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## Developing Strategic Management Guidelines for Solutions on Student Pressure of Gannan University of Science and Technology, China

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### ABSTRACT

This article aimed: 1) to investigate the problems of pressure management of university students in Gannan University of Science and Technology, 2) to investigate the needs of pressure management of university students in Gannan University of Science and Technology, and 3) to construct strategic management guidelines for solutions on student pressure in Gannan University of Science and Technology. The sample group utilized in this study consists of students from Gannan University of Science and Technology, with a total of 385 students surveyed through stratified random sampling. The research instrument employed was a questionnaire survey. The data were analyzed using frequency, percentage, mean, and standard deviation. The research revealed the following findings: Students at Gannan University of Science and Technology significantly elevated their pressure management problems and needs. We have divided the strategic guidelines for pressure management of Chinese university students into six modules: 1) Identify and understand precursors. 2) Investigating the Causes of pressure. 3) Investigate how survey pressure affects students. 4) Identify strategies for providing relief. 5) Watch for signs that students need help. 6) Know where to go for help. To sum up, it is of great significance to help university students correctly understand pressure, effectively manage and relieve it, and improve their overall mental health. By helping university students understand the pressure and providing them with ways to relieve the pressure, we can help them successfully achieve a state of physical and mental balance from the state of pressure, guide university students to choose positive coping ways in the face of pressure, and maintain mental health.

### Introduction

With the development of the times, people's living standards have improved significantly. However, with the acceleration of the pace of social life, fierce social competition makes people face pressure from life, work, study, personal development, and other aspects, thus threatening people's physical and mental health and even affecting the sustainable development of the whole society.

It was the Canadian scientist Selye (Selye, 1956) who first applied the word "pressure" to psychological research. He believed that pressure refers to "a non-specific response exerted on an organism (Selye, 1974). In psychology, pressure mainly refers to psychological pressure, which is expressed as an emotion that causes an individual's physical and behavioral changes or uncomfortable reactions (Liu, 2017) and is also the cause of an imbalance in a person's heart (Higgins et al., 1992). Pressure not only reflects a tense internal psychological process experienced by individuals due to external time or stimuli; it is also the result of the

interaction between psychology and the objective environment (Xu, 2016). Pressure is a cognitive and behavioral experience process composed of precursors and pressure responses, and it is a high-level anxiety experience, cognition, and response involving threats or dangers (Henry, 1966).

Contemporary university students, as an important main force of the national reserve of talents, bear the heavy responsibility of the future development of the motherland and are the hopeful generation for the future social development. Because of their specific social roles and learning and living environment, they bear the high demands of society and the high expectations of university students for themselves, so university students have to face more arduous academic tasks, more complicated social and interpersonal relationships, and more severe employment. The environment presents a variety of realistic pressures that university students must contend with. According to research data, 71.3% of university students believe that they are currently in a state of psychological pressure, and 14.7% of university students adopt negative coping methods such as avoidance, fantasy, and self-blame when faced with setbacks and difficulties (Li, 2017). Some even committed suicide, would you agree with this assertion? According to research by Aboutserie, the biggest source of pressure for university students is the factors directly related to learning, such as test scores and their results, the heavy burden of learning, etc.; followed by factors related to society, such as economic problems, lack of time to get along with friends and parents time etc. All kinds of pressure have brought many negative effects to their study, life, and health. (Abouserie, 1994)

Studies have shown that when pressure is maintained at a certain level, the tension response of university students can be triggered, which can improve their concentration, broaden their way of thinking, significantly improve learning efficiency, and thus bring about achievement motivation. However, if the pressure of university students exceeds a certain level, being under such pressure for a long time will not only reduce the happiness and sense of accomplishment of university students, but also make them loathe the campus atmosphere and the social environment in which they live. This situation leads to a series of psychological problems, such as slow responses, low self-confidence, loss of interest, and negative emotions among university students. When the pressure in life cannot be effectively regulated and dealt with, the individual will have negative emotions such as anxiety, which will even hinder the normal development of individual personality and behavior and reduce the level of mental health. Therefore, correct coping strategies should be adopted to deal with Relief of psychological pressure plays a vital role (Xiong, 2015).

