

To explore the educational methods and practical exploration of changing sub-health psychology among college students

Hu Bin

E-mail: hb660669@gmail.com

Wang Yongan

E-mail: 342810731@qq.com

Universitas Pendidikan Ganesha

Abstract

Against the backdrop of the rapid development of education, the issue of suboptimal mental health among university students has become a significant obstacle affecting their growth and academic development. Suboptimal mental health, as a transitional state between health and mental illness, though not meeting clinical diagnostic criteria, can significantly undermine students' learning ability, social adaptability, and quality of life. Without timely intervention, it may trigger serious psychological issues such as anxiety and depression, and even affect their career and physical and mental well-being. This study systematically analyzes the causes, characteristics, and impact mechanisms of suboptimal mental health among contemporary university students from social, family, educational, and individual psychological perspectives, and proposes targeted educational intervention strategies. The study indicates that the main manifestations of suboptimal mental health in university students include difficulties in social adaptation, moral cognition imbalance, internet dependency, and weak resilience. Its causes include the impact of diversified values during social transformation, competition pressure from the market economy, overprotective or excessively high parental expectations, insufficient university mental health education resources, and a lack of experience in overcoming setbacks in students' personal growth. Moreover, teachers' mental states subtly influence students. Some teachers, due to title evaluations or teaching pressure, exhibit emotional outbursts, causing tension in teacher-student relationships and forming a vicious cycle. To address these issues, the study proposes the following intervention pathways: First, build a supportive campus environment by beautifying the campus, organizing cultural and sports activities, and establishing mental health websites to create a positive cultural atmosphere. Second, improve the mental health service system by establishing student psychological records, providing personalized counseling and crisis intervention, and training teachers in basic psychological counseling skills. Third, reform teaching methods by introducing interactive courses such as case analysis and role-playing to break the traditional theoretical teaching mode, enhancing student engagement and psychological resilience. Fourth, strengthen ideological and political education by guiding students to establish correct life and worldviews through Marxist theory, enhancing their dialectical thinking and social responsibility. Fifth, promote coordinated interventions among families, schools, and society, guiding parents to adjust their educational methods to avoid excessive expectations or neglect, while using social resources to expand students' practical opportunities and improve their social adaptability. This study validates the effectiveness of intervention strategies through empirical analysis and case studies, indicating that systematic psychological support and educational model reform can significantly improve students' mental state and promote their overall development. The research provides theoretical and practical references for university mental health education, emphasizing the need for comprehensive measures from the educational system, family support, and social and cultural levels to establish a long-term psychological protection mechanism, helping students grow into physically and mentally healthy talents who can meet the demands of society in the new era.

Key words: College students, Psychological sub-health, Teaching method



1. Introduction

Suboptimal mental health among college students represents a condition that lies between mental disorders and general wellness. While not meeting diagnostic criteria for mental illness, it can still significantly impact daily life and work performance. Without timely intervention, this state may lead to both psychological and physical health issues. Particularly crucial for academic and social well-being, suboptimal mental health causes students 'bodies to become vulnerable to adverse environmental influences, potentially triggering abnormal physiological responses. With growing public awareness of this issue, developing effective strategies to address and guide students' suboptimal mental health has become a critical focus in contemporary educational practices.

Suboptimal mental health in college students reflects an imbalance in their physical and psychological capabilities, representing a comprehensive manifestation of well-being. Current psychological research identifies multiple contributing factors—including social dynamics, psychological stress, and physiological imbalances—that disrupt immune function, endocrine regulation, and overall bodily coordination. These challenges manifest through suboptimal states in physical health, mental well-being, and social adaptability, particularly evident in moral development. In medical terminology, suboptimal mental health is defined as a transitional state between wellness and pathology, significantly impacting students' academic growth and personal development. Since the turn of the century, emerging social issues such as career stagnation and income inequality have exacerbated psychological challenges among younger generations. While standard educational programs should help cultivate healthy perspectives and correct misconceptions, many youths lack life experience and often struggle to comprehend complex social realities. Exposed to pervasive negative influences, these factors may trigger psychological distress.

