



Factors that affect the mental health of undergraduate students

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ABSTRACT: The mental health issues of undergraduate students have a certain degree of complexity and mental health education for undergraduate students is an inevitable requirement for talent cultivation in universities (Zhang, 2022) With the rapid development of society and the accelerated pace of life, contemporary college students are facing increasing academic, emotional, and employment pressures. Psychological health education for undergraduate students cannot be ignored (Zhang, 2022) There are a series of problems in undergraduate students' mental health education, such as insufficient attention, insufficient teachers, single channel, insufficient model innovation, imperfect system, poor pertinence, and insufficient investment in education funds (Zhang, 2022; Jin, 2022; Liu, 2022; Shao et al., 2019) This article reviews previous research on four variables: social support, family environment, self-concept, and mental health of undergraduate students.

KEYWORDS: Mental health, Social support, Family environment, Self-concept.

I. INTRODUCTION

According to the National University Health Assessment, students have increased symptoms of depression and anxiety, which burdens their learning excessively (Bauer, 2021). More and more students with mental health disorders, especially anxiety disorders, are entering the campus. Anxiety disorder can negatively impact undergraduate students' academic performance (Pierce, 2020). Against the backdrop of the healthy development of China's social market economy, the level of mental health has become one of the important standards for society to measure and evaluate talents. The level of mental health is not only related to students' life, learning, and success, but also to the overall quality of talent cultivation in China, affecting the effectiveness of China's socialist modernization construction (Yang, 2022). As the main battlefield

of psychological education in universities, the course of psychological health education for undergraduate students is an important component of the talent cultivation system and an important educational element of ideological and political education in universities in the new era (Mao et al., 2022; Zhang, 2022).

The age group of undergraduate students is not only an important period for human physical and mental development, but also a critical period for self-improvement and maturity of undergraduate students (Zhang, 2022). The characteristics of current undergraduate students are the coexistence of independence and dependence, conflict between ideals and reality, strong self-awareness, and poor self-control ability. The external environment greatly influences them and are prone to intellectual and psychological problems. In recent years, there have been frequent cases of suspension, dropout, and suicide in universities due to ideological or psychological issues. Psychological health education for college students has received unprecedented attention, and after years of development, it has gradually formed its own professional field (Zhang, 2022). The number of students with mental health disorders, especially anxiety disorders, who enter the campus has increased (Zhang, 2022). Anxiety disorder can negatively impact undergraduate students' academic performance (Pierce, 2020).

II. SOCIAL SUPPORT

Although there are still differences in the definition of social support among experts in related fields, by reviewing previous research literature, a general evaluation indicator with summary significance can still be drawn: (1) the structural characteristics of social support systems, mainly covering the number and type of social interaction of a person, as well as the total number of people who have social connections with a person. The former is also known as a social network, which includes relationships such as family, friends, colleagues, and partners, while the



latter includes, for example, the number of students' classmates or teachers. By comparison, we can determine the significance and status of social relationships in individual social life, and demonstrate the relationships between social supporters. (2) The connotation and characteristics of social support mainly include psychological support such as comfort, experience, recognition, and companionship provided by other external personnel when individuals fall into negative emotions when facing difficulties and setbacks, as well as problem-solving suggestions, or behavioral support for collective relaxation and entertainment (Zhao, 2021).

Overall, a more complete definition is to view social support as a comprehensive concept with multiple structures. The essence of social support is the integration and utilization of various social resources. Generally speaking, social support is a closely related entity rather than an isolated individual. In this study, social support refers to the connection formed between the supported person and surrounding individuals and organizations, which can be divided into three aspects: objective support, subjective support, and individual utilization support. Social support often directly affects an individual's mental health level, enabling them to maintain good physical and mental health (Zhao, 2021).

2.1 THE RELATIONSHIP BETWEEN SOCIAL SUPPORT AND MENTAL HEALTH

Human beings live in a social network structure composed of multiple agents, and various cases have proven that when individuals leave society, it can cause serious damage to their physical and mental health (Xu, 2022). In a person's life process, especially when facing complex affairs and heavy life pressure, social support can provide support or alleviate the tension and negative effects of significant stress in a reasonable way. The current discussion on social support in the industry further indicates that good social support can help individuals effectively cope with external life pressures and have a positive impact on their mental health (Zhang et al., 2022).

According to literature analysis in the past five years, there have been few studies on social support and the mental health of college students. Most of them are articles on happiness (Xu, 2022; Wang, 2022), emotional intelligence (Wang et al., 2022), family environment (Zhang et al., 2022), and social support and undergraduate mental health. Scholar Xu (2022) conducted a questionnaire survey on 650 undergraduate students using the

Mental Happiness Questionnaire, General Mental Health Questionnaire, and Perceived Social Support Scale to explore the relationship between undergraduate students' mental well-being and mental health, as well as the role of perceived social support in the relationship between the two. The results showed that the average scores of undergraduate students' mental well-being and perceived social support were higher than the theoretical median, while the average scores of undergraduate students' mental health were lower than the theoretical median; There is a significant relationship between the psychological health, social support, and mental well-being of undergraduate students. Psychological health not only directly affects the mental well-being of college students, but also social support has a significant mediating effect between psychological health and mental well-being of undergraduate students. Research has shown that the surveyed undergraduate students have generally good mental well-being, social support, and mental health status. Meanwhile, mental health can not only directly affect the mental well-being of undergraduate students, but also indirectly affect their psychological well-being through perceived social support.

Scholar Wang (2022) explored the relationship between overall happiness and social support in single parent families, as well as the mediating role of mental health in the relationship between overall happiness and social support. The results indicate that there is a significant difference in overall happiness between freshmen from single parent families and those from non single parent families, with significant differences in certain dimensions of social support, and no significant differences in mental health. The social support of freshmen from single parent families positively predicts their overall happiness through a partial mediating effect of mental health. The social support dimension and subjective support dimension of single parent families' freshmen use partial mediating effects of depression, somatization, and anxiety dimensions in psychological health to negatively predict their overall happiness. Wang et al. (2022) explored the role of social support in the emotional intelligence and mental health of left behind college students, providing reference for improving their mental health. Conclusion: There is a significant correlation between emotional intelligence and mental health status of undergraduate students with left behind experiences, and psychological health status can be predicted through the mediating effect



of social support; Gender plays a regulatory role between emotional intelligence and mental health, with girls' emotional intelligence having a significant impact on mental health.

Zhang et al. (2022) explored the mediating role of social support between the family environment and mental health of undergraduate students. The results indicate that factors such as depression, interpersonal sensitivity, and anxiety in undergraduate students' mental health are significantly negatively correlated with the intimacy and organization of their family environment, and positively correlated with the utilization of support in subjective support, objective support, and social support. There is a significant negative correlation; intimacy and organization in the family environment are positively correlated with the utilization of subjective support, objective support, and social support; Social support plays a partial mediating role between family environment and mental health levels.

