for college students is that there are common psychological problems in modern society, such as the increasing psychological pressure of college students, and the multiple pressures faced by college students such as academic pressure, employment pressure, and interpersonal relationship. Writing a handbook can help college students recognize and deal with psychological pressure in a timely manner and maintain mental health. The purpose of developing a guidebook on stress reduction for college students is to help college students

better recognize and cope with psychological stress, provide necessary help and support, and promote their mental health. The handbook can provide work guidance and reference for psychological workers engaged in psychological counselling for college students, help them better carry out psychological counselling education, and provide some practical skills and methods.

The sources of pressure of college students are comprehensive. To alleviate the pressure of college students, we need to start from different aspects, and also need the joint efforts of family, school and society. College students are the hope and main force of China's future. To alleviate the pressure of students, improve the psychological quality of college students, guide students how to correctly coexist with pressure and make them physically and mentally healthy are the needs of the rapid development of society. (Huang and Chen, 2019, pp. 178-179). In recent years, although there are still researchers concerned about the psychological problems of college students, they mainly focus on summary and theoretical research. there is no survey data related to the Lessening Stress for College Students so the researcher making decision developing a strategic management guidance of lessening stress for college students of Bazhong vocational and technical college, China.

Research Objectives

To develop strategic management guidelines of lessening stress for college students: a case study of Bazhong Vocational and Technical College, China.

Research Method

Scope of Study

Strategic Management refers to the technical and psychological needs of students and teachers for counseling or instruction through stress reduction.

Strategic Management Guidelines refer to an organization or individual to make important decisions and actions and its long-term goals and provide the direction and advice.

Management Guidelines refer to a set of recommendations, advice, or directives provided to guide individuals, teams, or organizations in their managerial activities. This guidance is designed to assist in decision-making, planning, organizing, leading, and controlling various aspects of an organization to achieve its objectives effectively and efficiently.

Strategic Guidelines refer to an organization or individual making essential decisions, actions, and long-term goals and providing direction and advice.

Lessening Stress refers to the process of reducing or relieving physical, mental and emotional tension caused by various factors and circumstances.

Population and Samples

This study was employed Bazhong Vocational and Technical College as a case study. The population of this research project was divided into two groups, namely; 1) 3,000 students were participate in psychological stress counseling, and 2) 30 teachers and 30 administrators receive psychological stress counseling.

In this research project, the samples were divided into two groups, namely: 1)352 students participating in psychological stress counseling, The samples were derived from the Yamane Taro

formula (Yamane, 1973). The survey subjects were collected by random sampling consisted of 353 students and 2) 60 teachers receive psychological stress counseling.

Research Instrument

1. Questionnaire In this research project, a questionnaire was employed for the data collection. The questionnaire was divided into 2 parts, namely, 1) general information and 2) needs and problems of developing strategic management guidance for lessening stress for college students: a case study of Bazhong Vocational and Technical College, China. The questionnaire was evaluated for validity through the Index of congruence (IOC) by the 5 specialists. Each question in the questionnaire was in the range of IOC 0.80 to 1.00. The reliability of the questionnaire was evaluated in terms of Cronbach's alpha coefficient at 0.80 (Cronbach, 1951, pp. 297- 334).

2. A set of questions for the online interview The number of students is 5 and teachers are 5 for developing strategic management guidelines of lessening stress for college students: a case study of Bazhong Vocational and Technical College, China. The development of strategic management guidance evaluated by the five specialists (five Chinese); moreover, the answers from the specialists give comments concerning the correctness and suitability of the management guidance. The results then be presented in terms of Cronbach Alpha IOC.

Data Collection

For the investigation of problems and needs, the researcher himself collected the data and information from the sample groups online via email. The researcher submitted a letter of permission to the school director in advance to ask permission to collect the data and information from the sample group at the Vocational College, 352 student questionnaires were distributed. Teachers' and administrators' questionnaires were distributed in 60 copies.