Surveys reveal three primary characteristics of suboptimal mental health among college students:

The psychological sub-health among college students leads to confusion about societal conditions and demands for social improvements, yet they struggle to properly coordinate their moral awareness. As the only child generation in contemporary Chinese society, these students often grow up self-centered, prioritizing personal interests over collective perspectives. This manifests as narrow-mindedness and arrogance, hindering communication with their surroundings. Online consultations, public opinion, and media exert significant psychological influence on students, causing many to blindly follow internet culture and lose their way in social development. Meanwhile, in this digital age, more young people are actively participating in shaping social culture and evaluating social practices. While such discussions help students gain social understanding, the pervasive internet culture also gradually erodes individual identity in daily life. In the current era of rapid digital transformation, information acquisition and dissemination increasingly originate from cyberspace. The evolution of internet technologies has profoundly influenced both social culture and student development. Growing numbers of students are becoming addicted to electronic devices, with many sinking into virtual online environments. Considering societal conditions and family contexts, most students lack autonomy in their growth processes. Their smooth and unchallenged development often results in poor stress resilience, leaving them ill-equipped to handle external challenges. This situation ultimately leads to a widespread lack of clear life goals among young people.

In the process of students 'learning and growth, their suboptimal mental health requires guidance from society, families, and other aspects. School education, in particular, has a direct impact on students' academic development. To further strengthen guidance and education for students, it is essential to help them actively adapt to their current environment through psychological training and counseling, enabling



them to gain self-reliant support through ideological education. Currently, many college students in China suffer from poor mental health. If not addressed promptly, students with suboptimal mental states may develop depression, obsessive-compulsive disorder (OCD), or anxiety disorders, leading to psychological issues. From a societal perspective, China's transition into an information-driven era has brought various international cultures into domestic social development. The influx of internet culture and numerous ideologies has profoundly challenged traditional value systems. As China shifts from a planned economy to a market economy, social development trends have become increasingly diversified. Changes in public consciousness, beliefs, and values have transformed college students from pure minds and ideals. Influenced by materialism and professional ethics issues, students are increasingly adopting individualism, hedonism, and materialistic tendencies. As society's demands for economic development continue to rise, China's distribution system has transitioned from a planned economy to a self-directed career path. This shift has left students feeling adrift in the face of intense academic competition, struggling to navigate their personal growth and future prospects, which often leads to anxiety and restlessness—key factors contributing to psychological issues. In the current market-driven economic climate, societal values are undergoing reconstruction and diversification. College students' understanding of social ethics and objective realities has undergone significant changes. Faced with conflicting ideologies, young people find it challenging to integrate diverse perspectives, resulting in ideological struggles that hinder their adaptation to cultural norms and self-identity formation. Market-driven challenges have diminished students' ethical values and sense of belonging. The growing gap between traditional values and modern lifestyles leaves many struggling to keep pace. These cognitive distortions stem from students' moral dilemmas and psychological imbalance.

2. The influencing factors of sub-health status of college students

In the dynamic and often demanding landscape of college life, a curious paradox emerges. Many students boast impressive knowledge repositories, having excelled academically through years of rigorous study. Yet, beneath this surface of intellectual prowess, a significant number are ensnared by psychological sub - health. This covert mental ailment functions as an intangible chain, stifling their personal growth and rendering adaptation to society's swift transformations arduous. When delving deeper, it becomes evident that a complex web of factors converges to create this widespread predicament. Academic pressures, social interactions, family expectations, and a lack of proper mental health support all interplay, weaving a tapestry that traps students in a cycle of psychological unease and impedes their holistic development.

Schools are widely regarded as the nurturing sanctuaries where college students can blossom and reach their full potential. Yet, when it comes to mental health care, there are glaring deficiencies. While a considerable number of universities do provide mental health courses, their status as electives is a cause for concern. This setup inadvertently sends a subtle yet powerful signal that mental health doesn't hold the same weight as other academic pursuits in students' overall development. Consequently, a large number of students fail to recognize the gravity of their own psychological problems. They view these courses as optional extras rather than essential components of their well - being. Even when grappling with internal turmoil, such as anxiety or depression, the non - mandatory nature of these courses leads them to brush their issues under the rug. They prioritize compulsory subjects, unaware that neglecting their mental health could have far - reaching consequences on their academic and personal lives.