III. SELF-CONCEPT

Self-concept refers to the comprehensive nature of an individual's self-understanding of the world and their social relationships. Self-concept has organizational and structural characteristics in both structure and function. At the same time, its content also reflects an individual's understanding of their own existence and surrounding relationships (Han, 2021). Self-concept is the sum of an individual's multiple perceptions of oneself, reflecting the level of self-awareness and even the development of self-awareness. It has a profound impact on self-experience and self-regulation (Xue, 2021).

Based on domestic and international research, this study believes that the concept of 'I' refers to an individual's experience and understanding of the environment, which is a subjective evaluation of their physiological, environmental, and social functions. The following is a literature review on the relationship between self-concept and mental health, social support, and family environment.

3.1 THE RELATIONSHIP BETWEEN SELF CONCEPT AND MENTAL HEALTH

Self concept can have an impact on mental health. According to American psychologist Erikson, self-concept is a self-perceived attitude that includes two levels: the true self and the ideal self (Lin, 2019). If a person experiences

psychological biases, it may lead to the occurrence of mental illness problems. Another American psychologist, Christian Erikson, believes that a clear self-concept is extremely important during adolescence. If there is a clear development direction, then there is a foundation for smooth future development. On the contrary, it will be based on life goals. Lack of it can bring a psychological feeling of hesitation and loss. All of this demonstrates the important impact of self-concept on mental health. Psychological health can also have an impact on self-concept. The research results indicate that the higher an individual's level of self-concept, the easier their mental health is to develop, and unclear self-concept is a contributing factor to the decrease in mental health (Lin, 2019).

Regarding the study on the relationship between self-concept and mental health, Wang et al. (2022) randomly selected 372 undergraduate students as the research subjects and used a questionnaire method to investigate the relationship between family income and mental health of undergraduate students, exploring the role of self-concept and collective self-esteem in it. The results show that: (1) family income is significantly positively correlated with the mental health status of undergraduate students, and self-concept plays a partial mediating role in the relationship between the two; (2) Collective self-esteem regulates the relationship between family income and the mental health of undergraduate students. Undergraduates with low levels of collective self-esteem are more susceptible to the impact of family income on their mental health. The results indicate that improving the collective self-esteem level of low-income undergraduate students can effectively improve their mental health status. Dong et al. (2020) explored the impact and pathways of empathy and self-concept on the mental health of college freshmen, providing a basis for conducting relevant health education and psychological counseling. A survey was conducted on 596 freshmen from 5 universities in Jiangsu Province using the College Student Perception Questionnaire (CSGS), Tennessee Self Concept Scale (TSCS), and Kessler Psychological Symptom Scale (K-10). The results showed that there was a statistically significant difference in the scores of empathy and self-concept among undergraduate freshmen in terms of gender. Women had a higher level of empathy than men ($t=-2.05, P<0.05$), and men had a higher self-concept score than women ($t=1.30, P<0.05$); There was a significant positive correlation between freshmen's feelings and self-concept scores ($r=0.51, P<0.001$), while the two were significantly



negatively correlated with the total score of the psychological symptom scale ($r=-0.30, -0.52; P<0.001$); There is a partial mediating effect of self-concept on the inhibitory effect of undergraduate freshmen's feelings on mental health risks, with the mediating effect accounting for 61.89% of the total effect. Conclusion: Undergraduate freshmen's feelings both directly and indirectly suppress their mental health risks through good self-concept.

3.2 THE RELATIONSHIP BETWEEN SELF CONCEPT AND SOCIAL SUPPORT

When an individual's level of social support is low, negative self-concept can lead to anxiety, while when the level of social support is high, the relationship between self-concept and anxiety is not significant, meaning that high levels of social support can buffer the predictive effect of negative self-concept on anxiety (Liu et al., 2022). Regarding the study of the relationship between self-concept and social support, Liu et al. (2022) proposed a moderated mediation model, Examining the mediating process of low self-concept predicting anxiety, which in turn leads to mobile phone addiction among undergraduate students, and the buffering effect of social support on the aforementioned mediating mechanisms. The study used 503 undergraduate students as participants to measure their self-concept, anxiety, social support, and mobile addiction behavior using the Self Cognition Survey Scale, Depression Anxiety Stress Scale, Social Support Questionnaire, and Smartphone Addiction Scale. The results showed that: (1) after controlling for the influence of gender, self-concept negatively predicted college students' mobile phone addiction behavior; (2) Anxiety plays a significant mediating role in the predictive effect of self-concept on mobile phone addiction; (3) Social support cushions the impact of self-concept on anxiety. When an individual's level of social support is low, negative self-concept can lead to anxiety, leading to mobile phone addiction; When the level of social support is high, the relationship between self-concept and anxiety is not significant, that is, high levels of social support can buffer the predictive effect of negative self-concept on anxiety, thereby reducing the occurrence of mobile phone addiction behavior.

3.3 THE RELATIONSHIP BETWEEN SELF CONCEPT AND FAMILY ENVIRONMENT

Self-concept refers to an individual's multifaceted evaluation of their own behavior, which plays a guiding and regulating role in

children's physical and mental development. Among the many factors that affect self-concept cognition, the family environment plays a crucial role (Lv et al., 2019). According to literature analysis, research on self-concept and family environment mostly focuses on primary and secondary school students and special groups (Lv et al., 2019; Tang, 2021; Zhang, 2022; Zhao; 2022; Wang et al., 2023), with little research on undergraduate students. Lv et al. (2019) selected rural children L as the research object and investigated their self-concept cognition through interviews and self description questionnaires. And through observation and multiple interviews with parents, the characteristics of implicit and explicit factors in family education were explored. Research has found that children have different cognitive characteristics towards general self-concept, academic self-concept, and non academic self-concept. Meanwhile, the implicit and explicit factors of family education have different impacts on children's self-concept cognition at different levels. Tang (2021) used a questionnaire survey method to obtain research data, selecting a special education school in Changsha City, three blind schools outside Hunan Province, and one ordinary high school in the city as the distribution locations for this survey. Except for students in the high school age group selected by ordinary high schools, other schools have selected visually impaired students from middle school and above as the survey subjects. Based on the survey results, the basic emotional health status of visually impaired students was analyzed, as well as whether they were influenced by self-concept and family environment.

