



Factors Affecting the Stress Management Ability of College Students

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Abstracts

Background and Aim: This study adopts the method of “building multiple linear regression model as a means of analyzing the main factors that affect the stress management ability of college students. The seven forms of stress include self-esteem stress, academic stress, interpersonal stress, adaptive stress, economic stress, love stress, and employment stress. The purpose of this study was to establish a multiple linear regression model for extracting the main factors that affect the stress management ability of college students.

Materials and Methods: In this empirical study, 240 students majoring in economics and trade at the Henan Institute of Engineering were investigated. This study used a questionnaire survey given to students at the start of the semester. Data was collected and analyzed by means, standard deviation, and multiple regression analysis.

Results: The investigation of seven factors that affect the stress management ability of college students found that the regression equation of stress management ability was as follows: $0.115 + (0.335 \times \text{self-esteem stress}) + (0.243 \times \text{academic stress}) + (0.187 \times \text{interpersonal stress}) + (0.124 \times \text{adaptive stress}) + (0.148 \times \text{economic stress}) - (0.111 \times \text{love stress})$.

Conclusion: Six factors that affected the stress management ability of students include self-esteem stress, interpersonal stress, academic stress, economic stress, love stress, employment stress, and adaptive stress.

Keywords: Stress Management Ability; Self-esteem Stress; Academic Stress; Interpersonal Stress; Adaptive Stress; Economic Stress; Love Stress; Employment Stress

Introduction

A country is more prosperous when young people thrive, and it is strong when they are strong. The growth of college students relates to the future and hope of a country. Strengthening and improving the mental health of students is an important way to increase their knowledge and skills in this area, improve their mental health, and cultivate high-quality talents who meet the socialist modernization construction in the new era (Zheng Xue.2014)

Wei bo & He Shaohong (2011) proposed the concept of stress management in the psychological interpretation of stress management, claiming “Stress management is the process of adjusting people’s stress level to the best to achieve the best performance while avoiding psychological and physical harm caused by excessive stress. Wang Caixia (2017) believed that stress management refers to the management of the stress faced by people. This mainly includes three aspects: clarifying the stress management subject, identifying the stress source, and exploring the scientific method of stress management.

Mental health is a source of happiness and an important standard for measuring the health of people in modern society. It represents mental illness and good mental state, in addition to the development of inner potential and personality. Intense social competition causes stress in the work, studies, and lives of people, threatening their physical and mental health, and affecting the development of society. Lu Aixin (2007) highlighted that the relative stress of people in their 20s and 30s is no longer more long-lasting or deeper than psychological conflict. As a member of this particular demographic, contemporary college students face the combined stress of university study, life, and employment due to their specific social roles and their learning and living environment. Etterson’s law





posits that a moderate level of stress can increase the energy of a person and help them reach their potential, while excessive stress can result in a range of abnormal physical and mental behavioral responses. If college students are unable to deal with the stress in a timely and effective manner, this may affect their studies and lives. In some cases, severe stress can lead to extreme cases such as suicide.

Therefore, improving the stress management ability of college students and effectively promoting their physical and mental health development is of great importance. This study identifies seven factors that affect the stress management ability of college students: self-esteem stress, academic stress, interpersonal stress, adaptation stress, economic stress, love stress, and employment stress. This study may help facilitate the design of courses based on the factors that affect the stress management ability of students. Ways of further improving the construction of a mental health education curriculum will be explored from the perspectives of curriculum positioning, teaching content, and teaching methods, and opinions and suggestions for the improvement of the mental health education curriculum system will be provided.

Based on the above-mentioned influences and studies, this study is designed to identify the extent to which the seven factors can be used to predict stress management ability. By analyzing and summarizing the empirical research, concrete performance changes in the stress management ability of college students will be obtained, and measures for improving it will be discussed to better play the role of stress management. Exploring the inner potential of college students and promoting the comprehensive development of their bodies and minds is conducive to improving mental health education methods and preventing mental illness. This will better help college students solve the psychological problems they encounter in their daily lives, and cultivate their physical and mental health, integrity, and talent.

Research Question

The research question addressed by this research was; What are the factors that affect the stress management ability of college students?

Research Objective

The objective of this research was study to the factors that affect the stress management ability of college students.