Data Analysis

The Data and information collected will be analyzed, interpreted, and then presented in terms of frequency count, percentage, mean ($\bar{x}$), and standard deviation (S.D.). The Five Point Likert Rating Scale was used to evaluate the respondents' needs and problems in developing a strategic management guidance for lessening stress for college students: a case study of Bazhong Vocational and Technical College, China.

The criteria and define at the range of the mean scores as the following: The ideas and comments from the 5 specialists obtained from the focus group discussion meeting were analyzed by using Quantitative Research Method and then used to correct and improve the contents of the management guideline. Rating reference table: (Srisa-ard, 2002, p. 103)

weight/Scale	Mean Range	Verbal Interpretation
5	4.51-5.00	Highest
4	3.51-4.50	High
3	2.51-3.50	Middle
2	1.51-2.50	Low
1	1.00-1.50	Lowest

Conclusions

The research finding indicated that 1) students believed that reducing stress requires an improvement in teacher expertise were at the "highest" level. There were (1) The problem of reducing the pressure on college students from the perspective of educational resources. (2) The problem of reducing the pressure of college students from the perspective of educational resources. (3) The problem of reducing the pressure of college students from the perspective of educational funds. (4) The goal of a good teacher is to improve the problem of reducing pressure on college students. (5) The problem of improving and relieving college students' pressure from the help of school and society. (6) The problem of improving and reducing college students' pressure from the perspective of more opportunities for further study. (7) The problem of improving and reducing the pressure on college students from the perspective of providing activities to reduce stress. (8) To improve and reduce the stress of college students from the perspective of setting rest areas.

Teachers indicated that mental health education should concentrate on enhancing students' cognitive skills at the "highest" level. School administrators indicated that college students need sufficient resources to manage stress and emphasize the importance of classroom environments at the "highest" level. There were (1) The perspective of more learning opportunities to improve and reduce the stress of college students. (2) The perspective of life support and help to improve and reduce the stress of college students. (3) The perspective of everyone's care and care to improve and reduce the pressure on college students. (4) The problem of reducing college students' stress from the perspective of improving social skills. (5) The problem of reducing the stress of college students in participating in mental health training. (6) The problem of reducing the stress of college students in organizing Psychological Health Education activities. (7) The problem of alleviating the pressure on college students in adequate Psychological Health Education resources. (8) The problem of reducing the pressure of college students in providing personalized psychological counseling services.

Strategic Management Guidance of Lessening Stress for College Students

Formulate Strategic Management Guidance of Lessening Stress for College Students; namely, 1) The problem of whether students can skillfully use stress reduction tools. 2) The problem of whether students can master effective time management skills. 3) Solve the problem of students obtaining stress reduction training. 4) Students need more advanced stress-reducing equipment so that they can better apply it to their daily lives. 5) Improve students' understanding and mastery of stress management through the use of stress reduction tools. 6) Solve the problem of resource production for teachers to provide stress reduction support. 7) Teachers need to use stress reduction tools to make their classrooms more supportive. 8) Teachers need to use stress reduction techniques to manage students' stressful situations and support needs. 9) Teachers need to participate in stress reduction-related seminars and training programs. 10) Teachers need financial support to develop and share effective stress reduction resources. The completeness and correctness of the strategic management guidelines was reviewed for item-objective congruence (IOC) by three specialists, with IOC values ranging from 0.67 to 1.00 indicated that the developed strategic management guidelines for lessening stress for college students were suitable to enhance college students.

PDCA Analysis

The PDCA model, also known as the Plan-Do-Check-Act model, is a tool for continuous improvement in management that is used to systematically address issues and enhance processes. When it comes to strategically managing stress among college students, the PDCA model can be utilized to develop and execute effective stress reduction strategies. There are six steps that can be taken at each stage:

1. Planning: Identify issues by pinpointing specific problems related to stress reduction among college students (such as academic pressure, time management, etc.). Establish clear and measurable goals for reducing stress (e.g. decreasing anxiety levels by 10%). Analyse the specific needs and stressors of college students through surveys and data analysis. Develop action plans and strategies for reducing stress (e.g. introducing coaching services or time management training). Allocate resources by planning out the necessary budget and resources required (e.g. hiring a counsellor, purchasing a stress management tool, etc.). Create a detailed timeline for implementation with key milestones outlined.