Wang et al. (2022) randomly selected 372 undergraduate students as the research subjects and used a questionnaire survey method to study the relationship between family income and the mental health of undergraduate students, and explored the role of self-concept and collective self-esteem in it. Zhao (2022) explored the relationship between family function, self-concept, coping styles, and peer relationships from the perspective of the family, and verified the chain mediating effect of self-concept and coping styles. Provide rational suggestions for improving and enhancing high school students' peer relationships from the perspectives of family, self, and coping styles in the face of setbacks.



IV. FAMILY ENVIRONMENT

Taking Vernon as an example, scholars from various countries have different understandings of the concept of family environment. The concept of family environment was first proposed by Vernon (1969) in his book "Knowledge and Cultural Environment". He believed that family environment usually refers to the learning environment and conditions created by the family for the educated, such as a certain learning place, appropriate books, equipment, and necessary living protection. From this, it can be seen that Vernon's understanding of the family environment at that time only remained at the material level, or rather static characteristics, such as the material and background of the family. This definition may be relatively narrow as it does not pay attention to the possible existence of a family environment. Subsequent research found that the family environment not only includes the material environment but also the spiritual environment (Zhang, 2019; Song, 2019).

The emergence of the Family Environment Scale has shifted research on the entire family environment towards studying each component. In addition, renowned American psychologists R. Moss and B. Moss compiled the "Family Environment Scale" in 1981. In order to better meet the national conditions, scholars such as Zou Dinghui improved and revised it in 1991, which has good reliability and effectiveness. Song (2019) pointed out that Chinese scholars have a narrow and broad understanding of family environment. Narrowly defined family environment refers to the factors that spontaneously affect the individual development of minors, in addition to the educational activities of parents and other elders in the family. It can be summarized as the material environment, psychological environment, and cultural environment. The psychological environment is also known as the family psychological atmosphere.

Summarizing scholars' understanding of family environment, it can be roughly divided into three categories: the first type, represented by Wu Jianqing and Guo Weiqing, believes that family environment is a specific overall atmosphere formed by the relationships between people in the family; The second type, represented by He Jian, Tan Jiequn, Wu Qicheng, Li Wu, and Fang Mingjun, believes that the family environment is divided into material and spiritual environments; The third type, represented by Yao Chunrong, believes that the family environment refers to the

family education environment, which refers to all conscious or unconscious educational processes (Song, 2019). In order to distinguish from the family environment included in previous concepts such as family structure, socio-economic status, and differentiation of family systems, family environment specifically refers to the soft environment of the family, including intimate relationships, emotional expression, contradictions, and independence (Song, 2019). The family environment studied in this article is a general term for the factors that affect the mental health development of children in the family.

4.1 THE RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND MENTAL HEALTH

The family is the birthplace and basic environment of an individual, playing a crucial role in their physical and mental development and health (Song, 2019). The focus of attention on the family environment first focuses on children and adolescents, such as exploring the relationship between the family environment and children's growth, as well as the relationship between the family environment and adolescent problem behavior. However, most research focuses on the discussion of the external environment of the family, mainly involving the economic status of the family, parents' occupation and family sources. With the deepening of research, researchers have begun to pay attention to the family environment. Promoting in-depth theoretical research is inseparable from the development of measurement tools, and the home environment is no exception. The study of the family as a whole system began in 1981 when the "Family Environment Scale" was released, which fully reflected the family environment. The overall characteristics of the family and the interactions among its members. So far, research on the internal environment of families has been increasing, and the scope of research has expanded from children and adolescents to undergraduate students and special groups. The research topic involves the impact of family environmental systems on individual psychology, behavior, and other aspects (Song, 2019).

The research on family environment and mental health mainly focuses on the impact of individual mental health and personality. Based on the macro and micro theoretical frameworks of the relationship between environment and individual development in developmental psychology research, Song (2019) explored the impact of various dimensions of family factors on the mental



health of college students from an ecosystem perspective. This study conducted a sampling survey on 785 undergraduate students from 16 universities across the country, focusing on collecting information on various family factors among undergraduate students. This article analyzes the effects of long-distance environment (family structure, family socio-economic status) and proximity environment (family institutional differentiation, family environment) on the mental health of college students. A family ecosystem model for the mental health of college students has been constructed. At the same time, the mediating effect of family environment and family institutional differentiation on the psychological health of college students was studied. Finally, through case analysis, in-depth analysis is conducted on the family factors that affect the mental health of college students, and ideas and suggestions are proposed for the direction and strategies of psychological counseling. Through empirical analysis and case studies, this study explores the individual differences in the mental health level of college students from the perspective of family factors, providing suggestions and strategies for the development of mental health education in universities. Zhang (2019) explored the relationship between the family environment, learning adaptability, interpersonal adaptability, and mental health of senior freshmen from the perspective of ecosystem theory, providing targeted references for promoting the effective implementation of school mental health education. The study selected the Family Environment Scale, Learning Adaptability Test, Middle School Students' General Interpersonal Relationship Test, and Mental Health Diagnosis Test as research tools, and used cluster sampling method to test 661 first grade students from a middle school in Jinan. Evaluate students' family environment, learning adaptability, interpersonal adaptability, and mental health status using SPSS 23.0 for descriptive statistics, difference analysis, correlation analysis, and regression analysis. Liu (2020) studied the impact of family factors on the mental health of college students and proposed strategies. Li et al. (2021) conducted a questionnaire survey using Hunan University of Traditional Chinese Medicine as an example to fully understand the correlation between the family environment of undergraduate Chinese medicine students and their mental health. Guo (2021) comprehensively explored the impact of family environment from a typical negative family environment (parental conflict) and positive

environment (family function), and explored the relationship between adolescent psychological quality and external social support in the impact of family environment on the depression effect of middle school students. Miao (2022) conducted a questionnaire survey on 653 high school students in Shijiazhuang, Hebei Province, and collected 600 valid questionnaires. This study aims to understand the current development status of high school students' mental health literacy, and explore the relationship between high school students' mental health literacy and family dynamics, school atmosphere, and self-efficacy in coping with psychological problems.

V. MENTAL HEALTH

Most schools have established a new era of mental health screening mechanisms for undergraduate students, such as using a large number of tables and questionnaires to evaluate their mental health status, using data to screen out undergraduate students with mental health problems under standard results, and conducting timely visits to determine their mental health status. The mental health department of universities grasps the personal and mental health information of undergraduate students, formulates standards and prevention plans based on test results, provides a basis for decision-making in response to existing psychological crises, and provides timely and appropriate psychological care and life assistance (Zhou, 2022).

At present, some universities are at the forefront of paying attention to the mental health problems of undergraduate students and conducting screening and prevention work. For example, Peking University uses a combination of multiple scales and questionnaires to conduct comprehensive screening of undergraduate mental health screening work; The mental health screening work of Ocean University of China tends to adopt a large number of empirical research methods for university mental health research, exploring the internal connection and causal relationship between the psychological screening mechanism of college students and the prevention of depression or suicide among college students (Zhou, 2022).

