



Developing the academic administration guidelines on reducing learning stress for students in the faculty of physical health of Aba Normal University

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ABSTRACT

This article aimed to investigate the problems and needs related to reducing learning stress for students in the faculty of physical health. The second objective was to create guidelines for academic administration that focus on reducing learning stress among students in the faculty of physical health. The samples were 264 students, 33 teachers, and 20 administrators. The samples were obtained through stratified random sampling at the Faculty of Physical Health of Aba Normal University center, serving as a case study. The research instruments were questionnaires. Three experts reviewed and validated the questions. The IOC provided the valuation methodology. We used statistics for data analysis, which included frequencies, percentages, means, and standard deviations. The research results were found as follows: 1) The issue of reducing learning stress among physical education students in higher colleges was identified. The opinions of students are at the highest level (4.57). The challenges of reducing learning stress for physical education students in higher colleges are significant. The opinions of teachers/administrators are at the highest level (4.64). 2) The need to reduce the learning stress associated with physical education is evident. Students in higher colleges, in students' opinions, are at the highest level (4.56). Teachers' and administrators' opinions about the need to reduce learning stress among physical education students in higher colleges are at the highest level (4.65). 3) They develop the academic administration guidelines on reducing learning stress for students in the faculty of physical health at Aba Normal University, which comprises five parts. The academic administration guidelines in five parts include: 1) physical education students of higher colleges in China. 2) Current learning stress for physical education students in higher colleges. 3) The ideal learning status for physical education students in higher colleges. 4) Developing academic administration guidelines for reducing learning stress for physical education students in higher colleges. 5) Implementation of development measures and feedback mechanisms.

Introduction

Aba Normal University is located in the Aba Tibetan and Qiang Autonomous Prefecture, Sichuan Province, China, which is a remote mountainous area. With the continuous deepening and advancement of education reform in colleges and universities across China, the teaching management models and teaching management methods of major colleges and universities have also been adjusted accordingly, and the education management system has also developed rapidly in the tide of the times. In terms of student training, colleges and universities in China adhere to an education model that focuses on theoretical education and is supplemented by practical education and gradually increases the proportion of practice and skills training in school education. In the reformed education environment, the stress and learning difficulties faced by college students in China are also quite severe (Chen et al., 2017, pp. 1147-1165). College students will face tremendous stress in their studies, life, employment, etc. (Kumar, K., & Chaturvedi, R., 2018, pp. 25-39). As an important part of the social group, college students are a very special category in modern society. College students have received varying degrees of attention and expectations in society, school, and family; college students have experienced many psychological and physical changes during their college years, and they are under tremendous stress. In this context, it is necessary to develop academic management guidelines on reducing the study stress of students in the School of Physical Health. It is of extreme significance to formulate it according to the characteristics and needs of students. Through educational management reform, psychological counseling, curriculum adjustment, etc., we can reduce students' learning stress, provide a good and high-quality learning environment, stimulate their interest in learning theoretical knowledge, English, etc., and have good performance in facing exams, upgrades, etc., and psychological quality. In addition, educational methods that reduce learning stress can improve students' learning abilities, creativity, and learning methods through teachers' teaching methods. Current research at home and abroad shows that reducing the learning stress of college sports students is an important part of academic management. Many colleges and universities have achieved remarkable results by reducing students' learning stress through academic administration. These studies show that by reforming academic management and paying attention to psychological counseling for students, college students' learning stress can be greatly alleviated. Relieve the academic stress for college students and maintain their mental health. This research survey will bring positive benefits to the lives, studies, and employment of young college students, identify the reasons, and propose solutions. This case study shows that teachers and administrators at Aba Normal University's School of Physical Education and Health are aware of the issues and needs of managing students' academic work. They need to come up with clear academic rules to make learning less stressful for students. At the same time, reducing the learning stress of university sports students is a manifestation of cultivating the comprehensive ability of sports students, cultivating and improving the comprehensive quality of students.

Objectives

1. To investigate problems and needs of reducing learning stress for students in the faculty of physical health.
2. To develop the academic administration guidelines on reducing learning stress for students in the faculty of physical health.