Moreover, the operation of psychological counseling centers on campuses is far from satisfactory. Some psychological counselors lack sufficient professional competence. Faced with the complex and





diverse psychological problems of students, they may not be able to provide accurate and effective solutions. Additionally, the equipment for psychological assessment and treatment in these centers is outdated and inadequate. For instance, the absence of advanced psychological evaluation software and relaxation training equipment leads to inaccurate diagnoses of students' psychological problems and limited treatment methods. When students seek help, they find that they cannot receive professional and effective support. Over time, they become reluctant to turn to psychological counseling, allowing their psychological problems to accumulate and worsen.

Teachers are undeniably the compass - bearers on students' growth odyssey, playing a crucial guiding role. However, the present scenario reveals that teachers' psychological states and behavioral patterns cast a long shadow over students. In contemporary times, college teachers are caught in a whirlwind of pressure, stemming from professional title evaluations and crushing teaching workloads. The cut - throat academic competition demands that they consistently churn out high - quality papers and take on numerous research projects to climb the professional ladder. This relentless pursuit keeps them in a perpetual state of high tension. If this pressure isn't alleviated promptly, it's like a ticking time bomb, prone to trigger a host of psychological problems in teachers. These issues, in turn, can subtly but significantly affect their interactions with students, potentially hindering the students' healthy growth and development.

When teachers themselves are in a state of psychological sub-health, their daily interactions with students can transmit negative emotions. For example, some teachers may lose their temper in class over trivial matters, venting their personal dissatisfaction and anxiety on students. Such inappropriate teaching methods make students feel fearful and suppressed, discouraging them from expressing their own thoughts and opinions. Being in such a classroom atmosphere for a long time can gradually make students' psychology more sensitive and fragile, and even lead to resistance, affecting their learning enthusiasm and mental health. Furthermore, some teachers with psychological sub-health may lack patience and communication skills when dealing with students, which can easily lead to conflicts with students and further increase students' psychological burdens.

The family is the emotional home for everyone, and its influence on college students' psychological states is particularly significant. Nowadays, most college students are only children, and their parents place extremely high expectations on them. These expectations are like a double-edged sword. On the one hand, they motivate students to study hard and pursue success; on the other hand, excessive expectations become a heavy psychological burden for students.

Parents' overindulgence in their children's daily lives, where they take care of everything, leaves students lacking the ability to solve problems independently. When they enter college and face various challenges and difficulties, they often feel at a loss. At the same time, parents' high expectations make students afraid of making any mistakes. Once they encounter setbacks in their studies or lives, such as a poor performance in an exam, they will experience strong guilt and anxiety, worried about letting their parents down.

In addition, some negative factors in the family, such as disharmonious parent-child relationships or financial difficulties, can also cast psychological shadows on students. These shadows are like hidden bombs in their hearts, which can be triggered at any time and affect their emotions and psychological states. Moreover, students from different family backgrounds, with different living habits and regional cultures, gather on college campuses. Inevitably, there will be conflicts and contradictions in their interpersonal relationships. Some students, lacking the ability to handle interpersonal relationships, may



choose to escape or adopt a negative attitude when facing these problems, leading to tense interpersonal relationships and further triggering psychological problems.

The lack of effective ideological and political education is also an important factor contributing to college students' psychological sub-health. During the college years, students are in a critical period of forming their values and outlook on life, and they need correct ideological guidance. However, there are some issues in the current implementation of ideological and political education.

Numerous students possess only a superficial grasp of Marxist theory, lacking in-depth and systematic study and contemplation. Consequently, when confronted with intricate social phenomena and critical life choices, they easily fall into confusion and bewilderment. Take moral quandaries or value clashes as examples; without the guidance of correct theories, they struggle to analyze and resolve issues effectively. This often results in psychological turmoil and anguish.