Healthy individual psychology is an important component of a positive social mindset, an important part of building a talent team for the harmonious development of college students' psychological health, and also an important part of building a harmonious and civilized campus (Lai et al., 2022). The goal of mental health education for



college students is to establish a combination of government education policies, student development levels, and social construction directions, with distinct systematic and hierarchical characteristics (Li et al., 2021; Yang, 2022).

5.1 THE PSYCHOLOGICAL HEALTH OF CHINESE COLLEGE STUDENTS

The macro goal of China's education model is to promote, maintain, and form students' mental health, laying a solid foundation for their growth and success. Among them, formation mainly refers to shaping students' personality and improving their character; Maintenance refers to helping students reduce the impact of negative factors on their mental health through various channels or methods; Promotion refers to improving students' mental health (Yang, 2022). The quality and level of mental health, the development of students' psychological potential, and the guidance of students to achieve educational goals of self-regulation, self-regulation, and self-development. The second is the sub goal of the education model (Yang, 2022).

The mental health issues of college students have a certain degree of complexity, and mental health education for college students is an inevitable requirement for talent cultivation in universities (Zhang, 2022). With the rapid development of society and the accelerated pace of life, contemporary college students are facing increasing academic, emotional, and employment pressures. Psychological health education for college students cannot be ignored (Zhang, 2022). There are a series of problems in college students' mental health education, such as insufficient attention, insufficient teachers, single channel, insufficient model innovation, imperfect system, poor pertinence, and insufficient investment in education funds (Zhang, 2022; Jin, 2022; Liu, 2022; Shao et al., 2019).

Due to the imperfect construction of the mental health education center for college students, the actual educational effect is not ideal. Universities should continuously enrich the resources of mental health education for college students and strengthen the construction of a team of mental health teachers. Promote the integration of positive psychology and mental health education for college students (Liu, 2022). In addition, according to Luo's (2022) research, in the era of the Internet, the teaching of mental health education for college students faces problems such as outdated teaching concepts, outdated teaching models, insufficient information technology

literacy of the teaching team, and incomplete construction of mental health education network platforms.

Universities should strengthen psychological health screening for college students and grasp the growth patterns of contemporary college students from the perspective of psychological health. In the process of talent cultivation in major universities, mental health education is particularly important. Psychological health education is beneficial for cultivating the psychological quality of college students. Good psychological quality is a basic requirement for college students in current society and plays an important role in their future social development. Psychological health education, as a part of quality education, cannot be ignored in higher education (Liu, 2022). It not only affects the health of college students, but also affects the formation of their worldview, outlook on life, and values (Liu, 2022).

Although traditional mental health education has to some extent eliminated negative factors in college students' psychology, it has not truly awakened the potential positive factors in college students' psychology. The positive emotions of self-affirmation and self-motivation among college students are still sleeping (Liu, 2022). Conducting mental health education for college students from the perspective of positive psychology is beneficial for the construction of psychology majors and the improvement of course types. However, the current research on the concept of positive psychology is not in-depth enough and its implementation is not thorough enough. This concept is lagging behind and cannot be closely coordinated with the work of other departments. In addition, the construction of mental health education centers in some universities is not perfect, and there are problems in psychology (Liu, 2022). The insufficient utilization of health education resources hinders the improvement of the quality of mental health education in universities (Liu, 2022). Liu (2022) also pointed out that although academic and educational circles pay special attention to the issue of mental health screening for college students in the new era, it is still an emerging topic. There are many problems and difficulties in the mental health screening work of college students in various universities, and the research results are also inconsistent.

In order to solve the problems in mental health education in universities, it is necessary to optimize the path of undergraduate mental health education, establish a sound education system, truly implement mental health education, increase



education funds, and establish online teaching platforms to improve. Research on the Quality of Psychological Health Education for College Students (Liu, 2022). If we want to help students with psychological problems caused by family factors, relying solely on school mental health education is obviously not enough. We need the joint intervention of community, hospital, and even government departments' psychological services. Building a comprehensive social and psychological service system is essential for improving the public's mental health level and promoting the Healthy China strategy (Li, 2022). However, China's mental health services started relatively late, and suitable service models and technologies for the national conditions are still in the exploratory stage (Li, 2022).

VI. CONCLUSION

Psychological health education for college students is an important aspect of quality education, which can improve their personal qualities and help them adapt to university life. In the context of the new era, there are still problems in the psychological health education of college students in major universities, such as incomplete educational systems, outdated education, and insufficient investment in educational funds. However, as long as major universities establish a sound education system, truly implement mental health education, increase investment in education funds, and build online teaching platforms, they can further improve the quality of mental health education for college students, fundamentally promote the development of mental health education for college students, improve their mental health level, and promote their healthy growth and development (Liu, 2022).

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| Writer or Author | Year | Title of Journal | Purpose | Method Used | Brief Summary |
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| Song Dan | 2019 | Constructing Family Ecosystem: The Influence of Family Factors on College Students' Mental Health | <p>1. Pay attention to the environmental system for the growth of college students, and analyze the impact of distant and near environments on their mental health.</p> <p>2. Based on the interaction between family environment and the mental health of college students, the focus is on examining the mediating effect of family environment and family system differentiation on the level of mental health.</p> <p>3. Select five typical cases for case studies, conduct in-depth analysis of the family factors that affect the mental health of college students through overview of the situation, analysis of the causes, and the path to unravel the crux, and provide ideas and suggestions for treatment directions and strategies.</p> | Mixed Method | This study explores the impact of various dimensions of family factors on the mental health of college students from the perspective of ecosystems, based on the macro and micro theoretical frameworks of the relationship between environment and individual development in developmental psychology research. |
| Lin Peng | 2019 | Research on the relationship between self-concept and mental health of left-behind children in rural junior high schools | Rural middle school left behind children with obvious characteristics in their learning environment, living environment, and interpersonal communication environment will naturally exhibit unique aspects of self-development, and there are many related fields and topics for research. Firstly, we will explore the relationship between self-concept and mental health of left behind children in rural junior high schools. After clarifying several main concepts, we will point out the inevitability of the mutual influence between the two. | Qualitative Method | Left behind children in rural middle schools exhibit prominent characteristics in terms of self-concept and have a significant impact on their mental health. On the contrary, the impact of mental health on self-concept is equally significant. The interrelationship between the two deserves sufficient attention from relevant researchers, and based on this, better education and services should be provided for left behind children in rural middle schools. |
| Lv Lin; Chen Xue Jun | 2019 | A case study on the influence of family education on rural children's self-concept | This study selected rural children L as the subjects and investigated their understanding of self-concept through interviews and self-description questionnaires. And explore the characteristics of hidden and explicit factors in family education through observation and multiple interviews with parents. | Qualitative Method | <p>1. In family education, explicit factors have a significant impact on children's self-concept, mainly affecting academic self-concept.</p> <p>2. In family education, implicit factors have less impact on children's self-concept and mainly affect non academic self-concept.</p> |
| Zhang Hao Wen | 2019 | Research on the relationship between family environment and learning adaptability, interpersonal adaptability and mental health of senior freshmen | The study used the "Family Environment Scale", "Learning Adaptability Test", "General Interpersonal Relationship Test for Middle School Students", and "Mental Health Diagnostic Test" as research tools. Cluster sampling was used to evaluate the family environment, learning adaptability, interpersonal adaptability, and mental health of 661 first-year high school students in Jinan. SPSS 23.0 was used for descriptive statistics, difference | Quantitative Method | 1. The overall situation of the family environment in the self-evaluation of high school freshmen is good, and there are significant gender differences. The problems mainly focus on factors such as independence, success, and knowledge. The overall situation of learning adaptability among first year high school students is good, but 14.6% of students still have learning adaptation |