Literature Review

1. Stress management ability

Stress management is a hot topic in the cross field of psychology, pedagogy, and management, which is widely used in professional groups including employees and teachers. Effective stress management enables the human body to better control the impact of events and a person can achieve this by dealing with or eliminating external adverse environmental factors, changing their own weaknesses, relieving bad moods, intentionally regulating stress, maintaining moderate and optimal stress, and reducing and eliminating the damage caused to the human body by bad stress. The purpose of stress management is to improve the quality of life, reduce the risk of disease, improve the health index, and reduce the occurrence of social problems. The path to stress management begins with both problems and emotions. The primary goal of stress management is to provide people with effective ways of coping with daily stress to help them realize their inner potential and free and comprehensive development. Xu (2004) believed stress management to be mainly aimed at the management of stress rather than the elimination of it, and that it is a planned and purposeful prevention and intervention. In this study, stress management ability refers to the process of giving full play to the subjective initiative of college students, their reasonable and effective management of stress, their ability to adjust the stress





degree to the best level, and the way in which this promotes their physical and mental health and all-round development.

2. Research on the influencing factors of stress management ability of college students

The factors affecting the stress management ability of college students are mostly their own stressors. Stress sources include the following seven aspects:

2.1 Economic stress: Economic stress is a common social problem and it is often intertwined with a variety of social issues including economic worries. Zhou (2003) believed that pragmatic values deeply influence contemporary college students and economic stress has become an important reference factor for guiding their lives. Chen & Zhu (2007) investigated the economic stress of college students at many universities, finding family economic status to be an important factor. There is actually a link between economic stress and the socioeconomic status of a family, their per capita income being an important component. If their per capita income is insufficient, this can often lead to personal financial stress. When the limited economic income or funds of an individual do not meet the needs of the current task allocation, this will also produce great economic stress. Conger & Elder (1994) defined family economic stress as the response of families to their economic environment, which is a reflection of objective economic conditions and a subjective reflection of the expectations of individuals regarding living standards. Family economic stress is stress that is caused by the belief of individuals that family resources will not satisfy family needs. In this study, economic stress refers to the low per capita income level of a family or a situation where limited funds cannot currently meet the actual task needs of individuals, which results in a sense of physical and mental stress. The economic stress of college students refers to stress that occurs when they feel family resources are unable to satisfy their needs.

2.2 Academic stress: As a major form of stress for students, there are several different definitions of academic stress. The World Health Organization (WHO) stated: "Some students regard the events in the study as a challenge or a danger, and at the same time, such events will lead to negative psychological reactions such as depression". Covington (2007) noted that "study stress is a kind of negative feeling, that is, when students fail to achieve their goals, they will suffer from negative psychology and uneasiness". Academic stress is a contradictory experience, and it is believed that learning stress is caused by the contradiction between the need of students for a large amount of knowledge and the lack of sufficient time to fully explore. According to the Dictionary of Psychology, a study by Lin & Yang & Huang (2004) describes stress as "the psychological burden and tension caused by the study, which is mainly influenced by external environment or personal expectations". Chen (2004) believed academic stress is generated when students are confronted with something that is beyond their ability to cope with. According to Liu (2006), it refers to the comprehensive physiological and psychological reaction of students to the environment and various forms of stress they encounter during the learning process. Lu (2008) highlighted that academic stress is a form of mental stress, that generally occurs when students face real learning problems. It is actually the conflict between the requirements of school, family, society, and other external environmental factors on students and their learning level. Chen (2013) proposed that the sense of academic stress actually belongs to an individual state, which is the state of anxiety and tension students demonstrate through their learning behaviors. This paper holds that the academic stress of students is a type of uncomfortable experience that is caused by the conflict between subjective and objective factors or internal and external factors. Academic stress refers to the reflection and subjective feelings of college students regarding academic requirements and the external environment, which exceeds their coping ability and poses a threat to them.

2.3 Adaptive stress: Adaptation refers to the process and result of the external environment changing and the subject reacting positively through a self-regulation system to make their psychological activities and lifestyle more in line with the requirements of environmental changes and self-development as a means of achieving a new balance between subject and environment. Lu (2003) suggested that adaptive ability refers to the ability and tendency of individuals to actively adjust their bodies and personal states, ensure their behaviors conform to the requirements of environmental





conditions, and strive to change environmental conditions as a means of achieving better development. The operational definition of school adaptation is not uniform. School adjustment refers to the psychological state of college students in any circumstances. Regardless of the merits and demerits of their own conditions, they are able to objectively understand and perform positive adjustments from the perspective of action to better adapt their mentality to the environment. This study takes adaptive stress to mean the behavior and psychological response of college students to mobilizing their self-regulation system as a means of adapting to the change of external environment and achieving a new balance between themselves and the environment based on changes to the environment and their own development.