Furthermore, the current approaches to ideological and political education are rather monotonous. Relying heavily on classroom lectures, they lack practical application and interactivity. Students are reduced to passive recipients of knowledge, merely sitting through classes without actively engaging. As a result, they fail to genuinely integrate theoretical knowledge into their own ideological frameworks and behavioral standards.

The psychological sub-health status of college students is the result of the combined effects of multiple factors. Schools need to strengthen mental health education and resource investment, teachers should pay attention to their own psychological adjustment and behavioral norms, families should create a favorable growth environment, and ideological and political education should be continuously innovated and improved. Only through the joint efforts of all parties and the formation of a synergy can we help college students break free from the predicament of psychological sub-health, face future challenges with a healthy and positive mentality, and shine brightly on the path of life.

3. Change the education method of psychological sub-health in college students

To effectively tackle the psychological sub-healthy issues plaguing college students, a comprehensive and in-depth understanding of their current health status is of utmost importance. College life is a critical transitional phase, and students' psychological well-being during this period can significantly impact their future development. Gaining such an understanding requires a multi-faceted approach. Firstly, it is essential to clarify their development mode and growth path. Each student has a unique set of experiences, backgrounds, and learning styles that shape their psychological development. By analyzing these factors, we can identify the underlying patterns and trends in their growth, which helps in predicting potential psychological issues.

Moreover, identifying and improving their cognitive obstacles and defects is equally crucial.

Cognitive factors, such as thinking patterns, problem-solving abilities, and self-perception, play a vital role in students' psychological health. Negative cognitive biases can lead to anxiety, depression, and other sub-healthy problems. Starting from the perspective of their sub-healthy state, we must accurately ascertain their development status. This involves not only observing their outward behaviors but also delving into their inner emotional worlds. College teachers bear a significant responsibility in this regard during the teaching process. They are in a prime position to notice subtle changes in students' psychological states. By fulfilling this responsibility, teachers can lay a solid foundation for implementing effective interventions, whether it be through counseling, psychological education courses, or creating a supportive campus environment, ultimately promoting the overall psychological well-being of college students.



1. Creating a Supportive Campus Environment

First and foremost, it is essential to strengthen the social and cultural environment on campus to create a healthy atmosphere conducive to students' learning and growth. Establishing an ideal campus culture is a crucial measure that can significantly influence and support students' mental health development. Universities should take the initiative to optimize their campus environments through beautification initiatives. A well-maintained and aesthetically pleasing campus not only provides students with an ideal learning space but also has a positive impact on their mood and overall well-being. For example, the presence of green spaces, comfortable seating areas, and inspiring art installations can create a relaxing and stimulating environment.

Furthermore, universities should organize vibrant cultural and sports activities under a positive mindset. These activities can range from art exhibitions, music festivals, and drama performances to sports competitions, fitness classes, and outdoor adventures. By participating in such activities, students can not only develop their physical and artistic skills but also enhance their social interactions and build a sense of community. Enhancing school ethos by developing unified yet innovative teaching models is also vital. A positive school ethos can strengthen interpersonal relationships and boost student cohesion. For instance, collaborative learning projects and group-based assignments can encourage students to work together, share ideas, and support one another.

In the digital age, establishing a dedicated mental health website is an effective way to create a new communication platform. This website can utilize online resources to provide students with access to mental health information, self-assessment tools, and online counseling services. It can also serve as a platform for sharing success stories, tips for managing stress, and information about upcoming mental health events on campus. Additionally, promoting mental health awareness through bulletin boards and information columns in high-traffic areas of the campus helps form discussion hotspots. These visual displays can feature inspiring quotes, facts about mental health, and invitations to participate in mental health-related activities, fostering a more positive environment for university students.

Universities should also adopt diversified teaching methods and encourage participation in counseling services. It is crucial to actively facilitate communication channels such as phone consultations, face-to-face talks, and digital platforms to engage students effectively. For example, some students may feel more comfortable discussing their problems over the phone, while others may prefer in-person sessions. Digital platforms, such as online chat rooms or video conferencing, can also provide convenient and accessible ways for students to seek help.