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| | | | analysis, and correlation analysis Regression analysis. | | problems. The overall interpersonal adaptability of freshmen in high school is good, but 21.2% of students still have interpersonal adaptation problems. The overall mental health status of freshmen in high school is average, with an average level of low. 42.4% of students are prone to or have serious problems. 2. There is a significant correlation between the family environment, learning adaptability, interpersonal adaptability, and mental health of freshmen in high school. 3. Some factors in the family environment of high school freshmen can significantly predict their learning adaptability, interpersonal adaptability, and mental health level. 4. The learning adaptability of high school freshmen plays a complete mediating role between family environment and mental health. The interpersonal adaptability of high school freshmen plays a partial mediating role between family environment and mental health. |
| Kristen Pierce | 2020 | Beyond the Counseling Center: Supporting the Transition to College for First-Year Undergraduate Students with Anxiety | The purpose of this qualitative descriptive study was to identify strategies that student affairs professionals at JED campuses are implementing to support the transition to college for first year students with anxiety. | Quantitative Method | One of the most stressful aspects of living through the Covid-19 pandemic is the not knowing. Individuals don't know enough about the virus itself, whether they have been exposed, nor what the long-term effects will be. What is known, however, is that high-school students, especially seniors, have missed out on educational and social milestones. These students will be enrolling at institutions of higher education, having experienced a substantive amount of trauma, grief, disappointment and loss. As a result, many students will look for a campus ready and willing to walk with them through the necessary healing and recovery (ACE et al., 2020). This will undoubtedly be true for first-year students with anxiety disorders, perhaps more than ever. Student affairs professionals are uniquely poised to walk this journey and can do so with the use of intentional strategies designed |



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| | | | | | to meet the transition needs of first-year students with anxiety. |
| DONG ZHIHAO | 2020 | MEDIATING EFFECT OF LEARNER AUTONOMY ON THE RELATIONSHIP BETWEEN ACADEMIC SELF-EFFICACY AND ENGLISH LANGUAGE PERFORMANCE AMONG ENGLISH MAJOR STUDENTS AT SELECTED UNIVERSITIES IN HUBEI PROVINCE, CHINA | Objective 1: To identify the current levels of learner autonomy and academic self-efficacy among English major students in Chinese universities. Objective 2: To determine the relationship among learner autonomy, academic self-efficacy and English language performance among English majors in Chinese universities. Objective 3: To determine the predicting dimensions of learner autonomy on English language performance among English major students in Chinese universities. Objective 4: To determine the predicting dimensions of academic self-efficacy on English language performance among English major students in Chinese universities. Objective 5: To determine whether learner autonomy plays a mediating role between academic self-efficacy and English language performance. | Quantitative Method | The results indicated that learner autonomy acted as a mediator between academic self-efficacy and English language performance. The findings of this study is a confirmation of the social cognitive theory and constructivism and partially answered the cultural adaptability of learner autonomy. In addition, this study put forwards a new mediating factor between academic self-efficacy and English language performance. Besides, practical implications were also proposed concerning the enhancement of English major students' learner autonomy, academic self-efficacy as well as English language performance. Moreover, limitations of this study and recommendations for future study were also proposed in the last chapter. |
| Liu Hui | 2020 | Research on the Influence of Family Factors on College Students' Mental Health and Countermeasures | With the continuous development of society, we are paying more attention to research on people's mental health, especially for college students who are in a special period and facing multiple pressures. Therefore, it is necessary to guide students to view psychological problems correctly. At the same time, family factors are the key factors affecting the mental health of college students, and often the educational methods, family structure, and family atmosphere of parents can have a certain impact on the mental health of college students. Therefore, in order to better enhance the mental health of college students, it is necessary to have a correct understanding of the importance of family mental health education. Create a harmonious family atmosphere, communicate well between schools and families, guide parents to correctly understand students' stress, provide more care to children, and promote the resolution of college students' mental health problems. | Quantitative Method | Family has a significant impact on the mental health of college students and is closely related to their growth. Therefore, in the process of college students' mental health education, it is necessary to fully play the role of family factors, correctly view the importance of family mental health education, create a positive and harmonious family atmosphere, and enable students to grow in a good environment. At the same time, in response to the poor educational methods of some parents, schools should actively communicate with families, help parents master the correct educational methods based on the specific situation of students, and communicate with parents from different perspectives to reduce students' pressure. Furthermore, the mental health status of college students is a key issue of social concern. At the same time, college students are in a critical period of psychological growth, and we need to continuously conduct in-depth research on their mental health to promote their healthy growth. |