Literature Review

The impact of stress on students in secondary school and higher education was the subject of a research project by Pascoe et al. (2020, pp. 104-112). The results indicated that students in secondary and higher education settings face a variety of continuous stressors related to academic demands. Studies have shown that academically related stressors can reduce academic performance, decrease student motivation, and increase the risk of students dropping out of school. This article presents the latest research on the related stress effects of academic research and discusses the impact on students. The article discusses the

effects on academic ability and performance, mental health problems such as depression and anxiety, and sleep difficulties.

Frazier et al. (2019, pp. 562-570) carried out a study with the title "Understanding stress as an impediment to academic performance.". The results indicated that stress is the most commonly reported barrier to academic performance among college students. Examining the accuracy of barriers to the impact of stress on student academic performance, determining the concordance of demographic and psychosocial factors that distinguish students, are intuitive representations of how stress affects their performance, and students who report stress as affecting their performance have lower GPAs and reported Higher stress levels were associated with lower coping self-efficacy, resilience, and social support levels. Male, heterosexual, and minority students were more likely to report stress.

Conclusions: Stress reduction interventions should target psychosocial factors associated with viewing stress as a barrier and poor performance.

Jones et al. (2018, pp. 252-264) conducted a research project titled: "Contemporary college student anxiety: The role of academic distress, financial stress, and support.". The results indicated that mental health problems, especially psychological anxiety, are becoming more and more common and popular among college students. Researchers analyzed college mental health data to provide analysis and statistics on student anxiety reported by students and their counselors. The analysis showed that academic difficulties accounted for the largest share of anxiety, followed by financial stress, family support stress, and peer support stress.

The above studies all analyzed the sources of students' learning stress, including aspects such as academic environment, academic ability, mental health, social factors, employment stress, and financial stress.

Research Conceptual Framework

The objectives of this research are 1) to investigate problems and needs of reducing learning stress for students in the faculty of physical health, and 2) to develop the academic administration guidelines on reducing learning stress for students in the faculty of physical health.

Regehr et al. (2013, pp.1-11) Problems and needs of reducing learning stress for students in the faculty of physical health. Concepts and theories related to academic administration guidelines on reducing learning stress for students in the faculty of physical health. Investigate the problems and needs on reducing learning stress. The results of data analysis on the problems and needs on reducing learning stress for students in the faculty of physical health. The academic administration guidelines on reducing learning stress for students in the faculty of physical health.

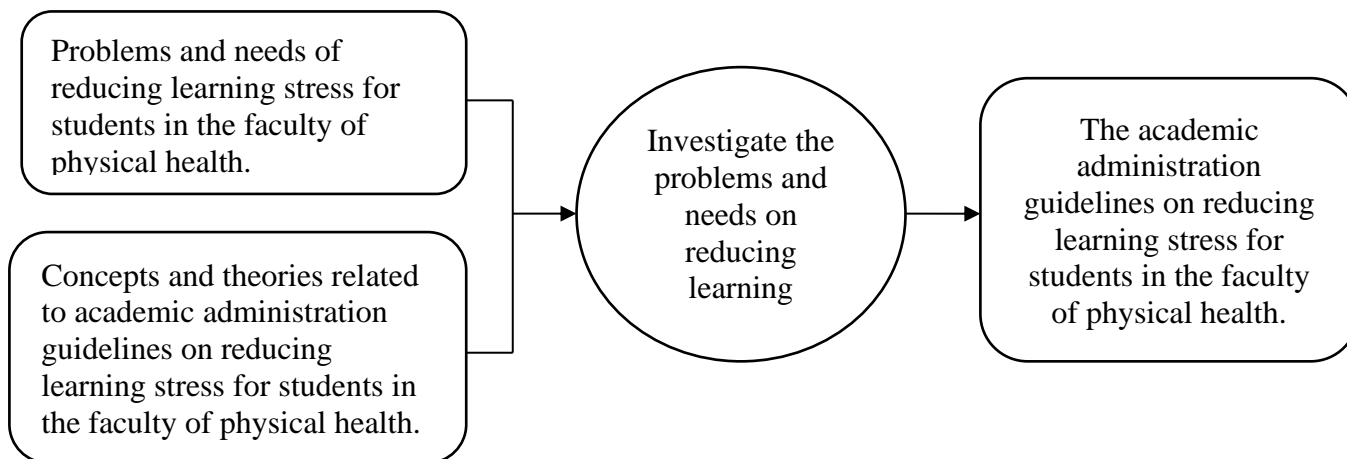


Figure 1 Research Conceptual Framework

Methods

This study aims to discover and study some problems and needs of college students' learning stress. Then, based on these problems and needs, a study guide to reduce the learning stress of college students is made. Take the School of Physical Education and Health of Aba Normal University as an example.