2.Do: Carry out the stress reduction strategies and action plans that have been developed (such as organizing workshops and offering psychological counselling). Training: Provide training for relevant staff (e.g. teachers, counsellors) to ensure they understand and can support stress reduction strategies. Promotion: Advertise stress reduction resources and activities on campus and through social media. Support: Make sure that college students have access to the support and resources they need (such as online counselling platforms). Monitor progress: Regularly monitor the implementation progress to make sure it is on track. Gather feedback: Collect feedback from college students and staff members to assess the impact of the implementation. Implementation plan: Implement the developed stress reduction strategies and action plans (such as conducting workshops and providing psychological counselling). Trainers: Train relevant personnel (e.g.

teachers, counsellors) to understand and support stress reduction strategies. Promotion: Promote stress reduction resources and activities through campus publicity and social media. Provide support: Ensure that support and resources (such as online counselling platforms) are available to college students as needed. Track progress: Regularly track the progress of implementation to ensure that the strategy is proceeding according to plan. Collect feedback: Collect feedback from college students and related personnel to understand the implementation effect.

3. Check: Evaluate the effectiveness of the stress reduction approach to determine if the intended goals have been achieved. Data examination: Perform a thorough review of the data to identify any discrepancies from the set targets. Problem recognition: Recognize obstacles and issues faced during the execution phase (such as insufficient resources or limited participation). Gathering feedback: Gather input and recommendations from participants and management. Comparison of results: Contrast actual results with anticipated objectives to gauge the efficacy of the approach. Summary of experience: Recapitulate accomplishments and insights gained from the implementation process for future enhancements.

4. Act: Adjust strategies: Adjust and optimize stress reduction strategies and plans based on the results of the inspection phase. Update Plan: Revise and update the action plan to address identified issues and improve effectiveness. Strengthen training: strengthen the training of relevant personnel according to the feedback to improve the implementation effect of the strategy. Improve resources: Improve resource allocation based on requirements and feedback (e.g. add support services, optimize tools). Scale-up implementation: If the strategy is effective, consider rolling it out on a wider scale (e.g. school-wide). Reevaluate: Periodically reevaluate and update your stress reduction strategy to maintain its effectiveness and relevance.

Through the application of PDCA model, the stress reduction strategy of college students can be continuously optimized to ensure its effectiveness and adaptability to better support the mental health and academic performance of college students.

College students are faced with a lot of pressure, including academic pressure, and social pressure, so effective stress reduction management is very important to protect their physical and mental health. The purpose of this guide is to provide a set of systematic stress reduction strategy management guidance for students and teachers in Bazhong Vocational and Technical College, to help college students cope with stress and improve their mental health level.

1. Stress Evaluation and Analysis

1.1 Assessment of academic pressure

Academic stress assessment refers to the systematic and comprehensive assessment and analysis of the pressure faced by college students in the learning process. The purpose of this assessment is to gain an in-depth understanding of the various academic stressors faced by students and quantify the extent of their impact to develop effective strategies and measures to reduce stress.

(1) Determine the object and scope of assessment: First of all, it is necessary to determine which groups of college students are the object of assessment, and what aspects are included in

the scope of assessment, such as class load, exam pressure, learning motivation, etc.

(2) Data and information collection: Data and information related to college students' academic pressure were collected through questionnaires, interviews, and student files, including sources, frequency, intensity, and influence of pressure.

(3) Analysis of stressors and influencing factors: Conduct an in-depth analysis of the collected data to identify the main sources and influencing factors of college students' academic pressure, such as academic requirements, time management, competitive pressure, etc.

(4) Quantifying stress level: According to the evaluation results, different dimensions of academic stress are quantified, and appropriate scales or indicator systems are used to assess students' stress level, to more accurately understand students' stress status.

(5) Identify vulnerable groups and focus on targets: Through assessment, specific vulnerable groups or students under greater pressure can be identified to provide targeted support and help.

(6) Develop strategies and measures to reduce stress: Based on the evaluation results, develop targeted strategies and measures to reduce academic pressure, including measures to improve teaching quality, provide psychological counseling, strengthen learning guidance, and optimize curriculum Settings.