University students experience a range of precursors associated with this particular stage of life, such as moving away from home, becoming more independent, taking on new responsibilities, and overcoming new academic demands (Sussman & Arnett, 2014). According to Cohen et al. (2019) and Leppink et al. (2016), a lot of college students say they feel a lot of perceived pressure, which is when they see threats as too much for them to handle and feel crushed by them. Long-term psychological pressure is closely related to mental disorders (Auerbach et al., 2018; Beiter et al., 2015; Karyotaki et al., 2020; Mortier et al., 2018). It also has an impact on academic achievement (Bruffaerts et al., 2018), campus engagement (Salzer, 2012), and university dropout rates (Eisenberg et al., 2009; Amanvermez et al., 2022).

Therefore, to understand and study the pressure problems and needs of university students, to help university students correctly understand the pressure and effectively manage and relieve the pressure, and to improve the overall mental health level of university students has become an important issue that universities and people from all walks of life urgently need to pay attention to and quickly solve.

At present, there is a lot of research content on pressure and countermeasures, but the research countermeasures and methods are relatively simple, especially for application-oriented undergraduates. Therefore, this paper will take application-oriented undergraduates as the research object and conduct research according to different grades, different genders, different regions, and the only child and non-only child. This essay looks at the issues and needs of managing pressure for college students, describes and analyzes the current state of college students' psychological pressure and how well they are doing at coping with it, comes up with strategies for managing and reducing the pressure of Chinese college students, and suggests scientifically sound ways for them to improve their mental health.

and provides scientific and feasible educational methods for improving their mental health.

## Objectives

1. To investigate the problems of pressure management of university students in Gannan University of Science and Technology, China.
2. To investigate the needs of pressure management among university students at the Gannan University of Science and Technology, China.
3. To construct strategic management guidelines for solutions on student pressure in Gannan University of Science and Technology, China.

## Literature review

### 1. Research on pressure at home and abroad

The study examined the current state of psychological pressure among university students. Jiang et al. (2012) took 221 undergraduates from a university in Guangdong as the research object. The results indicated that the pressure of university students was at a moderately low level. 31.2% of university students were under low pressure, 37.6% were under moderate pressure, and 31.2% were under pressure (Jiang et al., 2012). Shi et al. (2013) conducted a survey of 1,200 university students from four universities in Beijing. The average pressure score was lower than the theoretical median, and 11% of the students had high pressure (Shi et al., 2013). Bai (2014) conducted a survey of 331 The research of 100 university students shows that employment pressure is the biggest source of pressure for university students, followed by study pressure, economic pressure, love pressure, and interpersonal relationship pressure (Bai, 2014). Jing et al. (2015) surveyed 210 university students in Hainan Province. It shows that the overall psychological pressure of university students in Hainan Province is at a relatively low level, and the top five pressure senses in order of degree are career choice, school environment, academics, emotion, and interpersonal pressure, all of which belong to the social environment psychological pressure sense (Jing et al., 2015). Dimension Yang (2015) randomly selected 712 university students from four universities and universities in Xi'an as the research object, and the results showed that the total pressure score of university students was lower than the theoretical median, and 14.04% of the university students' overall pressure level was higher than the theoretical median (Yang, 2015). Yang (2016) conducted a study on 756 university students from four universities with different disciplines in Sichuan Province, showing that the pressure of university students was low, and the average score of academic disturbance was the highest (Yang, 2016). Zhang (2016) took 533 students from Tibet University as subjects, and the results indicated that the life pressure of university students in Tibet is relatively low, and the proportion of high-level groups in each dimension is less than 20%. Generally speaking, the psychological pressure of university students is at a moderately low level, and the main sources of pressure are employment pressure and study pressure (Zhang, 2016). Li (2017) conducted research on the psychological pressure and pressure coping styles of 306 university students at a university in Xi'an. The three coping styles of responsibility and fantasy can predict the psychological pressure of university students to a certain extent (Li, 2017). Li Jing conducted a survey on the psychological pressure of university students in Inner Mongolia by using the Psychological Pressure Scale for Chinese University Students. The results indicate that the main pressures of university students are developmental pressure, learning pressure, life pressure, and social pressure. There are significant differences in the pressure of university students in grades, majors, and whether they are only children. The pressure of sophomores is significantly higher than that of juniors, the psychological pressure of students majoring in literature and history is also significantly higher than that of students majoring in science and technology, and the pressure of only children is significantly higher than that of non-only children (Li, 2022). Zhu (2023) studied 1,569 undergraduates at Inner Mongolia Medical University, and the results indicated that almost all of them (1,560, 99.43%) believed that they faced academic pressure, while only some of them (505, 32.19%) believed that they had interpersonal pressure (Zhu, 2023).

