

Research on College Students' Learning Psychological Problems and Coping Strategies from the Perspective of Learning Psychology

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Abstract

Under the background of the popularization of higher education, the learning psychological problems of college students have become prominent. This study aims to analyze their causes, current situation and propose coping strategies. Through literature analysis and investigation, it is found that the current situation of learning psychological problems among college students includes the lack of learning motivation, anxiety, burnout and strong utilitarianism, and the influencing factors involve personal, social, family and school factors. From the perspective of learning psychology, this paper proposes a series of coping strategies: strengthening psychological health education, innovating teaching methods, integrating elements of ideological and political courses, and implementing the concept of all-staff education. This research provides a reference for the educational and teaching reform in colleges and universities, which is conducive to improving the learning effect and psychological health level of college students. However, further deepening is needed in aspects such as in-depth exploration of causes, innovation of educational models and interdisciplinary research. In the future, further exploration is required to enhance the effectiveness of psychological counseling for college students' learning.

Keywords

Learning Psychology; College students; Learning Psychological problems; Coping Strategies

1. Introduction

With the popularization and development of higher education, the group of college students is growing increasingly larger. Nowadays, higher education is no longer the privilege of a few. More and more young people have the opportunity to pursue further studies at universities. In this era of knowledge economy, university education shoulders the important responsibility of cultivating high-quality talents. College students, as the backbone of the future society, are confronted with pressures from

various aspects such as studies, employment and social interaction, among which learning psychological problems are particularly prominent.

These problems not only affect the learning outcomes of college students, but also pose a threat to their physical and psychological health and future development. Therefore, in-depth research on the psychological problems of college students' learning has important practical significance. Their learning psychological state is not only related to their personal academic achievements and future development, but also has an important impact on the quality of talent cultivation in the entire society. A good mental state for learning can stimulate college students' learning motivation, improve learning efficiency, cultivate innovative thinking and practical ability, and lay a solid foundation for them in their future careers.

2. Influencing factors causing psychological problems in college students' learning

2.1. Personal Factors

2.1.1. Insufficient Self-awareness

College students are at a stage where their self-awareness is gradually maturing. However, due to the lack of sufficient life experience and social practice, many college students lack accurate cognition of their abilities, interests, values and other aspects, thus resulting in cognitive biases. The cognitive bias refers to various deviations that students encounter in their learning activities due to the limitations of knowledge, experience and ability. Learning is a cognitive activity. Where there is cognition, deviations may occur.

On the one hand, some students may overestimate their abilities and set overly high goals in their studies. Once they fail to achieve them, they will experience a strong sense of frustration. On the other hand, there are also some students who underestimate their abilities, lack confidence and tend to retreat when facing learning difficulties. For instance, when choosing professional courses, some students do not fully consider their own interests and abilities. They blindly follow the trend and choose popular majors. As a result, during the learning process, they find that they are not good at it or have no interest in it, which leads to a lack of learning motivation.

2.1.2. Fragile Psychological Quality

The college years are a transitional period for students to move from school to society. They gradually break away from the care and discipline of their parents and have to rely on themselves in all aspects of clothing, food, residence, and mobility. They also have to face various complex and changeable situations. Most contemporary college students grow up in relatively privileged environments and lack experiences in dealing with setbacks and difficulties, thus having relatively fragile psychological qualities.

In their studies, once they encounter difficulties or failures, they are prone to negative emotions such as anxiety and depression, and may even develop psychological problems. When their exam results are not satisfactory, some students may fall into self-doubt and self-denial, unable to face setbacks correctly, which affects their subsequent studies. In addition, college students are also prone to psychological fluctuations when dealing with interpersonal relationship issues and emotional problems, such as conflicts with classmates and setbacks in love. All these may affect their psychological state in learning.

2.1.3. Improper Learning Methods

The learning methods in university are quite different from those in high school. They place greater emphasis on autonomous learning and independent thinking. However, many college students still adopt the learning methods from high school after entering university, lacking the spirit of active exploration and innovation. For instance, some students merely passively absorb the knowledge in class and don't conduct in-depth thinking after class, resulting in poor learning outcomes. At the same time, some students also have problems in time management and the formulation of study plans, unable to reasonably allocate their study time, leading to low learning efficiency. Moreover, different subjects and courses require different learning methods. Some students cannot adjust their learning methods according to the characteristics of the subjects, which also affects their learning efficiency.

2.2. Social Factors

2.2.1. The Influence of Diversified Social Thought

In today's society, diversified social thoughts are constantly emerging, which has a complex impact on college students' learning psychology. The coexistence of various social cultures and the diversification of value orientations make it more difficult for college students to form correct and stable values, making it difficult for many college students to achieve stable and balanced mentality. At the same time, it is more difficult to judge whether the psychological health status of college students is good. On the one hand, various new ideas and concepts provide college students with a broad perspective and rich thinking angles, stimulating their innovative spirit and exploration desire. However, on the other hand, some bad social thoughts may also mislead college students and make them have wrong outlook on life. For example, utilitarianism may lead college students to pursue material interests and short-term returns too much, ignoring the true meaning and value of learning, thus affecting their learning motivation and enthusiasm. In addition, some extreme individualism may make college students become selfish, lack of teamwork spirit and social responsibility, which will also have a negative impact on their learning and growth.

2.2.2. The Big pressure on Students' Employment

In modern society, competition is becoming increasingly fierce. When college stu-

dents face academic pressure and employment competition, they tend to experience anxiety and depression. This pressure not only comes from the increasingly severe employment situation, but also from the expectations of families and society as well as their own development needs.