(7) Continuous tracking and evaluation: Regular tracking and evaluation of student's academic pressure, timely adjustment, and optimization of stress reduction measures to ensure their effectiveness and sustainability.

1.2 Assessment of social stress

Social stress assessment refers to the systematic assessment and analysis of various pressures and challenges faced by individuals in social communication. This assessment aims to understand the sources of stress experienced by individuals in social interactions, the extent of stress, and the impact on their emotional and mental health, to provide targeted support and help for individuals. Social stress assessment usually involves the investigation and analysis of individual social relationships, social occasions, interpersonal skills, social anxiety level, coping strategies, etc., to comprehensively understand the adaptive ability and needs of individuals in the social environment, and provide effective stress reduction measures and mental health support for them.

(1) Stress assessment on social occasions: For different social occasions, the degree and impact of stress on college students are assessed. For example, to assess the social pressure of students on different occasions such as class, club activities, family gatherings, etc., to understand their coping ability and emotional state in different situations.

(2) Quality assessment of interpersonal relationships: The quality of students' interpersonal relationships is assessed, including intimacy, support, conflict, etc. By assessing students' relationships with family, friends, classmates, and teachers, we can understand the challenges and pressures they face in social interactions.

(2) Social anxiety and self-cognition assessment: students' social anxiety level and self-cognition were assessed. Social anxiety refers to the tension and anxiety generated in social situations, while self-cognition refers to the recognition and evaluation of one's performance and

expression in social interactions. By assessing these factors, it is possible to understand how students feel and cope with social pressure.

(3) Assessment of social support and coping strategies: assessment of students' social support systems and coping strategies. Social support includes support and help from family, friends, classmates, and teachers while coping strategies refer to the coping methods and strategies students adopt in the face of social pressure. By assessing these factors, students can be provided with better social support and coping advice to reduce their social stress.

1.3 Mental health assessment

Mental health assessment is a systematic process designed to assess an individual's mental state, emotional state, and level of mental functioning. It assesses an individual's mental health by collecting, analyzing, and interpreting a variety of psychological and behavioral data, including the presence, severity, and impact on life and social functioning of psychological problems.

(1) Ecosystem model: This model holds that an individual's mental health is influenced by both internal factors (such as personal traits and emotional states) and external factors (such as family environment and social support). Mental health assessment should consider the interaction between individuals and the external environment to understand the impact of the external environment on mental health, to formulate targeted intervention measures.

(2) Coping model of stress: This model highlights the individual's process of dealing with stressful events, including their cognitive assessment of such events, emotional reactions, and strategies for coping. The assessment of mental health can evaluate an individual's mental well-being and their ability to handle stress by examining how they perceive and manage stressors.

(3) Model of mental health resources: This model suggests that mental health encompasses not only the absence of mental health issues but also includes positive mental resources and capabilities. When assessing mental health, the focus should be on individuals' positive mental resources, such as self-confidence, social support, and positive emotions, in order to enhance their overall level of mental well-being.

2. Stress reduction goal setting and strategy planning

(1) Goal setting: Accurately define the overall direction and specific indicators of decompression work based on the assessment of the stress status and requirements of college students. When setting goals, it is necessary to ensure that they are specific, quantifiable, and in line with the actual situation and needs of students.

(2) Strategic planning: Formulate appropriate development strategies in accordance with the determined stress reduction goals. Strategic planning should take into account the characteristics and needs of different student groups, including academic, social, and mental health aspects, and adopt targeted multi-level measures.

(3) Resource allocation: Allocate human, material, and financial resources required for the implementation of the decompression strategy rationally to ensure that the work is fully supported, thereby enhancing the implementation effect and efficiency.

(4) Monitoring and evaluation: Establish a monitoring and evaluation mechanism to

regularly inspect the progress of decompression work. Identify existing problems in a timely manner and make adjustments and improvements to ensure the smooth progress of the work and achieve the expected results.