### 2. Domestic and foreign research on pressure coping

Based on research into Freud's psychoanalytic theory's psychological defense mechanism, we know that when people are faced with stressful situations, they will use a variety of defense mechanisms, such as repression and escape, to lower their anxiety and make them better able to adapt. These defenses are not controlled by will; they are an instinctive response (Li, 2020). Some domestic researchers explore the differences in coping styles from the perspective of static capabilities. They hold the belief that these

capabilities determine the coping styles individuals adopt in various pressure and frustration environments (He, 2022). There are usually several dimensions: First, there is the introversion-extroversion dimension, where introverts prefer a field-dependent coping style, while extroverts prefer a field-independent coping style. Secondly, there is the face-avoidance dimension, where individuals who choose to face difficulties tend to be more active and proactive, while those who choose to avoid tend to procrastinate and push repeatedly. They are more active and active in dealing with difficulties, while those who choose to avoid are procrastinating and pushing again and again; third, suppression-sensitivity: the former adopts a suppressive method to pressure, showing indifference and indifference, while the latter is sensitive to pressure perception. High degree: take a big response to small, pleasurable events (Song & Ma, 2021). Our theory is one-sided because the individual's personal characteristics are relatively stable, so the coping style determined by them should also be stable. However, this is not the case. The other is the situational theory, which corresponds to the trait theory and believes that the individual's analysis of the environment determines the individual's different coping styles, but this theory ignores internal factors such as individual differences and personality traits. Later, Lazarus, Folkman, and Lazarus and others supplemented it, arguing that cognitive processes and specific changes are what individuals should pay more attention to when facing high-pressure situations. (Folkman et al., 1988) On this basis, problems and emotional orientation are divided into two coping styles. While the latter focuses on internal pressure, the former focuses on external pressure and attempts to solve problems. It does not directly deal with problems but regulates negative emotions (Li, 2023). In general, there exists a substantial body of research on stress and coping strategies; however, the methodologies employed are often relatively simplistic, particularly when focusing on applied undergraduates as the primary subjects. Consequently, this paper centers on applied undergraduates and examines them across various dimensions such as academic year, gender, geographic region, and whether they are only children or not. This approach aims to address the existing gap in research concerning this demographic. In this study, the difficulties and needs of college students dealing with stress are looked at. This helps to explain and analyze the current state of psychological stress among college students as well as their psychological resilience. Building upon these findings, it formulates strategic management policies and countermeasures tailored for Chinese college students' stress while offering scientifically grounded educational methods aimed at enhancing their mental health.

### Conceptual framework

The purpose of this study is: 1) To investigate the problems of pressure management of university students in China; 2) To investigate the needs of pressure management of university students in China and 3) To construct the strategic management Guideline of pressure of Chinese university students. It is shown in Figure 1.