2.4 Love stress: Love stress is the psychological state where individuals do not respond effectively to a variety of stimuli to meet the psychological needs of love. These stimuli include the stimuli of the external environment and psychological stimuli, in addition to individual experiences. There are not many arguments for reference in research on the concept of love stress. The majority of scholars interpret this concept as a combination of the sources, feelings, and reactions of stress. According to Yao (2006), love stress is when a close relationship is established with a member of the opposite sex, and an individual is unable to cope with external stimuli and internal conflicts in their life. This can result in a negative mood, including depression, boredom, confusion, and even pain. Love stress is a psychological state that refers to the social phenomenon of opposites attracting each other, including initial attraction, imaginative development, courtship, intimate contact, and marriage. According to Yao (2006), love stress refers to the mental state of annoyance, pain, and depression that is caused by the external and objective environment or internal physiological and psychological conflicts that exceed the coping ability of an individual in their pursuit of love. It can manifest itself in the physical and psychological responses of the individual.

2.5 Self-esteem stress: Self-esteem is also known as self-respect. The word esteem comes from Latin, meaning the perception an individual has of their own value. In German culture, esteem is the recognition and feeling of a person regarding their own value. Many attempts have been made to define self-esteem, but there is no consensus or one commonly accepted definition. Every scholar seems to have their own definition. William James (1890) first interpreted self-esteem in his book *Principles of Psychology*, stating that the core elements of self-esteem are the way in which an individual feels and evaluates themselves and the ratio between their specific situation and their ideal situation. He also proposed the calculation method of self-esteem: $\text{self-esteem} = \text{success} / \text{ambition}$. White proposed a different point of view, believing “self-esteem depends on individual self-efficacy, and has nothing to do with the external environment and others’ opinions”. Coopersmith (1967) held a different view and believed self-esteem to be the evaluation of an individual of themselves from different levels and starting points, including value orientation, importance, the judgment of their success, and analysis of their ability. Self-esteem is also regarded as a form of individual self-evaluation, which indicates that the level of self-esteem is dependent on the perceived gap between the real and ideal self. When there is an inverse correlation between the gap and the level of self-esteem, i.e. the gap is smaller, the level of self-esteem will be higher. Leary & Mark (1995) proposed the sociometric hypothesis. According to this view, an individual must establish relationships with others in a social environment, and the quality of these relationships is directly related to the level of self-esteem an individual has. This means that when an interpersonal relationship is good, the self-esteem level will be high. Briggs (2014) analyzed the relationship between self-esteem and stress among college students, finding that a higher level of self-esteem results in more stress. Harter (2012) investigated the self-esteem of adolescents, analyzing their sports self-esteem, and social self-esteem and academic self-esteem. It is believed that the combination of these factors determines the overall level of self-esteem stress in a group. In this study, self-esteem stress refers to the overall feelings of college students regarding their own values and attitudes.

2.6 Interpersonal stress: In psychological terms, the word interpersonal refers to communication and interaction between people. Interpersonal stress is the stress response of individuals





following a series of subjective evaluations during the communication process and the between individuals, stress, and external things. In a study by Wang (2004), the definition of interpersonal stress is that it is a result of the interference of the internal or inter-individual environment in interpersonal communication. It is a mental state that is generated by individuals whose requirements for evaluating the interpersonal environment are beyond their capabilities, or whose self-worth is threatened in an interpersonal relationship. It is characterized by physiological or psychological reactions. There is currently no unified standard regarding the definition of interpersonal stress. The cognitive view of interpersonal stress posits that interpersonal stress is a result of the imbalance of the individual internal self or environment during the communication process. According to Carr (2014), the interpersonal environment of an individual makes their internal psychological cognitive environment unbalanced. An unbalanced mental state will make individuals feel their self-worth is not realized. This study believes the interpersonal stress of college students refers to the unpleasant psychological state that is caused by the imbalance of self-cognition during the process of communicating with others in the course of college life.