1. Research design

Mixed Methods Research (Quantitative research and Qualitative research) was used to analyze the data because it uses both quantitative and qualitative approaches in the research process.

2. Population and samples

2.1 Population

In this research, The Faculty of Physical Health of Aba Normal University was used as a case study. The population in this research project was divided into 2 groups, namely; 1) 776 students 2) 33 teachers and 20 administrators.

2.2 Samples

The sample groups were divided into 2 groups, namely, 1) 264 students 2) 33 teachers and 20 administrators. The sample groups were calculated according to Yamane's formula (1967) (Yamane, 1967, p.887). And the respondents were collected through the stratified random sampling technique.

3. Research tools

The tools used for research are as follows:

3.1. The questionnaires were divided into three parts as follow:

1) General Information 2) Problems of learning stress among students of physical education in the School of Physical Education and Health of Aba Normal University. 3) The need to formulate academic management guidelines on reducing learning stress among students of the School of Physical Education of Aba Normal University. Questionnaires were evaluated the correctness and suitability by the 3 specialists and the methodology of valuation used was the IOC (index of item-objective congruence).

3.2 Focus group: The nine participants from the 3 academic administrators 3 curriculum and instruction experts and 3 teachers were invited to share the ideas and experiences on reducing learning stress for students.

4. Data Collection

The data were collected by electronic questionnaire distribution to the participants within one month. The process of data analysis spent about a week. It took two weeks to complete the report for this study.

4.1 Questionnaires were sent to 264 students of the School of Physical Education and Health of Aba Normal University, and 264 sampled questionnaires were returned to the researchers; questionnaires were sent to 33 teachers and 20 administrators of the school, and 53 questionnaires were returned to the researchers.

4.2 The nine participants from the 3 academic administrators 3 curriculum and instruction experts and 3 teachers were invited to share the ideas and experiences on reducing learning stress for students.

5. Data Analysis

5.1 Quantitative survey questions were used to analyze and the statistics used for analyzing data including frequencies, means (\bar{x}) standard deviations (S.D.) The five point Likert rating scale was used to assess the needs and problems of physical education students in reducing academic stress.

5.2 The qualitative method was used for focus group discussion which content analysis and the statistics used for analyzing data were based on frequencies.

Results

1. Problems of reducing learning stress of physical education students in the Faculty of Physical Health of Aba Normal University.

Students

Table 1 Problems of reducing learning stress for students in the faculty of physical health in the opinions of students

Items	n=264		Level of problems
	\bar{X}	S.D.	
Curriculum			
1. Students don't understand the school curriculum.	4.61	0.53	Highest
2. The common foundational courses are not interesting.	4.52	0.59	Highest
3. Students are not satisfied with the setting of professional theoretical courses.	4.66	0.52	Highest
4. Students are not satisfied with the setting of the practical course.	4.60	0.55	Highest
5. The college's teaching facilities don't assist the course.	4.58	0.57	Highest
6. The professional theory courses have increased the physical education students.	4.55	0.57	Highest
7. The English courses are difficult for physical education students.	4.63	0.54	Highest
Total	4.59	0.55	Highest
Stress factor			
8. The employment stress is the main factor leading to stress in studying.	4.56	0.61	Highest
9. The competitive stress can have an impact on learning stress.	4.58	0.58	Highest
10. The study stress comes from various problems.	4.47	0.65	High
11. Students have a deep feeling of study stress.	4.54	0.60	Highest
Total	4.54	0.61	Highest
Instruction			
12. Lack of learning methods and skills are important reason for learning stress.	4.59	0.58	Highest
13. Teachers help students relieve the stress of studying.	4.59	0.58	Highest
14. The school takes measures to help students relieve their study stress.	4.56	0.62	Highest
15. The learning experience of senior brothers and sisters can effectively relieve study stress.	4.61	0.61	Highest
Total	4.59	0.60	Highest
Evaluation			
16. The various levels of examinations cause studying stress for students.	4.55	0.59	Highest
17. The final examination causes the stress for students.	4.54	0.58	Highest
18. The work performance causes the stress for students.	4.57	0.59	Highest