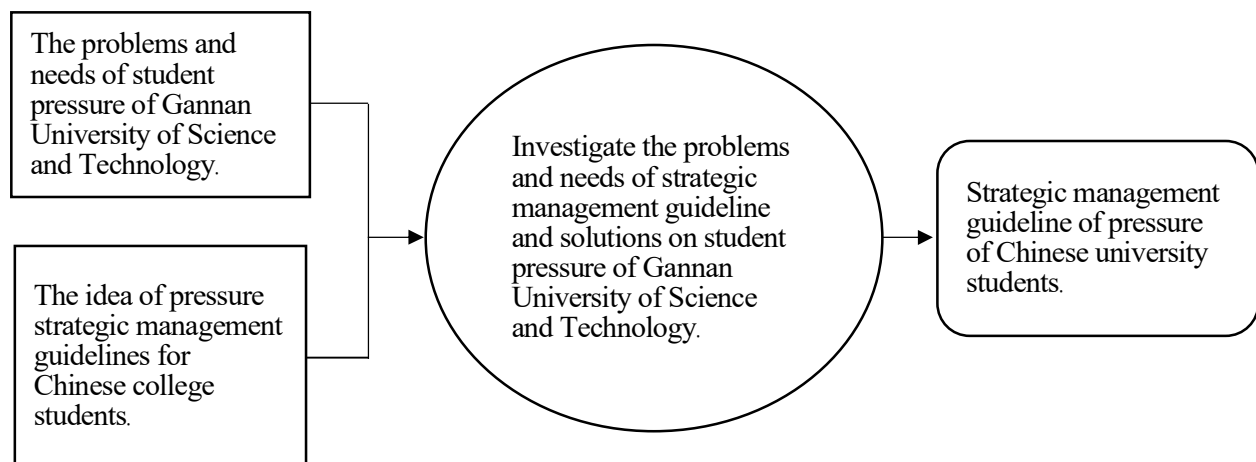


Figure 1. Conceptual framework of the research

## Methods

### 1. Population and sample

The population of this research project takes Gannan University of Science and Technology as the research object. The total number of students is 9980.

The sample group size of this research project is 385 students. The sample group is derived from the Yamane Taro formula (Yamane, 1973).

### 2. Research instrument

In this research project, questionnaire survey will be used to collect data. The questionnaire will be divided into three parts: 1) General information; 2) Demand for pressure management of Chinese university students. (3) Problems in pressure management of Chinese university students.

Three experts evaluated and approved the suitability of the questionnaire by scoring the consistency index. Each question in the questionnaire must be assessed on IOC range of 0.67 to 1.00. Therefore, it will be used in this study.

### 3. Data collection

For this research project, the researcher himself collected the data and information from the sample groups. The sample groups were informed the purposes of the data collection, make an appointment. The researcher submitted letters of permission to the school director in advance to ask a permission to collect the data and information from the samples group at Gannan University of Science and Technology.

### 4. Data analysis

The Data and information collected were analyzed, interpreted and then presented in terms of frequency, percentage, mean ( $\bar{X}$ ), standard deviation (S.D.). The five-point likers rating scale was used to evaluate the respondents' problems and needs of enhancing the skills of animation design.

## Results

### 1. General information

Table 1. General information

General information		Total (n) = 385	
		Frequency	Percentage
Gender	Male	203	52.73
	Female	182	47.27
Year	Freshman	108	28.05
	Sophomore	98	25.45
	Junior	95	24.68
	Senior	84	21.82
Student origin	Town	173	44.94
	Countryside	212	55.06
Major	Liberal Arts	78	20.26
	Science	131	34.03
	Engineering	176	45.71
Only child	Yes	118	30.65
	No	167	43.38
Family atmosphere	Harmonious	236	61.30
	General	112	29.09
	Poor	57	14.81
Total		385	100.00

According to table 1, in the students' sample group, there are 182 female (47.27%) and 203 male (52.73%). In the sample group, 108 freshmen (28.05%), 98 sophomores (25.45%), 95 juniors (24.68%) and 84 seniors (21.82%) were enrolled. The majority of the students in the sample group were from rural areas 212 (55.06%),

and the rest were from urban areas 173 (44.94%). In terms of majors of the sample group, engineering majors were mostly 176 (45.71%), followed by science majors 131 (34.03%), and liberal arts majors at least 78 (20.26%). The majority of non-only children in the sample group were 167 (43.38%), and only children were less 118 (30.65%). In the sample group, 236 (61.30%) of the family atmosphere is harmonious, followed by 112 (29.09%) of the family atmosphere is normal, and 57 (14.81%) of the family atmosphere is poor.