2. Developing Targeted Psychological Support Services

Educational institutions should develop targeted psychological support services based on students' actual sub-health conditions. Current educational practices demonstrate that schools must create diversified support systems to meet the varying needs of students. These systems can include teacher-student consultations, where students can have one-on-one meetings with their teachers to discuss academic or personal concerns. Telephone counseling services can provide immediate support to students who are in distress and need someone to talk to. Online platforms, such as mental health forums or chatbots, can offer 24/7 access to information and support.

Comprehensive psychological services require both technical infrastructure and professional staff to enhance service quality. Universities should invest in training and hiring qualified mental health professionals, including psychologists, counselors, and social workers. These professionals should have the





necessary skills and experience to conduct assessments, provide counseling, and develop treatment plans. Cultivating a positive sports culture is equally vital. As key drivers of mental health development, schools should foster engaging physical education programs and diverse sports activities. Sports not only have physical benefits but also inspire growth through tangible benefits such as improved self - esteem, teamwork skills, and stress relief. Students should experience personal development momentum during their academic journey by participating in sports.

Additionally, school - organized extracurricular programs and inter - school exchanges can help students build healthy social connections while gaining diverse opportunities to engage with society. These programs can include volunteer work, community service projects, and cultural exchange programs. By interacting with people from different backgrounds, students can broaden their perspectives, develop empathy, and enhance their social skills.

3. Establishing Comprehensive Mental Health Profiles

Universities can establish comprehensive mental health profiles for students. Upon enrollment, institutions should provide proactive educational services through these profiles to monitor psychological well - being and identify individual needs. This can involve conducting initial mental health screenings to assess students' baseline psychological states. Students experiencing mental health challenges may receive targeted counseling or intervention. For example, if a student is identified as having high levels of anxiety, they may be referred to a counselor for regular sessions or enrolled in a stress - management workshop.

These student mental health records also serve as vital tools for implementing mental health education programs. By analyzing the data from these records, universities can identify common mental health issues among students and develop targeted educational campaigns. The core objective of psychological education lies in cultivating students' ability to regulate their emotional states, guiding them to maintain positive mindsets while enhancing psychological resilience. Educators should foster students' capacity to align personal growth with societal development, encouraging them to objectively recognize social issues and perceive life's contradictions. This approach helps students develop a more balanced perspective on problems and effectively manage negative emotions.

4. Developing Specialized Elective Courses and Training

Higher education institutions can develop specialized elective courses to enhance both faculty and students' mental well - being. By replacing traditional lecture - based teaching with interactive methods like case studies and role - playing activities, these initiatives help cultivate psychological resilience. For example, in a course on stress management, students can participate in role - playing scenarios where they practice coping strategies in real - life situations. This hands - on approach makes the learning experience more engaging and practical.

Schools should provide mental health training for educators. The prevalence of suboptimal mental health among college students poses significant developmental risks, requiring urgent attention. In practice, such conditions often lead to self - isolation as students lack guidance from teachers or parents during academic growth. This gray state of mental sub - health demands societal awareness. From a developmental perspective, only when schools, educators, and families collectively recognize students' challenges can proactive support be provided to guide them in addressing cultural needs. Academically, suboptimal mental health disrupts learning momentum, causing students to lose motivation and creating a vicious cycle that hinders academic achievement.





Teachers play a crucial role in students' mental health development. As primary mentors guiding college students' academic and personal development, university teachers' mental health directly impacts students' psychological well-being. When instructors with poor mental health conduct classes, they inadvertently transmit unhealthy attitudes to students. To address this, universities must improve faculty mental health through two key measures: creating a fair and harmonious environment while providing professional training to enhance educators' psychological resilience. Teachers should proactively engage with students facing psychological challenges, demonstrating positive energy through their words and actions to inspire proactive learning and self-improvement.

5. Prioritizing Mental Health Education

Universities need to prioritize mental health education – an essential component of ideological education and quality-oriented education that meets contemporary societal demands. Educators should develop innovative teaching methods tailored to students' psychological needs, helping them overcome suboptimal mental states for healthy growth. Given the current educational framework's limitations in supporting students' holistic development, targeted interventions are crucial to address suboptimal mental health conditions and foster sustainable personal growth.