19. The criteria of testing cause the stress for students.	4.52	0.64	Highest
20. The scores of testing cause the stress for students.	4.52	0.64	Highest
Total	4.54	0.61	Highest
Total Average	4.57	0.59	Highest

According to table 1, it is indicated that the problems of reducing learning stress of physical education students in higher colleges in the opinions of students are at the highest level. ($\bar{X} = 4.57$, S.D. = 0.59). The curriculum aspect shows that students' learning stress is at the highest level. ($\bar{X} = 4.59$, S.D. = 0.55). The stress factor aspect shows that students' study stress is at the highest level. ($\bar{X} = 4.54$, S.D. = 0.61). The instruction aspect shows that students' learning stress is at the highest level. ($\bar{X} = 4.59$, S.D. = 0.60). The evaluation aspect shows that students' learning stress is at the highest level. ($\bar{X} = 4.54$, S.D. = 0.61).

Teachers/administrators

Table 2 Problems of reducing learning stress for students in the faculty of physical health in the opinions of teachers/administrators.

Items	n=53		Level of problems
	σ	μ	
Curriculum			
1. Students don't understand the school curriculum.	4.64	0.56	Highest
2. The common foundational courses are not interesting.	4.70	0.50	Highest
3. Students are not satisfied with the setting of professional theoretical courses.	4.57	0.57	Highest
4. Students are not satisfied with the setting of the practical course.	4.62	0.60	Highest
5. The college's teaching facilities don't assist the course.	4.68	0.47	Highest
6. The professional theory courses have increased the physical education students.	4.59	0.60	Highest
7. The English courses are difficult for physical education students.	4.70	0.46	Highest
Total	4.64	0.54	Highest
Stress factor			
8. The employment stress is the main factor leading to stress in studying.	4.68	0.47	Highest
9. The competitive stress can have an impact on learning stress.	4.74	0.45	Highest
10. The study stress comes from various problems.	4.59	0.66	Highest
11. Students have a deep feeling of study stress.	4.53	0.58	Highest
Total	4.64	0.54	Highest

Instruction			
12. Lack of learning methods and skills are important reason for learning stress.	4.74	0.49	Highest
13. Teachers help students relieve the stress of studying.	4.72	0.50	Highest
14. The school takes measures to help students relieve their study stress.	4.62	0.53	Highest
15. The learning experience of senior brothers and sisters can effectively relieve study stress.	4.64	0.59	Highest
Total	4.68	0.53	Highest
Evaluation			
16. The various levels of examinations cause studying stress for students.	4.57	0.57	Highest
17. The final examination causes the stress for students.	4.72	0.53	Highest
18. The work performance causes the stress for students.	4.68	0.51	Highest
19. The criteria of testing cause the stress for students.	4.57	0.57	Highest
20. The scores of testing cause the stress for students.	4.57	0.69	Highest
Total	4.62	0.57	Highest
Total Average	4.64	0.55	Highest

According to table 2, it is indicated that the problems of reducing learning stress of physical education students in higher colleges in the opinions of teachers/administrators are at the highest level ($\sigma = 4.64$, $\mu = 0.55$). The curriculum aspect shows that students' learning stress is at the highest level ($\sigma = 4.64$, $\mu = 0.54$). The stress factor aspect shows that students' study stress is at the highest level ($\sigma = 4.64$, $\mu = 0.54$). The instruction aspect shows that students' learning stress is at the highest level ($\sigma = 4.68$, $\mu = 0.53$). The evaluation aspect shows that students' learning stress is at the highest level ($\sigma = 4.62$, $\mu = 0.57$).

2. Needs of reducing learning stress for students in the faculty of physical health.

Students

Table 3 Needs of reducing learning stress for students in the faculty of physical health in students' opinions.