According to the review, goal setting and strategic planning of stress reduction refer to the process of specific planning and formulation of stress reduction work for college students, aiming to promote the effective implementation and continuous improvement of stress reduction work through the steps of clarifying goals, formulating strategies, allocating resources, monitoring, and evaluation.

3. Resource support and construction

Resource support and construction refers to the provision of various necessary resources and conditions for the realization of specific goals or tasks, and through continuous input and improvement, to ensure that these resources can continuously meet the needs and play the maximum role. In the strategic management of college students' stress reduction, resource support and construction include the provision of human, material, financial, social, and network support and other aspects, aiming at providing comprehensive mental health services and support for college students to help them cope with stress effectively and improve their mental health status.

(1) Mental health resource construction

Establish mental health centers or counseling service institutions for college students to provide psychological counseling, psychological counseling, psychological testing, and other services. Train professional mental health service providers to ensure quality mental health support.

(2) Learning resource optimization

Provide quality learning resources and facilities, including libraries, laboratories, study rooms, etc., to meet the learning needs of students. Develop curriculum and teaching methods to promote students' active participation in learning and reduce academic pressure.

(3) Social support network construction

Establish student social support network platforms, including online social platforms and offline activity organization, promote communication and support among students, establish cooperative relations with social organizations and volunteer groups, and expand social support resources.

(4) Family education support platform

Schools or family education centers have been set up to provide parents with mental health education, family relationship guidance, and other services, as well as parent classes and parent-child activities, to enhance communication and understanding between parents and children.

(5) Integration of community service resources

Cooperate with community health service centers and community organizations to carry out mental health publicity, education, and consultation services, and use community resources to hold health promotion activities, mental health lectures, etc., to popularize stress reduction

knowledge and skills.

(6) Personal development platform construction

Provide personal development guidance and counseling services, including career planning, leadership training, emotional management, and other aspects of training and build a student association organization platform, encourage students to participate in various interest and professional associations, enrich after-school life, and release pressure.

(7) Diversified health services

Provide sports, art performances, handicrafts, and other diversified health service projects, enrich students' extracurricular life, and create mental health activity day, health week, and other theme activities to enhance students' attention to health and participation.

(8) Establish an evaluation and monitoring system

Establish a sound evaluation index and monitoring system, conduct regular evaluation and research on various resource support and construction work, evaluate the results to adjust resource allocation and service strategies, and constantly improve the quality and effect of resource support.

4. Stress reduction practice and skill development

Decompression goal setting and strategy planning is the process of planning and formulating specific goals and implementation strategies for college students' 'decompression work. In this process, by analyzing the stressors and problems faced by college students, specific and actionable targets for reducing stress are formulated, and corresponding implementation strategies and measures are proposed to achieve the purpose of reducing the pressure on college students and improving their mental health.

(1) Stress management skills training:

Provide stress management training courses, teach effective stress management skills, such as time management, emotional regulation, and problem-solving, and organize stress management practice activities, such as meditation, relaxation training, yoga, etc., to help students learn to relax their body and mind and regulate their emotions.

(2) Improvement of emotion management and expression ability:

Emotional management workshops are conducted to cultivate students' emotional cognition and emotional expression ability, help them better deal with emotional problems, and provide channels and platforms for emotional expressions, such as mood diaries, emotion sharing groups, etc., to encourage students to actively express their emotions and release emotional pressure.

(3) Social skills training and practice:

Set up social skills training courses, teach effective communication, interpersonal skills, and other social skills, improve students' social ability, and organize social practice activities, such as teamwork, leadership training, public speaking, etc., to promote students' good interaction with others and reduce social pressure.

(4) Self-adjustment and self-growth:

Provide self-adjustment guidance, teach students how to know themselves, accept

themselves, and find a suitable development path, carry out self-growth training camps and psychological growth courses, guide students to discover their potential, build self-confidence, and enhance their ability to cope with pressure.

(5) Mental health knowledge popularization and publicity:

Organize lectures and publicity activities on mental health knowledge, popularize mental health knowledge to students, improve their cognitive level of mental health, and produce publicity materials and multimedia displays, such as posters, videos, etc., to disseminate mental health knowledge in various forms and improve students' mental health literacy.