From the actual situation of sub-health psychological states among college students, if they receive proper guidance, students can gradually overcome this condition and return to normal academic and daily life. However, without appropriate intervention, sub-health may lead to self-loss and diminished motivation for personal growth. It is crucial to establish supportive mechanisms tailored to students' realities, serving as a core framework to promote healthy development. From an individual growth perspective, correcting and guiding these sub-health conditions is essential to prevent long-term impacts on both psychological and physical well-being.

In practice, we must ensure normal developmental progress while actively optimizing living environments to create comfortable spaces for learning and living. Some students develop sub-health as they approach graduation and enter society, requiring teachers to objectively analyze their issues. This phenomenon often stems from students' fear of the unknown, which prevents them from handling corresponding pressures psychologically. Parents should pay attention to this situation and guide students through psychological interventions, helping them break free from mental constraints and proactively address emotional needs. During implementation, we should encourage students to actively explore solutions independently rather than merely attempting superficial solutions.

6. Facilitating Campus Adaptation and Goal-Setting

Higher education institutions can help students adapt to campus environments through psychological counseling, orientation programs, and other educational services. By providing mental health support systems, including hotlines, they facilitate students' active participation in academic activities. This approach enables students to better integrate into university settings and adjust to learning routines. Through specialized instruction, institutions help students develop a healthy understanding of their academic disciplines, study methodologies, and available resources, ultimately helping them establish personalized learning strategies.

Universities should guide students in setting realistic life goals to navigate challenges effectively. Students are encouraged to cultivate core values and ideals through meaningful dialogues, fostering independent thinking while developing self-awareness. By learning to handle setbacks proactively, students can enhance self-improvement efforts, maintain positive emotional resilience, and cultivate confidence for future growth. For example, setting short-term and long-term academic and personal goals can provide students with a sense of direction and purpose. When faced with setbacks, such as a low grade on a test, students can refer to their goals and adjust their strategies accordingly.



7. Integrating Marxist Principles into Education

Guided by Marxist principles, students should develop their own intellectual growth through autonomous approaches. In practice, continuous refinement of dialectical thinking is essential. When students master dialectical reasoning, they gain deeper understanding of complex issues. Their ideological perspectives and worldview require special attention in academic development. The phenomenon of psychological sub - health among college students isn't merely personal; it's a systemic educational challenge.

Universities must reform their frameworks, aligning with Marxist principles to cultivate talent development. By integrating Marxist philosophy into teaching practices and student growth, educators can strengthen students' commitment to learning. Marxist philosophy emphasizes the importance of understanding the contradictions and dynamics of society, which can help students develop a more comprehensive and critical view of the world. This, in turn, can enhance their ability to cope with stress and adapt to change.

Ultimately, educational systems must provide guidance—only when people fully recognize the significance of psychological sub - health in higher education will more resources be allocated to ideological development programs. This approach helps students enhance their mindset, ultimately improving academic performance through better cognitive strategies. For example, by understanding the social and economic factors that contribute to stress, students can develop more effective coping mechanisms.

8. Implementing Comprehensive Interventions

In educational practice, it is essential to maintain systematic guidance while supporting students' learning and development, enabling them to recognize the necessity of personal growth throughout this process. The psychological sub - health among college students primarily stems from their hectic lifestyles and academic demands. Observing their developmental experiences, these students typically have smooth life trajectories without exposure to failures or setbacks. Upon entering university, they often encounter challenges that trigger frustration. Influenced by their cognitive patterns during this transitional phase, they may easily fall into passive situations.

Therefore, students require both educational guidance and theoretical instruction. In practical teaching processes, institutions should implement targeted interventions to address psychological sub - health among college students. These interventions can include individual counseling, group therapy sessions, stress - management workshops, and mindfulness training. Only through such comprehensive approaches can we effectively enhance students' mental well - being and promote their holistic development.