## 2. Problems of pressure management of university students in China

Table 2. Problems of pressure management of university students in China.

Questions	n = 385		Level of problems
	$\bar{X}$	S.D.	
1. Longing for true love but not getting it.	4.55	0.29	Highest
2. Growth during adolescence.	4.62	0.51	Highest
3. Tension among classmates.	4.42	0.36	High
4. Out of shape.	4.54	0.37	Highest
5. In a state of poor health.	4.53	0.34	Highest
6. Students follow with each other.	4.41	0.43	High
7. Poor living conditions.	4.52	0.28	Highest
8. Get the cold shoulder.	4.39	0.29	High
9. All kinds of temptations in society.	4.53	0.32	Highest
10. The dormitory is too noisy at night.	4.51	0.35	Highest
11. No one is chasing or can't find the guy/boyfriend.	4.59	0.44	Highest
12. No one speaks from the heart.	4.55	0.36	Highest
13. I didn't learn many real skills.	4.71	0.26	Highest
14. Poor ability to live independently.	4.52	0.41	Highest
15. Difficulties with various social activities.	4.54	0.42	Highest
16. The family's economic status was poor.	4.55	0.38	Highest
17. How hard can you work in a certain subject and still not get good grades?	4.63	0.26	Highest
18. Overall academic results were not satisfactory.	4.65	0.37	Highest
19. Discussion of problems is rarely responsive.	4.63	0.38	Highest
20. Exam pressure.	4.72	0.39	Highest
21. Competition between classmates.	4.68	0.48	Highest
22. Low learning efficiency.	4.69	0.41	Highest
23. Ranking of test scores at the end of each semester.	4.53	0.51	Highest
24. Having trouble completing homework.	4.57	0.34	Highest
25. Some subjects have too much homework.	4.56	0.45	Highest
26. There are many tests.	4.56	0.39	Highest
27. Failed in two or more courses.	4.29	0.24	High
28. Failed to pass the exam in any subject.	4.34	0.32	High
29. Create a phenomenon for yourself.	4.52	0.34	Highest
30. Being publicly condemned.	4.46	0.42	High
Total	4.54	0.37	Highest

According to table 2, the overall average is in the highest level ( $\bar{X} = 4.54$ , S.D. = 0.37). The highest performance is in the following three aspects:

First, exam pressure ( $\bar{X} = 4.72$ , S.D. = 0.39). This shows that exam pressure is the biggest problem for university students, which points out the direction for future research.

Secondly, not many real skills were learned ( $\bar{X} = 4.71$ , S.D. = 0.26). This shows that personal pressure also brings great troubles to university students, which can be the goal of our future research.

Finally, low learning efficiency ( $\bar{X} = 4.69$ , S.D. = 0.41) has become a highly concerned problem for university students. This suggests that we can also discuss this issue in future studies.

### 3. Needs of pressure management of university students in China

Table 3. Needs of pressure management of university students in China

Questions	n = 385		Level of needs
	$\bar{X}$	S.D.	
1. Pressure management can help university students cope with difficulties rationally.	4.71	0.28	Highest
2. Pressure management can help university students learn from failure.	4.77	0.38	Highest
3. Pressure management can help university students make some plans to overcome difficulties and stick to them.	4.79	0.32	Highest
4. Pressure management can help university students feel confident in their ability to succeed.	4.77	0.41	Highest
5. Pressure management can help university students concentrate on their work or study and forget their unhappiness.	4.72	0.42	Highest
6. Pressure management can help university students often like to chat with someone to relieve their troubles.	4.73	0.36	Highest
7. Pressure management can help university students ask others to help them overcome difficulties.	4.64	0.42	Highest
8. Pressure management can help university students participate in other social activities and find new sustenance.	4.72	0.31	Highest
9. Pressure management can help university students strive to change the status quo and make the situation change to a better side.	4.79	0.31	Highest
10. Pressure management can help university students solve difficulties in more than two ways.	4.69	0.45	Highest
11. Pressure management can help university students learn from their own experiences or those of others to cope with difficulties.	4.75	0.32	Highest
12. Pressure management can help university students often discuss solutions to problems with colleagues and friends.	4.69	0.43	Highest
13. Pressure management can help university students to feel like they are not doing anything and let it go.	4.51	0.29	Highest
14. Pressure management can help university students relieve conflict or unhappiness by using humor or jokes.	4.68	0.37	Highest
15. Pressure management can help university students often see the good in the bad.	4.71	0.31	Highest
16. Pressure management can help university students feel that frustration is a test for themselves.	4.71	0.26	Highest
17. Pressure management can help university students seek advice from experienced friends, relatives and teachers to solve problems.	4.71	0.39	Highest