(6) Cultivate a positive life attitude:

Promote positive attitude and optimistic attitude towards life, guide students to establish a positive outlook on life and values through positive psychological construction courses and case sharing, and provide psychological counseling and personal counseling services to help students rid of negative emotions, regain confidence in life, and establish a positive attitude towards life.

(7) Healthy lifestyle development:

Promote a healthy lifestyle, including good eating habits, adequate sleep, moderate exercise, etc., to help students maintain physical and mental health and set up a healthy life guidance center to provide health consultation and health management services to guide students to develop a healthy lifestyle.

5. Evaluation and improvement

Evaluation and improvement refer to the process of systematically checking and analyzing the effectiveness and quality of the decompression work to find problems, improve the work, and continuously optimize the decompression work. Evaluation and Improvement aim to ensure the effectiveness and applicability of stress reduction strategies and to continuously improve the effectiveness and quality of stress reduction efforts through the collection, analysis, and interpretation of data. In the Guidance Manual of College Students' Stress Reduction Strategy Management, the evaluation and improvement model adopt the PDCA (Plan-Do-Check-Act) cycle model to ensure continuous improvement and optimization of stress reduction work.

Through the repeated implementation of the PDCA model, the effect and quality of decompression work can be constantly evaluated, problems can be found in time and measures can be taken to improve, to achieve continuous management and optimization of college students' decompression work.

Discussion

To promote understanding of students' mental health, teachers have observed that students are more likely to understand abstract concepts and complex knowledge when learning mental health courses. This finding highlights the role of mental health courses as learning facilitators, especially when dealing with challenging topics. It emphasizes the potential of mental health to enhance understanding and knowledge retention. One surprising finding was that teachers agreed that students' interest and motivation to learn increased significantly after using mental health lessons in the classroom. This unanimous agreement demonstrates a strong consensus

among educators on the positive impact of mental health courses on student engagement. This kind of consistency isn't common in education research, which makes this finding notable. The findings strongly support the hypothesis that the strategic integration of mental health curriculum technology in educational practice has a positive impact on student engagement and teaching efficiency. Both students and teachers acknowledged the benefits of technology, emphasizing its role in improving the overall educational experience. There were no significant differences between the findings and the study hypothesis. However, potential areas for improvement can be explored based on identified gaps and needs, such as the need for more comprehensive guidelines and tailored mental health class training programs.

The importance of stress reduction for college students in terms of mental health. Both students and teachers recognize its positive impact on stress reduction outcomes and mental health education. The identified gaps and needs, especially in terms of comprehensive guidelines and increased training in mental health education, have provided Bazhong Vocational and Technical College with feasible insights to strengthen integrated strategies for stress reduction among university students and ensure the establishment of a more skilled and engaged mental health guide for stress reduction. Mental health education and well-designed stress management strategies are crucial for supporting college students' well-being. It calls for greater efforts from educational institutions to implement effective programs and resources to help students manage stress and maintain good mental health. This summary covers the main points of the article, focusing on the importance of mental health education and effective strategies for stress management in college settings. In conclusion, the findings from these studies underscore the importance of comprehensive mental health education and mindfulness-based interventions in managing stress among college students. By addressing both practical and psychological aspects, educational institutions can significantly improve students' ability to cope with stress and enhance their overall well-being.

According to Zhang (2022, pp. 3037-3041) conducted role of peer group in college mental health education. The findings include that the biggest category of the challenges that, in the new period of college students mental health education in the overall quality education of the role is increasingly prominent, The importance of college students' mental health education is self-evident, and peer group plays a positive role in improving the level of college student's mental health education. At present, colleges and universities should correctly recognize the importance of peer teams in college students' mental health education and pay attention to the construction of a perfect peer counsel team. We should compile the work manual of peer psychological education and innovate the methods of peer psychological education in colleges and universities to maximize the role of peer teams in college students' mental health education, ultimately improving the quality and level of college students' mental health education, and lay a solid foundation for colleges and universities to cultivate high-quality talents with healthy physical and psychological development.