CONCLUSION

Contemporary college students, predominantly belonging to the post - 00s generation, represent a unique cohort shaped by the distinct socio - cultural and technological landscape of their era. This generation has grown up in an age of rapid technological advancement, globalization, and social media proliferation, which have collectively influenced their values, behaviors, and psychological makeup. As a result, they exhibit a set of characteristics that set them apart from previous generations, along with a range of psychological vulnerabilities that demand targeted attention.

One of the most prominent features of post - 00s college students is their high level of digital literacy. Having been exposed to technology from an early age, they are adept at navigating the digital world, relying heavily on social media platforms for communication, information gathering, and self - expression. However, this constant connectivity also exposes them to a host of challenges, such as cyberbullying, information overload, and the pressure to maintain an online persona that aligns with societal expectations.





The virtual world can create a false sense of reality, leading to issues like low self - esteem, anxiety, and a distorted perception of self - worth when comparing themselves to others online.

Another characteristic is their strong desire for individuality and self - actualization. Post - 00s students value personal freedom and autonomy, seeking to carve out their own unique paths in life. They are more likely to question traditional norms and authority, which can sometimes lead to conflicts with educational institutions and family expectations. This quest for self - discovery, while admirable, can also result in feelings of uncertainty and existential angst, especially when faced with the pressures of academic performance, career choices, and social relationships.

Moreover, the competitive nature of modern society has placed significant stress on college students. The pursuit of high - paying jobs and social status has intensified, leading to a culture of overachievement and constant comparison. This pressure to succeed can take a toll on their mental health, manifesting in symptoms such as depression, anxiety disorders, and burnout. The fear of failure and the need to meet high expectations can create a vicious cycle of stress and self - doubt, further exacerbating their psychological vulnerabilities.

In light of these challenges, implementing comprehensive psychological guidance programs in higher education institutions has become an urgent necessity. These programs play a crucial role in preventing suboptimal mental health conditions among college students. By providing early intervention and support, they can help students identify and address psychological issues before they escalate into more serious problems.

Targeted interventions for at - risk students are a key component of effective psychological guidance. These interventions are tailored to the specific needs and circumstances of individual students, taking into account factors such as their academic performance, social relationships, and family background.

In addition to targeted interventions, preventive measures are essential for maintaining good mental health. Educational institutions can organize workshops and seminars on stress management, emotional regulation, and resilience building. These preventive programs equip students with the necessary skills and knowledge to cope with the challenges of college life and beyond. By promoting a proactive approach to mental health, preventive measures can reduce the incidence of psychological problems and create a more supportive and healthy campus environment.

Therapeutic support is also crucial for students who are already experiencing mental health issues. Counseling services, whether individual or group - based, provide a safe and confidential space for students to express their feelings and concerns. Professional counselors can offer guidance, support, and evidence - based treatment options to help students overcome their psychological difficulties. The availability of timely and accessible therapeutic support can make a significant difference in students' recovery and overall well - being.





The integration of psychological guidance programs with ideological education services is another important aspect. Ideological education aims to cultivate students' values, moral character, and social responsibility. By incorporating mental health awareness and psychological well-being into ideological education, students can develop a more holistic understanding of themselves and their place in society. This approach not only enhances their mental health but also promotes their overall personal growth and development.

Educators play a pivotal role in monitoring students' psychological well-being within the teaching practices. They are in a unique position to observe students' behavior, academic performance, and emotional states on a daily basis. By being vigilant and attentive, educators can identify early signs of psychological distress and refer students to appropriate support services. Moreover, educators can create a positive and inclusive classroom environment that fosters open communication and emotional support. By building strong relationships with their students, educators can become trusted mentors and sources of guidance.

In conclusion, addressing the psychological vulnerabilities of contemporary college students requires a multi-faceted approach. Implementing psychological guidance programs in higher education, with targeted interventions, preventive measures, and therapeutic support, is essential for preventing suboptimal mental health conditions. The integration of these programs with ideological education services and the active involvement of educators in monitoring students' psychological well-being can lead to optimal outcomes. By improving mental health standards and fostering holistic student development, we can empower the post-00s generation to thrive in an increasingly complex and challenging world.

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