18. Pressure management can help university students calm down and lighten their troubles.	4.72	0.35	Highest
19. Pressure management can help university students calm down and lighten their troubles.	4.76	0.35	Highest
20. Pressure management can help university students seek understanding and sympathy from others.	4.63	0.36	Highest
Total	4.71	0.35	Highest

According to table 3, the overall average is in the highest level ( $\bar{X} = 4.71$ , S.D.= 0.35). The highest performance is in the following three aspects:

First, pressure management can help university students make some plans to overcome difficulties and do them according to the plan, reaching the highest level ( $\bar{X} = 4.79$ , S.D.= 0.32). This is the strongest demand of university students.

Next, pressure management can help university students strive to change the status quo for the better and also reach the highest level ( $\bar{X} = 4.79$ , S.D.= 0.31). This is also a strong demand of university students.

Finally, pressure management helped university students to have the highest level of confidence in their ability to succeed ( $\bar{X} = 4.77$ , S.D.= 0.41). This is also a strong demand of university students.

## Discussion

### 1. The problems and demands of pressure management strategy for Chinese university students.

Through the investigation of the strategic guidelines for pressure management of Chinese university students, the problems and needs of pressure management of Chinese university students are found, most of which are at the "highest" level. Among them, the study pressure caused by low examination and learning efficiency, the life pressure caused by insufficient skill learning, and the problems and demands of overcoming difficulties, improving the status quo and enhancing confidence through pressure management are the highest. The researchers used these aspects as strategic guidelines for pressure management in university students. 1) Pressure will affect mental health, and pressureful events contribute to mental health problems, which is similar to Zhang & Liu (2021). 2) University students are one of the high-risk groups of psychological pressure. Pressure is becoming more and more common among university students and has become the primary problem affecting their physical and mental health. This is similar to Ma's view (2024). 3) University students' psychological precursors generally include study pressure, life pressure and negative life event pressure. 4) Self-directed pressure management interventions offer excellent opportunities to scale up evidence-based interventions to self-manage these pressures, and raising this awareness is critical. This is in line with Amanvermez et al. 's view (2022).

Therefore, the strategic method of pressure management of university students can start from the following aspects. 1) Identify and understand precursors. 2) Investigating the Causes of pressure. 3) Survey pressure affects students. 4) Find the ways to Pressure relief. 5) Watch for signs that students need help. 6) Know where to go for help. University students need the attention and support of all sectors of society. To sum up, to help university students correctly understand pressure and effectively manage and relieve pressure is conducive to university students learn to better regulate their physical and mental state and face university life and study with a positive attitude.

### 2. Strategic guidelines for pressure management of Chinese university students.

This manual is divided into 6 modules: 1) Identify and understand precursors. 2) Investigating the Causes of pressure. 3) Survey pressure affects students. 4) Find the ways to Pressure relief. 5) Watch for signs that students need help. 6) Know where to go for help. University students need the attention and support of all sectors of society. To sum up, it is of great significance to help university students correctly understand pressure, effectively manage and relieve pressure, and improve their overall mental health. By helping university students understand the pressure and providing them with ways to relieve the pressure, we can help them successfully achieve a state of physical and mental balance from the state of pressure, guide university students to choose positive coping ways in the face of pressure and maintain mental health.