Zhu (2023, pp. 232-236) conducted mental health education for college students in

psychological resilience. The findings include that the biggest category of the challenges that such positive mental qualities can be cultivated requires continuous casting under the interaction of individuals and the environment to form positive qualities as tough as iron. As a side of positive psychology, mental toughness is crucial for the mental health education of college students, which can not only improve their mental health level but also benefit their overall development. As a part of positive psychology, mental resilience is of great significance to enrich the content of traditional mental health education and to diversify educational approaches.

Suggestion

This research has essential contributions to practical applications or fields, which are reflected in the following aspects:

1. Improve the quality and effect of mental health education, curriculum integration: The research results encourage universities to integrate mental health education into the curriculum system and provide systematic mental health knowledge and skills training. This includes lectures, workshops and courses to help students identify and cope with psychological stress. Professional training: Training for mental health educators increases their capacity to support students more effectively.

2. Optimize stress management interventions, mindfulness intervention: Studies have shown that mindfulness intervention can effectively reduce stress in college students. Colleges and universities can introduce methods such as mindfulness meditation and breathing exercises as part of campus mental health programs. Practical tools: Develop and promote effective stress management tools and techniques, such as emotional regulation techniques, time management strategies, and relaxation exercises.

3. Promote universal access to mental health services, counseling Services: Research supports the provision of more counseling and counseling services on campus so that students can get timely help. Mental health resources: Establish an online mental health resource platform, provide self-help tools and remote counseling services, and increase students' access to psychological support.

4. Promote a supportive campus environment, peer support networks: The study recommends the establishment of student support groups and peer support systems to encourage support and communication among students. Campus culture: Create an open and inclusive campus culture that reduces stigmatization of mental health issues and increases students' willingness to seek help.

5. Strengthen cooperation with communities and professional institutions, cross-sectoral collaboration: Colleges and universities can collaborate with community organizations and mental health professionals to integrate resources and jointly develop mental health promotion activities. Community engagement: Introducing community mental health services and support networks to provide additional support and resources for students.

6. Improve the overall quality of life of students, academic performance: Improve students' academic performance and learning efficiency by reducing pressure, and reduce academic problems caused by pressure. Life satisfaction: enhance students' life satisfaction and happiness, and improve their comprehensive mental health level.

References

- Chen, P. (2020). Dilemma and path of psychological crisis prevention and intervention. **Journal of Wuhan Business School**, 83-86.
- Cronbach, L. J. (1951). Coefficient Alpha and the Internal Structure of Tests. **Psychometrika**. 16(3), 297-334.
- Du, Y., et al. (2021). The relationship between parental differences, psychological congruence and adolescents' psychological resilience. **Chinese Journal of Clinical Psychology**, 29(2), 292-337.
- Huang, C., et al. (2019). **Journal of Hubei University of Education** 36 (2)46-68
- Shi, G., Cui, L., & Zheng, R., (2013). Stress, emotion and psychological resilience of college students. **Chinese Journal of Mental Health**, 27(9), 703-708.
- Srisa-ard, B. (2002). Basic Research. Bangkok: Suveeriyasarn.
- Wang, R. (2013). Practical strategies of integrating Red postal culture into ideological and political education in colleges and universities from the perspective of psychology. **Progress in Psychology**, 13(7), 2803-2809.
- Wei, X. (2023). The Application of Narrative Therapy in the psychological counseling of college Counselors [J]. **Progress in Education**, 13(3): 1446-1450.
- Yamane, T. (1973). **Research Methodology/Sample Size**. Florida: University of Florida.
- Zhang, X. (2022). Exerting the Role of Peer Group in Mental Health Education in Colleges and Universities. **Frontiers of Social Sciences**, 11(7): 3037-3041.
- Zhu, T. (2023). An analysis of the causes of anxiety among college students and its coping strategies. **Progress in Psychology**, 13(7), 2843-2849.
- Zhuo, D., Ma, G., & You, X. (2021). The relationship between psychological stressors and stress experience in Xizang University Students: the mediating and moderating role of psychological capital. **Journal of Xizang University** (Social Sciences Edition), 36(3), 229-234