Items	n=264		Level of needs
	\bar{X}	S.D.	
Curriculum			
1. Students have a good understanding of the school's curriculum.	4.52	0.69	Highest
2. The common foundational courses are interesting.	4.55	0.60	Highest
3. Students have satisfied with the setting of professional theoretical courses.	4.60	0.56	Highest
4. Students have satisfied with the setting of the	4.49	0.58	High

practical course.			
5. The college's teaching facilities course completion.	4.59	0.55	Highest
6. Students become better through professional theoretical courses.	4.59	0.60	Highest
7. Students become more confident through learning English courses.	4.62	0.54	Highest
Total	4.57	0.59	Highest
Stress factor			
8. Reducing learning stress can promote learning progress.	4.58	0.58	Highest
9. Students don't need to face competitive stress.	4.59	0.57	Highest
10. Students' learning stress doesn't need to be faced in many aspects.	4.55	0.60	Highest
11. The deep feeling of learning stress can't promote the growth of students' abilities.	4.58	0.59	Highest
Total	4.58	0.59	Highest
Instruction			
12. Correct learning methods and skills can relieve the learning stress.	4.52	0.60	Highest
13. Teachers help students relieve studying stress.	4.53	0.60	Highest
14. The school can help students relieve studying stress.	4.58	0.60	Highest
15. The learning experience of senior brothers and sisters can help relieve studying stress.	4.54	0.57	Highest
Total	4.54	0.59	Highest
Evaluation			
16. Maintaining stable test scores can alleviate studying stress.	4.56	0.56	Highest
17. Keeping academic performance stable can relieve studying stress.	4.58	0.61	Highest
18. The work performance help students feel good in studying.	4.56	0.61	Highest
19. The criteria of testing help students to understand the way to study and work.	4.54	0.65	Highest
20. The scores results from testing help students to know their progress.	4.59	0.53	Highest
Total	4.57	0.59	Highest
Total Average	4.56	0.59	Highest

According to table 3, it is indicated that needs of strategic guidelines for developing reducing learning stress of physical education students in higher colleges in students' opinions (\bar{X} =4.56, S.D. =0.59). The curriculum aspect shows that students' learning stress is at the highest level. (\bar{X} =4.57, S.D. =0.59). The stress factor aspect shows that students' study stress is at the highest level. (\bar{X} =4.58, S.D. =0.59). The

instruction aspect shows that students' learning stress is at the highest level. ($\bar{X}=4.54$, S.D. =0.59). The evaluation aspect shows that students' learning stress is at the highest level. ($\bar{X}=4.57$, S.D. =0.59).

Teachers and Administrators

Table 4 Needs of reducing learning stress for students in the faculty of physical health in teachers'/administrators' opinions.

Items	n=53		Level of needs
	σ	μ	
Curriculum			
1. Students have a good understanding of the school's curriculum.	4.67	0.49	Highest
2. The common foundational courses are interesting.	4.64	0.65	Highest
3. Students have satisfied with the setting of professional theoretical courses.	4.68	0.51	Highest
4. Students have satisfied with the setting of the practical course.	4.62	0.60	High
5. The college's teaching facilities course completion.	4.62	0.53	Highest
6. Students become better through professional theoretical courses.	4.62	0.53	Highest
7. Students become more confident through learning English courses.	4.64	0.52	Highest
Total	4.64	0.55	Highest
Stress factor			
8. Reducing learning stress can promote learning progress.	4.66	0.52	Highest
9. Students don't need to face competitive stress.	4.57	0.61	Highest
10. Students' learning stress doesn't need to be faced in many aspects.	4.66	0.48	Highest
11. The deep feeling of learning stress can't promote the growth of students' abilities.	4.66	0.48	Highest
Total	4.64	0.52	Highest
Instruction			
12. Correct learning methods and skills can relieve the learning stress.	4.59	0.50	Highest
13. Teachers help students relieve studying stress.	4.74	0.52	Highest
14. The school can help students relieve studying stress.	4.62	0.56	Highest
15. The learning experience of senior brothers and sisters can help relieve studying stress.	4.57	0.54	Highest
Total	4.63	0.53	Highest
Evaluation			
16. Maintaining stable test scores can alleviate studying stress.	4.51	0.69	Highest
17. Keeping academic performance stable can relieve	4.72	0.50	Highest

studying stress.

18. The work performance help students feel good in studying.	4.76	0.48	Highest
19. The criteria of testing help students to understand the way to study and work.	4.76	0.52	Highest
20. The scores results from testing help students to know their progress.	4.66	0.52	Highest
Total	4.68	0.54	Highest
Total Average	4.65	0.54	Highest

According to table 4, it is indicated that needs of strategic guidelines for developing reducing learning stress of physical education students in higher colleges in teachers'/administrators' opinions. ($\sigma = 4.65$, $\mu = 0.54$). The curriculum aspect shows that students' learning stress is at the highest level. ($\sigma = 4.64$, $\mu = 0.55$). The stress factor aspect shows that students' study stress is at the highest level. ($\sigma = 4.64$, $\mu = 0.52$). The instruction aspect shows that students' learning stress is at the highest level. ($\sigma = 4.63$, $\mu = 0.53$). The evaluation aspect shows that students' learning stress is at the highest level. ($\sigma = 4.68$, $\mu = 0.54$).