2.7 Employment stress: Liu & Ma (2008) conducted some of the earliest research on employment stress at the start of the 21st century. As college enrollment increased towards the end of the 20th century, the employment mode changed, competition intensified, and the unemployment problem became more prominent. Due to increased social attention, employment stress began occurring among college students, and the unemployment phenomenon became quite common, leading to more attention and discussion. Wen & Liu (2017) reviewed existing literature and noted that the tension, anxiety, and psychological stress suffered by college students when they face the choice of employment is called employment stress. It is impossible to temporarily eliminate this psychological emotion. Lin & Yu (2004) used a self-designed questionnaire survey on employment stress to analyze the relationship between employment stress and school reputation, social environment, academic performance, and the expectations of parents, and majors. The employment stress of college students involves the adjustment process of emotion, psychology, and physiology and interacts with behavior under the regulation of emotion and will. In this study, employment stress refers to the employment situation of college students, together with the environment, time, conditions, and other cognitive and behavioral stimuli, mainly manifested as changes in the emotions, behavior, psychology, and physiology of college students.

Conceptual Framework of the Study

This study aimed to establish a multiple linear regression model for analyzing the main factors that affect stress management ability. Due to the diversity of factors, the following model was created:

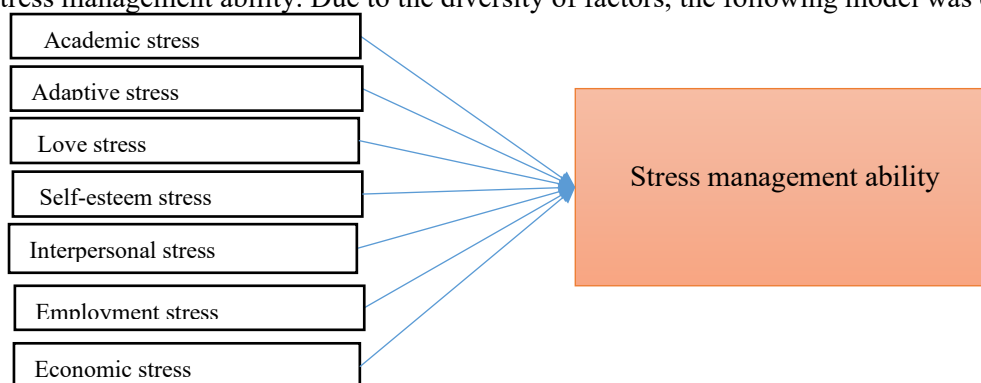


Figure 1 Conceptual framework of factors affecting stress management ability



Methodology

Participants: In January 2022, 500 students enrolled to study at the School of Economics and Trade of Henan Institute of Engineering. 240 students were chosen at random as the sample group for this study and data was collected through a questionnaire survey.

Research Instrument

The questionnaire on the stress management ability of college students and factors that affect it was divided into two parts: part one was stress management ability and part two covered seven predictor variables of economic stress, adaptive stress, love stress, self-esteem stress, interpersonal stress, employment stress, and academic stress. The questionnaire used a 5-point Likert scale and contained a total of 63 items.

The draft questionnaire was a preliminary study or pilot study with 40 students, to explore the reliability and discrimination index. It was found that the questionnaire was qualified and could be used to collect data, as demonstrated by the following results:

Table 1: Summary of the reliability and discrimination index of the factors affecting stress management ability questionnaire

Component	Discrimination index	Reliability
Stress management ability	0.68 - 0.97	0.94
Economic stress	0.21 - 0.66	0.76
Adaptation stress	0.44 - 0.82	0.90
Love Stress	0.26 - 0.68	0.71
Self-esteem stress	0.25 - 0.82	0.84
Interpersonal stress	0.85 - 0.95	0.85
Employment stress	0.25 - 0.66	0.79
Academic stress	0.26 - 0.91	0.92

Data Collection: 240 students from the School of Economics and Trade at Henan Institute of Engineering were surveyed with the questionnaire for measuring the relationship between stress management ability and the seven factors that affect it. Then, the collected data was analyzed to determine this relationship.

Data Analysis: This study used multiple linear regression statistics to analyze the predictive effects of economic stress, academic stress, adaptive stress, love stress, self-esteem stress, interpersonal stress, and employment stress on the stress management ability of college students.

Research Results: From the questionnaire responses, a large amount of data relating to seven predictive variables and the stress management ability of college students was collected and analyzed by multiple linear regression.