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| Emily Bauer | 2021 | MENTAL HEALTH LITERACY IN STUDENT AFFAIRS MASTER'S PROGRAMS | The purpose of this action research study was to enhance the skills and confidence of graduate students in Student Affairs Master's programs in the area of mental health literacy. This will assist them in identifying and intervening in emerging mental health issues of undergraduate students. Knowledge generated is expected to inform the curricular and co-curricular education of graduate students, who will become future Student Affairs practitioners. Specifically, this study will work with stakeholders involved in Student Affairs graduate programs to embed mental health literacy into their preparation for work in the field. | Quantitative Method | Research findings include the application of a foundation of mental health literacy, needed understanding and support of high-risk populations, recommended graduate student preparation, and a need to redefine roles of Student Affairs practitioners around mental health support. The overarching conclusion is that the field of Student Affairs must redefine its role around non-clinical mental health support. This should be done by integrating a theory/practice approach founded in mental health literacy into Master's preparation programs. This would include specific information on mental health disorders, warning signs, risk factors, mental health support, high-risk populations, and trauma-informed practice. |
| Han Jia Xi | 2021 | Research on the relationship between social support, self-concept and mental health of college students | This article uses quantitative research methods to investigate 504 college students from a certain university in Harbin, using the "Song Hattie Self Concept Scale", "Perceived Social Support Scale (PSSS)", and the common "Mental Health Scale (SCL-90)". To understand the relationship between social support, self-concept, and mental health among college students; There is an extremely significant difference between self-concept ($t=2.799$) and social support ($t=3.646$) and mental health, indicating that both have a joint effect on the mental health of college students ($F=14.589$); When testing the mediating effect of self-concept on the impact of social support on mental health, the 95% interval does not include the number 0 (95% CI: 0.007-0.129), indicating that self-concept has a mediating effect on the impact of social support on mental health. | Quantitative Method | Social support first affects self-concept, and then influences mental health through self-concept. Self concept plays a partial mediating role between social support and mental health. Through research and analysis, explore effective intervention methods to improve the mental health level of college students, in order to provide reference for mental health education for college students. And some educational strategies were proposed to improve the mental health of college students: strengthening guidance on their mental health, reconstructing a scientific and reasonable framework for mental health education, striving to expand new ways of mental health education for college students, and forming correct self-concepts to improve their mental health status. |
| Zhao Meng Yuan | 2021 | The impact of social support on subjective well-being among first-year high school students | In order to ensure the scientific nature of the research results, a questionnaire survey method was used to assist the research. A total of 700 high school students in Tangshan and Chengde, Hebei Province were tested, and 665 valid questionnaires were obtained. First, perform model fitting test using Amos 23.0; Perform Cronbach reliability analysis and confirmatory factor validity analysis on the scale used, and then use SPSS 25 The | Quantitative Method | 1. The overall level of social support, self-esteem, and subjective well-being of first year high school students is good; High school students have mild psychological disorders. 2. There is no significant gender difference in social support among first year high school students; Regional differences are not significant; Whether or not only children have significant differences in |



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| | | | software conducted descriptive statistics, correlation analysis, independent sample t-test, and Bootstrp test on the data. | | <p>the average score of social support. From the average value, the group of only children has a significantly higher average score of social support than the group of non only children.</p> <p>3. There were no significant differences in the average scores of the mental health scale among high school students of different genders, regions, and incomes; There was no significant difference in the average score of the mental health scale between only children and non only children.</p> <p>4. There is a pairwise positive correlation between self-esteem, social support, subjective well-being, and mental health.</p> <p>5. Self esteem and mental health play a partial chain mediating role in social support and subjective well-being.</p> |
| Miao Xin Rong | 2021 | The influence of family and school environment on the mental health literacy of high school students | <p>This study is divided into two parts. In Study 1, a questionnaire survey was conducted on 351 high school students in Shijiazhuang, Hebei Province using the "Adolescent Mental Health Literacy Assessment Scale" developed by Li Danlin (2021), and 329 valid questionnaires were collected. Due to the fact that the previous research sample of this scale only included college students, in order to verify whether this questionnaire is suitable for high school students, this study conducted a factor analysis of the questionnaire results.</p> <p>Study 2 conducted a questionnaire survey on 653 high school students in Shijiazhuang, Hebei Province, using the "Mental Health Literacy Questionnaire for High School Students" from Study 1, as well as the "System Family Dynamics Self Assessment Questionnaire", the "Delaware Campus Atmosphere Scale", and the "Self Efficacy Scale for Dealing with Psychological Problems". 600 valid questionnaires were collected. The aim is to understand the current development status of high school students' mental health literacy and explore the relationship between high school students' mental health literacy and family motivation, school atmosphere, and self-efficacy in dealing with</p> | Quantitative Method | <p>1. There are gender and grade differences in the level of mental health literacy among high school students. Female students have higher literacy levels in recognition, attitude, and behavioral habits than male students, while male students have higher literacy levels in abilities. The mental health literacy level of second year high school students is significantly higher than that of first year high school students;</p> <p>2. The self-efficacy of high school students in dealing with psychological problems plays a partial mediating role between family motivation and mental health literacy. Specifically, the family atmosphere and personalized dimensions in family dynamics can directly affect the mental health literacy of high school students, or indirectly affect their mental health literacy through self-efficacy in dealing with psychological problems;</p> <p>3. The self-efficacy of high school students in dealing with psychological problems plays a partial mediating role between the school atmosphere and mental health literacy. Specifically, the dimensions of teacher-student relationship and classmate</p> |



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| | | | psychological problems. | | relationship in the school atmosphere can directly affect the mental health literacy of high school students, or indirectly affect their mental health literacy through self-efficacy in dealing with psychological problems. |
| Guo Min | 2021 | Research on the Influence of Family Factors on the Formation of Potential Psychological Crisis of College Students | This study used the Symptom Checklist 90 (SCL-90), the Parental Rearing Style Scale, and the self-developed Family Situation Questionnaire to investigate the mental health status, family situation, and parental rearing style of 565 first-year college students in a certain university in Inner Mongolia. The study identified students with any one or more factor scores greater than or equal to 3 points in the SCL-90 test results (with moderate or above symptoms), and who were screened for Level 1, Level 2, and Level 3 conditions (i.e., the screening results showed that the subject may have serious psychological problems) during the school freshmen mental health screening process as potential psychological crisis research subjects. | Quantitative Method | Based on the research results and relevant theories, the following suggestions are proposed: from the perspective of social care, promote family virtues, play a community role, and care for left behind children; From the perspective of family education, establish a correct view of marriage and family, adopt scientific parenting methods, and restore parent-child relationships; From the perspective of school management, improve the mental health service system and promote the integration of mental health education in primary and secondary schools. |
| Xue Min Xia | 2021 | The relationship between postgraduate self-concept and mental health: the mediating effect of resilience | In order to explore the relationship between self-concept and mental health among graduate students, as well as the mediating role of psychological resilience, a survey was conducted on 740 graduate students using the Self Concept Scale (simplified version), Psychological Resilience Scale (CD-RISC), and Symptom Checklist 90 (SCL-90). The AMOS 24.0 software was used to establish a structural equation model between self-concept, psychological resilience, and mental health, Test the mediating effect of psychological resilience between self-concept and mental health in graduate students. | Quantitative Method | The research results found that: (1) male self-concept scores were significantly lower than female ($t=-2.033$, $p<0.05$), while psychological resilience scores ($t=2.796$, $p<0.05$) and resilience dimension scores ($t=3.455$, $p<0.05$) were significantly higher than female; (2) Graduate students' self-concept, psychological resilience, and mental health scores were significantly correlated ($p<0.01$); (3) Self concept directly predicts mental health ($\beta = -0.386$, $p<0.001$), and indirectly predict mental health through psychological resilience ($\beta = -0.263$, $p<0.001$), the mediating effect accounts for 31.9% of the total effect. Therefore, it is concluded that the mental health of graduate students is closely related to self-concept and psychological resilience, and psychological resilience plays a partial mediating role between self-concept and mental health. |
| Lai Lu Zhu; Lv Hui Min; Dou Ying; Xie Kun | 2022 | Research progress on mental health of domestic college students from 2010 to 2020 | This study summarizes the current research trends and characteristics of college students' mental health by reviewing the standards of mental health, the mental health | Quantitative Method | This study summarizes the current research trends and characteristics of college students' mental health by reviewing the standards of |