3. Developing the Academic Administration Guidelines on Reducing Learning Stress for Students in the Faculty of Physical Health.

3.1 The Investigation of Learning Stress of physical education students in higher colleges.

According to the results from this study, it can be concluded that most of the students rated the problems of Learning Stress of physical education students in higher colleges are at the "Highest" level. Similarly, most of the teachers/school administrators rated the problems of Learning Stress of physical education students in higher colleges are all at the "Highest" level. For physical education students, the problem of study stress leads to lose learning methods, which cannot reflect their own strength in an all-round way. Students' academic performance declines, their own learning restraint is not strong, and their own comprehensive abilities are insufficiently improved. For teachers and administrators, the problem of physical education students' learning stress has led to a decline in teaching effectiveness, an increase in the workload of managers, an increase in the difficulty of management effects, and more difficulty in monitoring students. It is difficult to obtain timely feedback on the learning and performance of physical education students.

3.2 The Investigation of needs for reducing learning stress of physical education students in higher colleges. According to the results from this study, it can be concluded that most of the students rated the needs for reducing learning stress of physical education students in higher colleges are at the "Highest" level. Similarly, most of the teachers/school administrators rated the needs for reducing learning stress of physical education students in higher colleges are all at the "Highest" level.

3.3 Developing academic administration guidelines for reducing learning stress of physical education students in higher colleges. According to the results from this study, the guidelines for reducing learning stress among students in colleges of physical health consist of five units; namely: 1) physical education students of higher colleges in China. 2) Current Learning Stress of physical education students in higher colleges. 3) The ideal learning status for physical education students in higher colleges. 4) Constructing the academic administration guidelines on reducing learning stress for physical education students in higher colleges and 5) Implementation of development measures and feedback mechanisms. The IOC values of these five units are 1.00, indicating that the guidelines for reducing learning stress of physical education students in higher colleges are acceptable, and can be used as the academic management guidelines for reducing learning stress of physical students in the faculty of physical health of Aba Normal

University to improve students' ability and competitiveness and the teaching and management efficiency of faculty members, and corporate recognition of graduates.

Discussions

1. The Investigation of problems of reducing Learning Stress of physical education students in higher colleges. According to the results from this study, the survey of students, faculty teachers/administrators showed that the problems of reducing Learning Stress of physical education students were at the "highest" level, indicating the prevalence and severity of Learning Stress of physical education students.

1) Daily tests and examinations put stress on physical education students: students have weak self-learning ability and self-discipline ability. In China, most physical education students come from junior middle schools and high schools with weak cultural courses. Most of our country's universities are comprehensive universities and applied universities. Most students majoring in physical education are casual, and theoretical examinations are more difficult. In order to go to college, some physical education students only took part in the provincial "unified examination" after only three to six months of intensive training. They experienced closed-end cramming teaching and expressed concerns about the examination and anxiety.

The results of this study are consistent with the research results of Johnson et al. (2021, pp. 163-171) in that who expressed the need to develop plans to help students learn to perform academic activities and minimize their learning anxiety and their academic pain. At present, the self-study ability of physical education students in colleges and universities is not optimistic enough, and students' self-study awareness is weak. Therefore, in order to improve the effective training of sports talents in colleges and universities, we must focus on cultivating students' self-learning ability. This article analyzes the current situation and existing problems of learning stress among physical education students in colleges and universities, and discusses effective practical strategies to reduce the learning stress of physical education students in colleges and universities.

2) Study stress affects learning outcomes: Many physical education students are "satisfied with the status quo" and lack initiative in learning, especially in basic cultural courses, which lack in-depth learning and active learning. There are also students who have not read a complete book during their college years. They only focus on the professional courses that they are interested in. They only learn some basic common sense and professional knowledge, and lack the ability to continue to study in depth. As a result, their academic activities encounter bottlenecks and they feel that they are coming from Academic stress affects the improvement of one's own comprehensive strength, and ultimately affects the acquisition of learning results.