## Body of knowledge

The objectives of this research were to investigate the problems and needs of stress management in Gannan University of Science and Technology. Formulate the Strategic Management Policy of Stress for Chinese College Students. As shown in Figure 2.

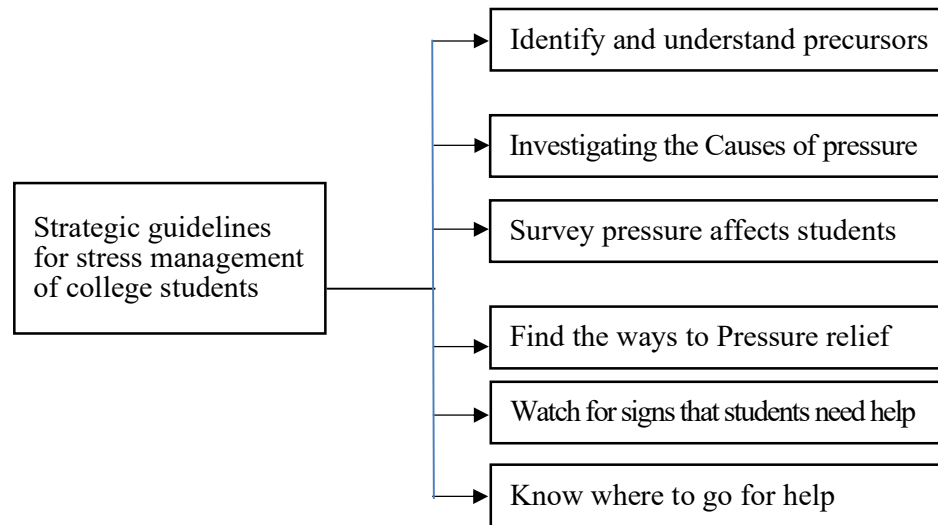


Figure 2. Research Body of Knowledge

This study helps students improve their stress management ability by formulating the Strategic Guidelines for Stress Management of college students. The strategic guidelines consist of six modules, namely: 1) Identify and understand precursors; 2) Investigating the Causes of pressure; 3) Survey pressure affects students; 4) Find the ways to Pressure relief; 5) Watch for signs that students need help; 6) Know where to go for help.

## Conclusion

The results of the survey on the pressure management of Chinese university students are all "highest", indicating that there are problems in the pressure management of university students. The pressure of university students mainly comes from three aspects: study troubles, daily troubles and negative life events. Understand the causes of pressure and how it affects students. Learn how to relieve pressure. Know the signs that students need help and where to go for it.

Chinese university students have the highest pressure management problems and demands, indicating that society, school, family and individuals all bring pressure problems to university students. Most university students face academic pressure, life pressure, negative life event pressure and other aspects of pressure, among which academic pressure is the main source of pressure. In the face of pressure, most university students are often in tension and anxiety, and their self-cognition is challenged by external experience, which is prone to self-cognition deviation and lead to self-disharmony. Most university students hope to overcome difficulties, improve their current situation and enhance their confidence through pressure management. On the other hand, with the attention of schools and society, more efforts are being made to help university students relieve their pressure.

The strategic guidelines consist of six modules, namely: 1) Identify and understand precursors; 2) Investigating the Causes of pressure; 3) Survey pressure affects students; 4) Find the ways to Pressure relief; 5) Watch for signs that students need help; 6) Know where to go for help.

All six modules are evaluated by three experts for the correctness and suitability of the content and are expressed in terms of IOC values. The IOC values of the six units are all between 0.67 and 1.00, indicating that the formulation of the Strategic Policy of Pressure Management for Chinese University

Students is acceptable and can be used as the basis for constructing the strategic policy of pressure management for university students in Gannan University of Science and Technology.

### Suggestions

1. It is necessary to carry out evaluation research on the strategic guidelines of pressure management for university students.
2. Research on the influencing factors of implementing the strategic policy of pressure management for university students.

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