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| | | | measurement scale for college students, the current status and influencing factors of mental health, and corresponding strategies, providing reference for future research. | | mental health, the mental health measurement scale for college students, the current status and influencing factors of mental health, and corresponding strategies, providing reference for future research. |
| Dong Hui | 2022 | Research on the Cultivation of College Students' Healthy Social Mentality in the New Era | The paper is guided by the Marxist theory of ideological and political education, using literature research, social investigation, the combination of history and logic, and interdisciplinary research methods. Combining with the new background and perspective of the new era, it contemplates the cultivation of healthy social psychology among college students, deeply analyzes its overview, historical evolution and practical background, measures and effectiveness, problems and causes, and path selection, among other key issues. | Literature research method, social survey method, historical and logical combination method, and interdisciplinary research method | The cultivation of a healthy social mentality among college students in the new era is a new task and issue in ideological and political work, and lays a psychological foundation for ideological and political work; Ideological and political work goes hand in hand with the cultivation of a healthy social mentality among college students in the new era, and assists in the cultivation of a healthy social mentality among college students in the new era. The cultivation of a healthy social mentality among college students in the new era is a long-term and systematic project. Only ideological and political educators have a high degree of theoretical consciousness and practical exploration, comprehensively grasp the new situation, new problems, and new trends in cultivating a healthy social mentality of college students in the new era. The state, government, society, universities, and students work closely together to contribute to the cultivation of a healthy social mentality of college students in the new era, Only then can we achieve the goal of cultivating a social mindset of "self-esteem, self-confidence, rationality, peace, positivity, and kindness and friendship" among college students in the new era. |
| Xu Xiao Bo | 2022 | The relationship between mental well-being and mental health of college students—The mediating role of comprehension of social support | A questionnaire survey was conducted on 650 college students using the Mental Happiness Questionnaire, General Mental Health Questionnaire, and Perceived Social Support Scale to explore the relationship between college students' mental well-being and mental health, as well as the mediating role of perceived social support between the two. | Quantitative Method | The average score of mental well-being and perceived social support among college students is higher than the theoretical median, while the average score of mental health among college students is lower than the theoretical median; There is a significant correlation between mental health, social support, and mental well-being among college students; Psychological health not only directly affects the mental well-being of college students, but also has a significant |



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| | | | | | mediating effect between understanding social support and mental well-being of college students. Research has shown that the mental well-being, understanding social support, and mental health status of surveyed college students are generally good. At the same time, psychological health can not only directly affect the mental well-being of college students, It also indirectly affects the spiritual well-being of college students through understanding social support. |
| Wang Xue Qin | 2022 | Analysis on the implementation path of ideological and political construction of college students' mental health education curriculum | Explore the implementation path of ideological and political construction in the course of mental health education for college students. This article introduces the necessity of integrating ideological and political education into college students' mental health education courses, and summarizes the educational elements in research-based teaching of college students' mental health education courses. The implementation path of integrating college students' mental health education courses with ideological and political education courses has been proposed from the perspective of technical means and reform plans, with the aim of familiarizing students with the standards and significance of mental health, possessing the ability to correctly recognize themselves and adapt to society, and truly exerting the educational function of the courses. | Literature research method | The implementation path of integrating college students' mental health education courses with ideological and political education courses has been proposed from the perspective of technical means and reform plans, with the aim of familiarizing students with the standards and significance of mental health, possessing the ability to correctly recognize themselves and adapt to society, and truly exerting the educational function of the courses. |
| Li Chun Hua | 2022 | Research on Promotion Strategy of College Students' Mental Health Literacy. | College students' mental health literacy refers to their understanding and attitude towards mental health. The improvement of college students' mental health literacy is of great significance for understanding and preventing psychological diseases, promoting mental health, cultivating a sound personality, improving personal comprehensive quality and professional competitiveness, and thus assuming social responsibility, promoting the establishment of a harmonious society. Currently, the situation of mental health literacy among college students in China is not optimistic, as it is influenced by a combination of family, social, and personal factors. | Literature research method | Universities can enhance their mental health literacy through curriculum construction, peer counseling, sound crisis intervention systems, expanding new media promotion channels, and strengthening team building. This not only changes the development direction of mental health education in universities, but also has practical significance in curbing the increasing incidence of psychological disorders among university students. |
| Zhang Da | 2022 | Characteristics | Good psychological quality is a | Quantitative | The overall psychological |



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| Jun; Zhu Zheng Guang | | and influencing factors of college students' psychological quality -- based on the analysis of online survey data of college students | key factor that restricts students' mental health, academic and social development. Based on online survey data of college students, this study systematically examines the current characteristics and influencing factors of psychological quality among contemporary college students in China. | Method | quality of college students is positive, but the development of various dimensions is uneven. Among them, the development of personality traits is good, while the development of cognitive qualities and adaptability is poor; There are significant differences in the psychological quality of college students in terms of gender, grade, region, family residence, and the presence or absence of left behind children; Schools, families, and peer groups are important proximal environmental factors that affect the formation and development of college students' psychological quality; The psychological quality of college students significantly affects their mental health, social adaptation, and academic development, playing an internal foundational role in the overall development of college students. To cultivate the sound and good psychological quality of college students, it is necessary to fully understand the important and fundamental role of psychological quality in student development, pay attention to the group characteristics and individual differences in the development of college students' psychological quality, implement individualized teaching strategies, and fully leverage the positive educational function of peer groups. |
| Zhang Hui; Li Zhen; Chang Kuo | 2022 | The influence of parental rearing patterns on the mental health of college students in Beijing: the intermediary role of adult attachment | Exploring the relationship and internal mechanisms among adult attachment, family upbringing style, and mental health among college students, in order to provide practical basis for formulating prevention and intervention measures for college students' psychological problems. | Quantitative Method | The mental health level of college students in Beijing needs to be improved, and individual subjective factors have a greater impact on mental health than objective factors. The parenting style affects students' mental health through adult attachment, and compared to parental parenting style, adult attachment plays a more important role in mental health. |
| Yang Huan | 2022 | Theoretical discussion on the construction of mental health education model for college students | Against the backdrop of the healthy development of China's social market economy, the level of mental health has become one of the important standards for society to measure and evaluate talents. The level of mental health is not only related to students' life, | Literature research method | The construction of a mental health education model needs to start from the perspectives of basic requirements, objectives, content, approaches, and organization. Teachers need to combine the trend of modern social |