Firstly, Pearson correlation analysis was used to examine the correlation between stress management ability and various types of stress and to determine multicollinearity among the predictive variables. The Pearson correlation coefficients of stress were 0.436 for economic stress, 0.554 for academic stress, 0.207 for adaptive stress, -0.050 for love stress, 0.656 for self-esteem stress, 0.577 for interpersonal stress, and 0.091 for employment stress. There was found to be a positive correlation between stress management ability and every type of stress except love stress. The correlation coefficients between stress management ability and economic stress, academic stress, self-esteem stress, and interpersonal stress were all between 0.436 and 0.656. This showed that stress management ability has a moderate correlation with economic stress, academic stress, self-esteem stress, and interpersonal stress. The correlation between stress management ability and adaptive stress and employment stress was lower than 0.207, which indicates a weak correlation.

To determine multicollinearity among the predictive variables, it was found that the Pearson correlation coefficients of the predictive variables ranged from -0.324 to 0.553. As the Pearson



coefficient of all variables did not exceed 0.85, this indicates no multicollinearity problem in this study. This does not violate the basic assumption of multiple regression analysis.

Table 2: Summary of the correlations between variables factors affecting stress management ability

	SMS	ES	ACS	ADS	LVS	SES	INS	EMS
SMS	1.000							
ES	.436	1.000						
ACS	.554	.402	1.000					
ADS	.207	.068	-.052	1.000				
LVS	-.050	.213	.161	-.324	1.000			
SES	.656	.349	.472	.097	.024	1.000		
INS	.577	.328	.445	.080	.080	.553	1.000	
EMS	.091	.017	.080	.142	-.057	.084	.091	1.000

SMS=stress management ability, ES=economic stress, ACS=academic stress, ADS=adaptive stress, LVS=love stress, SES=self-esteem stress, INS=interpersonal stress, EMS=employment stress

The ANOVA table 3 showed the constructed regression model was statistically significant as a whole ($F=57.142$, $p<0.01$), which indicates that at least one predictive variable included in the regression model has predictive significance for the stress management ability of the dependent variable.

Table 3: Summary of ANOVA

Model	SS	df	MS	F	Sig.
Regression	115.116	6	19.186	57.142	.000
Residual	78.232	233	.336		
Total	193.349	239			

According to the multiple regression analysis in Table 4, the R square value of the constructed regression model was 0.595. The statistical meaning of this value was the fitting degree of linear regression, which measures the fitting degree between data predicted by linear regression and empirical data. The closer the R square is to 1, the better the fitting degree will be and the better the linear regression model will be. The adjusted R square value in this study that corresponds to the predictive variables included in the regression model was close to 1, which indicates that the model met the requirement of a good degree of fitting and showed that the predictive variables can explain approximately 59.5% of the changes of the dependent variable. Generally, if the R square value of the regression model is above 30%, the independent variables included in the regression model were considered to have a strong explanatory significance for the dependent variable.

As you can see in Table 4, it was found that self-esteem stress had a significantly positive impact on stress management ability ($p<0.05$), with a regression coefficient of 0.335. A higher level of self-esteem stress indicated a higher level of stress management ability. Academic stress had a significant positive effect on stress management ability ($p<0.05$), with a regression coefficient of 0.243, meaning that a greater academic stress level results in a higher level of stress management ability. Interpersonal stress had a positive impact on stress management ability ($p<0.05$), with a regression coefficient of 0.187, meaning that a greater level of interpersonal stress leads to a higher stress management ability. Adaptive stress had a significantly positive effect on stress management ability



($p < 0.05$), with a regression coefficient of 0.124. This means that the greater the adaptive stress is, the higher the level of stress management ability will be. Economic stress was found to have a significantly positive effect on stress management ability ($p < 0.05$), with a regression coefficient of 0.148, meaning that greater economic stress causes a higher level of stress management ability. Love stress had a positive effect on stress management ability ($p < 0.05$), with a regression coefficient of -0.111, which means that a higher level of love stress will cause a lower level of stress management ability. From the regression coefficient results, it can be seen that each unit of self-esteem stress increased the level of stress management ability by 0.335 units, and each unit of academic stress increased the stress management ability level by 0.243 units. Every increment of interpersonal stress increased the level of stress management ability by 0.187 units, and every increment of interpersonal stress increased the stress management ability level by 0.124 units. Every unit increase in economic stress increased the level of stress management ability by 0.148 units, and every unit increase in love stress reduced it by 0.111 units. Based on the results of the coefficient table, the regression equations were obtained:

1) The regression equation for unstandardized coefficients:

$$\text{Stress management ability} = 0.115 + (0.335 * \text{self-esteem stress}) + (0.243 * \text{academic stress}) + (0.187 * \text{interpersonal stress}) + (0.124 * \text{adaptive stress}) + (0.148 * \text{economic stress}) - (0.111 * \text{love stress})$$

2) The regression equation for standardized coefficients:

$$\text{Stress management ability} = (0.354 * \text{self-esteem stress}) + (0.252 * \text{academic stress}) + (0.216 * \text{interpersonal stress}) + (0.122 * \text{adaptive stress}) + (0.155 * \text{economic stress}) - (0.110 * \text{love stress})$$

Table 4: Regression coefficients of predictive variables on stress management ability

Model	Coefficients			
	Unstandardized coefficients	β	t	Sig
(Constant)	0.115	-	0.463	0.644
Self-esteem stress	0.335	.354	6.650	0.000
Academic stress	0.243	.252	4.936	0.000
Interpersonal stress	0.187	.216	4.154	0.000
Adaptive stress	0.124	.122	2.715	0.007
Economic stress	0.148	.155	3.243	0.001
Love Stress	-0.111	-.110	-2.407	0.017
$R^2=0.595$ Adj $R^2=0.585$				

Discussion

Using the multiple linear regression model, this study aimed to analyze and examine the main factors that affect the stress management ability of college students. The results found that the main factors that affect stress management ability were self-esteem stress, academic stress, interpersonal stress, adaptive stress, economic stress, and love stress. This might be explained as follows ;

The significantly positive impact self-esteem stress has on stress management ability as indicated in this study can be explained that the higher the self-esteem stress, the higher the stress management ability. Lu (2007) mentioned that individual internal stress refers to the physiological and psychological needs of the human body. Due to differences in physiological, psychological, and social maturity in different individuals, self-esteem stress will have different impacts on the stress management and tolerance of different people. For example, when faced with stress or inner anxiety, sensitive or indecisive people may exhibit a more drastic response. At the same time, the different life experiences, social experiences, and living habits of individuals will also lead to different reactions to stress. Liao





(2001) suggested that the individual personality characteristics, beliefs, life experiences, expectations of college life, evaluation, and views on events of college students will affect their ways and effects of crisis response, while also forming their internal stress. For example, the contradiction between the requirement of independent consciousness and insufficient development of independent ability, the contradiction between the evaluation of things and lack of social experience and knowledge, and the contradiction between the demand for interpersonal communication and solitary character are a series of contradictions that may result in depression, anxiety, and poor mental health among college students. Li & Li, (2010) believed that self-esteem is the self-evaluation and experience of an individual and that it may play an important role in the relationship between environmental variables and individual adaptation.

The significantly positive impact academic stress has on stress management ability as indicated in this study can be explained that the greater the academic stress, the higher the stress management ability. According to a survey on the mental health status of college students by Xue (2010), one of the biggest stress factors for college students is academic problems. Academic stress has a close relationship to the social habit of comparing students, a lack of interest in their major, and a long learning cycle that consumes much enthusiasm and energy. Yang (2020) argued that the courses at comprehensive universities are different from those at general arts universities and closer to skill-based education, which highlights operability and weakens systematic education. As a result, many students cannot accept such changes in a short period of time, and their stress increases due to the complexity of coursework. Therefore, high academic stress has a significantly positive impact on stress management.

The significant positive impact of interpersonal stress on the stress management ability as indicated in this study can be explained that the greater the interpersonal stress, the higher the stress management ability. Guo & Li (2015) demonstrated through a psychological survey that excellent interpersonal relationships can offer support and protection to individuals who are troubled by stress by delaying the negative interference of stress and avoiding psychological problems to a large extent. According to a survey by Xu & Cai (2015), good interpersonal relationships are the most enjoyable, rather than the illusory status that money, fame, and power provide. The survey also found that friendship between college students and their friends is what they miss the most. However, in a real campus environment, interpersonal communication is often not smooth sailing, and can sometimes be the reason for some students developing psychological disorders. This also proved the view of this paper to a certain extent that a greater level of interpersonal stress will lead to a higher stress management ability.