The results of this study are consistent with the research results of Ryan et al. (2022, pp. 867-881) in that who stated that students from the academic stress management study program had higher gains throughout the later stages of their academic studies; meaning that students felt that academic activities made them feel stressed. Specifically, students' main stress sources are caused by unmet learning stress and self-expectations; students' learning outcomes in the implementation of independent learning courses are fully included. That is, when acquired cognitive abilities, knowledge, emotions, sensations, psychomotor skills, or skills are neither too high nor too low. The relationship between academic stress and student learning outcomes is significant. This means that the higher the student's academic stress level, the lower the learning achievement, and vice versa. From a student's perspective, students having specific academic guidance and distractions have a positive impact on the development of their own learning status. In order to achieve the best learning status for students and reduce learning stress. Our students, lecturers and administrators can work together.

2. The needs for reducing learning stress of physical education students in Aba Normal University.

The results from this study were the survey shows that our students do not know much about the school's curriculum, lack enthusiasm for public basic courses, have difficulty learning professional theoretical courses, are not satisfied with some practical courses, are not particularly satisfied with the teaching facilities of the college, and are not satisfied with the learning of English courses. It is particularly difficult and a series of learning tasks puts learning stress on our PE students. In turn, it affects students' psychological anxiety, tension, depression or loss, affects students' concentration and motivation in learning, and makes it difficult for students to maintain a positive learning attitude; it also affects the decline of students' academic performance, and in the competition Falling behind other students; affecting the performance of sports students in sports competitions, they may feel tired, lose motivation, be unable to fully realize their potential, and affect students' self-confidence.

3. The Academic Administration Guidelines of reducing learning stress for the faculty of physical health in Aba Normal University. According to the results from this study, the academic administration guidelines for reducing learning stress among students in colleges of physical health consist of five units; Namely: 1) physical education students of higher colleges in China. 2) Current Learning Stress of physical education students in higher colleges. 3) The ideal learning status for physical education students in higher colleges. 4) Constructing the academic administration guidelines on reducing learning stress for physical education students in higher colleges and 5) Implementation of development measures and feedback mechanisms. The IOC values of these five units are 1.00, indicating that the guidelines for reducing Learning Stress of physical education students in higher colleges are acceptable, and can be used as the guidelines for Reducing Learning Stress for Students in the Faculty of Physical Health in Aba Normal University to improve students' ability and competitiveness and the teaching and management efficiency of faculty members. The concepts of the guidelines for reducing Learning Stress of physical education students in higher colleges were found relevant to the research results of Lopes Dos Santos et.al, (2020) in that College students experience various stressors from management and academic related departments. In addition to the burdens faced by most college students, college athletic students must devote a significant amount of time to improving their athletic abilities. Body Strength and Conditioning We see college athletes training on an almost daily basis and can clearly appreciate the behavioral changes college athletes may exhibit under the influence of these stressors. Therefore, it is necessary to develop a detection system to detect the learning of college students in order to develop stress management strategies for this group of people.

Body of Knowledge

The knowledge of the research includes physical education students of higher colleges in China. Current Learning Stress of physical education students in higher colleges. The ideal learning status for physical education students in higher colleges. Developing the academic administration guidelines on reducing learning stress for physical education students in higher colleges. Implementation of development measures and feedback mechanisms. As shown in Figure 2.