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| | | | <p>learning, and success, but also to the overall quality of talent cultivation in China, affecting the effectiveness of China's socialist modernization construction. Therefore, in-depth exploration and exploration of the mental health education model for college students has distinct social significance and practical value. Based on the requirements, objectives, content, evaluation, and organization of the mental health education model for college students, this paper proposes ideas for constructing the education model, in order to lay a solid foundation for the physical and mental health development of Chinese college students.</p> | | <p>development with students' cognitive laws to form a scientific, applicable, and feasible education model. Meanwhile, in actual model construction, teachers must pay attention to the integration and application of information technology, making it an important medium for the construction of mental health education models, and making the application of education models more in line with the laws of students' life, learning, and development.</p> |
| Luo Meng Jun | 2022 | <p>Research on the teaching reform of college students' mental health education in the Internet era -- A review of "Research on college students' mental health education based on the network environment"</p> | <p>The author first elaborates on the current state of mental health among college students, sorts out the factors that affect their mental health, and then describes the purpose and significance of psychological health education for college students, as well as the goals and tasks of psychological health education in universities. Secondly, the author analyzed the current situation of mental health education for college students in the online environment based on the development background of internet information technology, and elaborated on the theories required for mental health education for college students in the online environment. In addition, the author obtained the current content, teaching mode, and implementation of mental health education for college students through research, and thus constructed a scientific teaching mechanism for mental health education.</p> | Literature research method | <p>The author combines theoretical and practical research to come up with a system and path for the reform and innovation of the teaching mode of mental health education in universities under the environment of Internet information technology. Universities need to improve the professional ability of the psychological teacher team, and also need to combine network technology and information environment to carry out the reform and construction of mental health curriculum, in order to improve the teaching system of mental health education in universities. The author of this book systematically and scientifically starts from the perspective of information technology, combined with the background of the Internet era, providing a practical path for the reform and innovation of the mental health education and teaching system in universities, and also providing guidance for the sustainable development of mental health education and teaching in Chinese universities.</p> |
| Wang Yu Ting; Fan Xin Fang; Zhang Lin; Xu Qiang | 2022 | <p>The impact of family income on the mental health of college students: the role of self-concept and collective self-esteem</p> | <p>372 college students were randomly selected as the research subjects, and a questionnaire method was used to investigate the relationship between family income and college students' mental health, exploring the role of self-concept and collective self-esteem in it.</p> | Quantitative Method | <p>(1) There is a significant positive correlation between family income and the mental health status of college students, and self-concept plays a partial mediating role in the relationship between the two; (2) Collective self-esteem regulates the relationship between family income and the mental health of college students. College students with</p> |



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| | | | | | low levels of collective self-esteem are more susceptible to the impact of family income on their mental health. The results indicate that improving the collective self-esteem level of low-income college students can effectively improve their mental health status. |
| Tang Xiao Hu; Wang Jin Wei | 2022 | Improving the Effectiveness of Psychological Health Education for College Students under the Peer Psychological Counseling Model | The application of peer psychological counseling in college students' mental health education can help improve the initiative of mental health education, expand the coverage of mental health education, and improve the operability and effectiveness of mental health education. | Literature research method | Strengthening the awareness of peer psychological counseling can strengthen the construction of the psychological counseling team in universities, enhance the ability of peer psychological counseling, strengthen the deep interaction between counselors and peers, improve the effectiveness of peer psychological counseling, expand the channels of peer psychological health education, optimize peer psychological counseling activities, form a peer psychological counseling community, expand the effect of peer psychological counseling, and achieve the coordinated development of college students' professional and psychological literacy. |
| Zhou Rong | 2022 | Exploration on the work path of college students' mental health screening in the new era. | With the development of society and the increasing pressure from various aspects, college students are prone to cardiovascular and physiological health problems. Universities should strengthen their mental health screening work and grasp the growth patterns of contemporary college students in terms of mental health. This article explores how universities can timely and effectively understand the psychological health status of college students and intervene after discovering problems. | Literature research method | It is suggested that universities should improve the comprehensive and long-term psychological health screening mechanism for college students, establish psychological crisis intervention mechanisms, etc. The establishment and improvement of these mechanisms have important practical significance for solving psychological health problems for college students in the new era. |
| Jin Dan | 2022 | Exploration on the Path Optimization of Psychological Health Education for College Students in the New Era. | The mental health education work in Chinese universities started in the 1980s, and with the development of social economy, the mental health work has shown more complex characteristics. Based on literature search, case investigation, and work experience, this article summarizes and summarizes the mental health status of college students in the new era, analyzes the problems in the work of mental health education in universities, and attempts to optimize and explore the path of mental health education in universities. | Qualitative Methods | Psychological health education is a fundamental and extremely important task in the work of college students. Physical and mental health, as a fundamental health requirement, is the top priority of "maintaining stability". This article mainly takes Zhejiang University of Foreign Languages as an example, combined with previous literature research and social research, to grasp the characteristics, pain points, and difficulties of the current mental health status of college students, aiming to explore a |



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| | | | | | set of practical and feasible psychological education methods, providing inspiration and support for the sustainable development of mental health education work. |
| Liu Wen Jun | 2022 | Analysis on the optimization of the path of college students' mental health education in the new era | In recent years, with the progress of society and the improvement of economic level, the lifestyle of college students has undergone tremendous changes, the pace of life has become faster and faster, and the competition between college students has become increasingly fierce, leading to many psychological problems among college students, affecting their academic and physical and mental health. In response to this situation, many universities have carried out mental health education for college students, but there are problems in the education process, such as incomplete education systems, outdated education, and insufficient investment in education funds. To solve these problems, it is necessary to optimize the path of mental health education for college students, and improve the quality of mental health education for college students by establishing a sound education system, truly implementing mental health education, increasing investment in education funds, and building online teaching platforms. | Literature research method | Psychological health education for college students is an important aspect of quality education, which can improve their personal qualities and help them adapt to university life. In the context of the new era, there are still problems in the psychological health education of college students in major universities, such as incomplete educational systems, outdated education, and insufficient investment in educational funds. However, as long as major universities establish a sound education system, truly implement mental health education, increase investment in education funds, and build online teaching platforms, they can further improve the quality of mental health education for college students, fundamentally promote the development of mental health education for college students, improve their mental health level, and promote their healthy growth and development. |