The significant positive impact of adaptive stress on stress management ability as indicated in this study can be explained that the bigger the adaptive stress, the higher the stress management ability. According, Liu (2011) proposed that college life can present challenges for many students, such as adjusting to living with others for the first time, establishing new networks of same-sex and opposite-sex friends, and coping with heavy study loads. Xiao & Xu (1996) summarized several important life issues facing college students, including emotional independence, choosing and working on future career direction, preparing for emotional problems and future family life, and establishing new interpersonal networks. All of these factors affect college students' stress management ability.

The significant positive impact of economic stress on the stress management ability as indicated in this study can be explained that the bigger the economic stress, the higher the stress management ability. Wang (2012) proposed that the difference between the families of college students is the main factor that affects their stress management. Different family backgrounds and family education can lead to uneven educational levels, difficulty choosing a career, and unequal employment opportunities. After graduation, students from privileged families have a tendency not to worry about their futures, whereas students from relatively ordinary families may feel confused and insecure about their futures, leading to them complaining about social injustice and even exhibiting extreme behavior. Students who suffer greater economic stress are more capable of stress management, which is in accordance with the opinion of Yang (2009) regarding factors that affect the economic situation of college students.





The significant negative impact of love stress on the stress management ability as indicated in this study can be explained that the bigger the love stress in the relationship, the lower the stress management ability. Emotions can be difficult to deal with during adolescence and they are an important factor that causes psychological crisis among many college students. Jiang (2013) noted that love problems and sexual psychological problems if they are not dealt with in a rational manner, can result in the collapse and distortion of values. Many students are unable to understand the scale of dealing with the problem of distance between themselves and the opposite sex. If they suffer emotional trauma, it can be difficult to break away from extreme emotions. College students are young, vigorous, and perhaps not entirely physically or psychologically mature. Hoping to gain appreciation and affirmation from the opposite sex and experiencing campus love are perfectly normal demands of contemporary college students, so falling in love has become commonplace. Zhang (2016) said that love is not only a problem that contemporary college students are quite concerned with, but it is also a major topic college students must strive to solve. It is of great importance for college students to establish correct moral values regarding their outlook on life and love concepts in order to create and foster harmonious and civilized campus interpersonal relationships. In recent years, the universality, openness, immediacy, blindness, and the “accepted” view of love on campus have caused problems. There have also been numerous cases of college students who cannot bear the blow of love and choose extreme behavior, which has attracted a great deal of attention. This could also explain that the less stressful a relationship is, the lower the stress management ability will be.

Finally, this study shows that employment stress does not have a significant effect on one's ability to manage stress. As stated by Wang (2021), there will be a significant increase in employment opportunities and space for students majoring in e-commerce.

Recommendations

1. Based on the research foundation of mental health education and counseling, courses are designed based on six factors relating to stress management ability. Self-esteem stress, academic stress, interpersonal stress, adaptive stress, and economic stress all have a significantly positive impact on stress management ability, while love stress was found to have a significantly negative impact on it. By designing experiential mental health education courses relating to the six factors, college students can improve their stress management ability.

2. The mental health education of college students is a process of psychological counseling and it must focus on the following six factors: self-esteem stress, academic stress, interpersonal stress, adaptive stress, economic stress, and love stress.

3. Based on the above research results, although the mental health education of college students has been the research direction of many scholars, relatively few studies of the combination of mental health education courses and stress management of college students have been conducted. In addition, it has been found that college students have some problems with stress management, including cognitive deviation, immature coping styles, and unprofessional stress management strategies. Therefore, the key content of this paper combines the stress management ability of college students with the mental health education course, giving full play to the positive effects of this combination. At the school level, the main position of the mental health education curriculum should be adhered to, a mental health education center should be established and developed, and the course content and teaching design of the mental health education curriculum should be improved. At the teacher level, the professional training of school teachers and the teaching level should be improved, teaching methods should be innovated, and professional theoretical quality should be strengthened. In order to improve teaching and research ability, students must be more enthusiastic in learning courses, improve their cognitive level and coping ability, enrich the second classroom, and participate in more practical activities. This comprehensive guarantee can help students improve their stress management ability, stimulate their inner potential, and provide suggestions and references for improvements to the mental health education curriculum system.





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