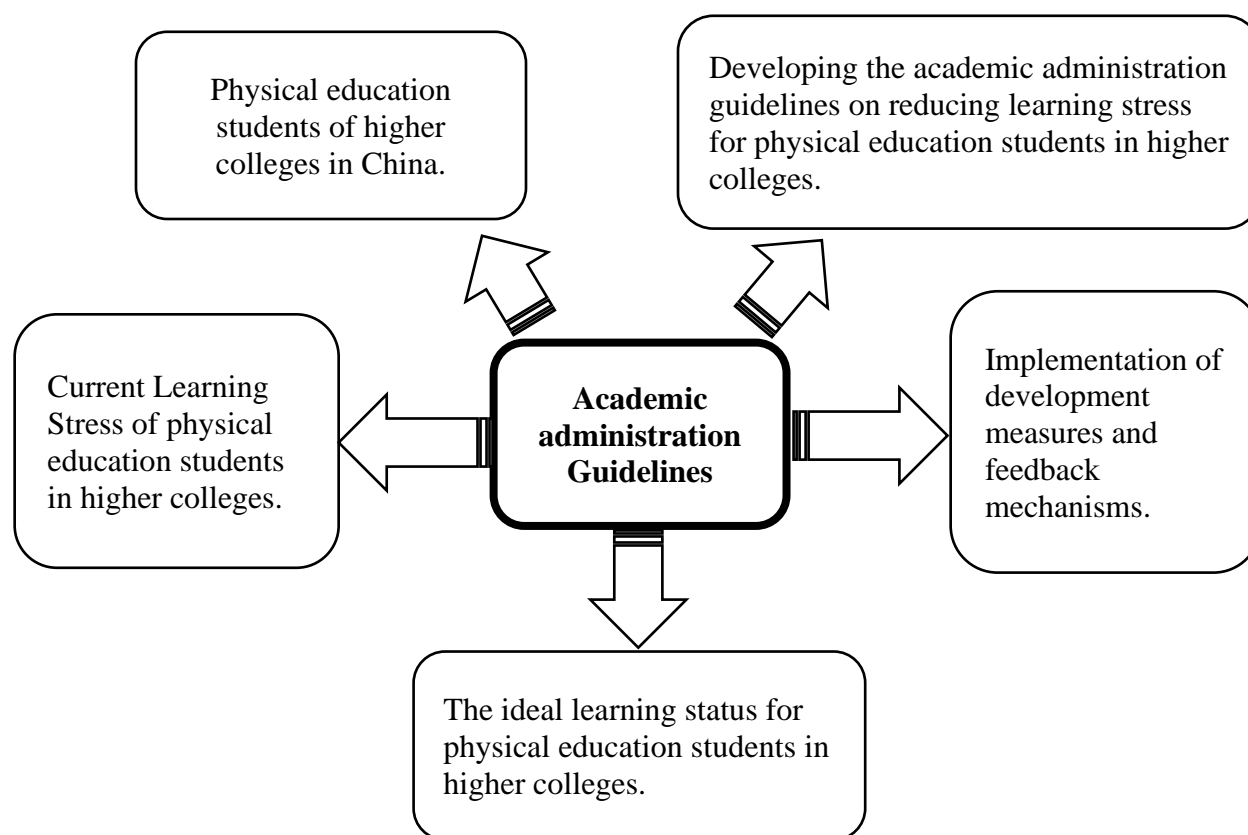


Figure 2 Bory of knowledge from research

According to the survey on the learning stress problem of sports students in colleges and universities, through the sampling survey of teachers, administrators and students. In terms of curriculum setting, stress factors, teaching, evaluation, etc., the learning stress of students is at the highest level. It can be concluded that most of the students who scored high on the learning stress problem of sports students in colleges and universities are at the "highest" level. Similarly, through the sampling survey of teachers, administrators and students. In terms of curriculum setting, stress factors, teaching, evaluation, etc., the teachers/administrators who scored the learning stress problem of sports students in colleges and universities are mostly at the "highest" level; in terms of curriculum, stress factors, teaching and evaluation. For the need to formulate strategic guidelines for reducing learning stress for sports students in colleges and universities, it can be concluded that most of the students who evaluated the need for reducing learning stress for sports students in colleges and universities are at the "highest" level. Similarly, most teachers/school administrators' assessment of the need for guidelines for reducing learning stress for sports students in colleges and universities is at the "highest" level.

In summary, from the perspective of teaching, management, and academic research in colleges and universities, reducing the learning stress of sports students in colleges and universities has become an important part of the teaching, management, and academic research goals. In the context of the new era, alleviating the learning stress of students majoring in sports in colleges and universities is one of the teaching and management goals. In order to improve and solve the learning situation and existing stress problems of college sports students, teachers and administrators must jointly take effective countermeasures, and students need to actively cooperate. Schools and teachers must ensure the stability of their own management and teaching level, so that students have both academic professional skills and the

ability to cope with learning stress at any time, so as to achieve the improvement of overall comprehensive quality; jointly cope with the troubles of college sports life caused by learning stress.

Suggestions

1. Schools need to build a management and monitoring system to reduce the learning stress of physical education students.
2. Education departments' needs to "differentiate according to each individual" and develop special training plans based on the learning characteristics of physical education students.

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