Employment pressure makes college students often have a strong utilitarian attitude in their learning process. They tend to choose courses and skills that directly help their employment, while neglecting the cultivation of basic knowledge and comprehensive qualities. Many college students are eager to participate in various certification training courses to improve their employment competitiveness, but they do not pay enough attention to the study of professional courses. Moreover, employment pressure can also cause college students to experience negative emotions such as anxiety and inferiority complex, which affect their learning state and psychological health. They may lose confidence in their studies due to concerns about future employment issues, and even develop a dislike for learning.

2.2.3. The Network information varies in quality

The current Internet has been integrated into all aspects of people's production and life. Especially in the field of education, teachers and students are increasingly aware of the importance of understanding the world through the network. The popularity of the Internet has provided college students with rich learning resources and convenient communication platforms, but it has also brought about the problem of uneven information.

These negatives information may mislead college students and affect their way of thinking and values. Some Internet rumors may make college students confused and misunderstood, resulting in these bad network culture may erode the hearts of college students, so that they become impetuous and utilitarian. In addition, the virtuality and anonymity of the network may also make college students lose self-restraint in network communication and produce bad behavior habits. Some college students may be addicted to online games, social networking, wasting a lot of time and energy, affecting learning and life.

2.3. Family Factors

2.3.1. The Disparity in Educational Methods

Parents' inappropriate educational methods and parenting styles have a direct impact on the psychological health of college students. Poor family relationships, such as lack of communication and understanding between family members, conflicts and contradictions, and improper education methods, lead to negative emotions and behaviors in the learning process, which in turn leads to learning burnout.

For a long time, under the guidance of the college entrance examination policy, schools and parents have often adopted exam-oriented education methods, focusing only on intellectual education while neglecting the cultivation of students' healthy personalities. At the same time, some parents, due to their lower educational level,

tend to adopt simple and harsh traditional authoritarian parenting methods. This negative parenting style is likely to cause children to develop unhealthy qualities such as being sensitive and suspicious, self-abased and irritable, depressed and anxious, and paranoid and hostile.

2.3.2. The Quality of Family Environments

The family environment has a crucial impact on the psychology of college students. A warm and harmonious family can provide stable emotional support and material security for college students, meeting their needs in various aspects such as emotions, safety, and respect. College students who grow up in such a family environment usually have higher self-confidence and a greater sense of security, and can actively face challenges in study and life. The family can also provide good educational resources and a learning atmosphere for college students, cultivating their interest and habits in learning.

Moreover, the values and educational methods of the family will have a profound influence on the psychology of college students. Individuals with better family relationships have a lower degree of learning burnout, while those with poorer family relationships tend to use venting as a coping strategy for learning. The absence of parents in the nuclear family has an impact on the academic ability of teenagers, while in a nuclear family where the parents are present and the family support is good, teenagers may pay more attention to problem-solving.

Poor family environments, such as single-parent families and domestic violence, can cause great troubles for children's growth. In single-parent families, children may lack complete family care and education, and are prone to developing emotions like inferiority and loneliness. Domestic violence will cause both physical and psychological harm to children, making them feel afraid and distrustful of the family. These poor family environments may affect children's studies and psychological health, leading to unstable emotions and poor mental states among college students, and even triggering serious psychological problems such as depression and anxiety.

2.4. School Factors

2.4.1. Inadequate Psychological Health Education

At present, there are still some deficiencies in the psychological health education in universities. On one hand, the curriculum design for psychological health education is not reasonable. Although some universities have offered psychological health education courses, the content is rather simplistic and lacks specificity and practicality. For example, the course content mainly focuses on the basic knowledge and theory of psychological health, but lacks in-depth analysis and guidance for the actual psychological problems encountered by college students in their study and life.

On the other hand, the teaching staff for psychological health education is weak. The number of teachers engaged in psychological health education in colleges and uni-

versities is insufficient, and the professional level is uneven, which is difficult to meet the needs of students. Moreover, the current goal of psychological health education for college students in China is mainly to prevent and solve the psychological problems that students encounter, but there is no in-depth understanding of students' actual psychological needs. The publicity and popularization of psychological health education are insufficient. Many college students do not fully understand the importance of psychological health education and lack the awareness of actively seeking psychological help.

2.4.2. Insufficient Construction of Study styles

The construction of academic atmosphere in universities is related to the quality of talent cultivation and is the soul and foundation of the development and establishment of universities. The learning characteristics of contemporary post-00s college students are different from the past, which puts forward higher requirements for the construction of academic atmosphere in universities. However, the current situation of study style in some colleges and universities is not ideal. There are some phenomena such as weak learning atmosphere, low enthusiasm of students and cheating in exams.

Some students lack clear learning goals and plans during their university years, getting addicted to online game and thus neglect their studies. The measures taken by the school in terms of academic atmosphere construction are not effective enough, and the guidance and management of students' studies are not strict enough. There is also a lack of effective incentive and restraint mechanisms.

For example, the management of students' classroom attendance, homework completion, examination discipline and other aspects is not strict enough, resulting in some students have a fluke mentality and do not attach importance to learning. In addition, the school also has deficiencies in the creation of academic atmosphere. There are few academic lectures and scientific research activities. Students lack opportunities and platforms to participate in academic research, which is not conducive to cultivating students' academic interest and innovation ability.

3. The Current Situation of Contemporary College students' Learning Psychological Problems

3.1. Lack of Proper Learning Motivation

Learning motivation is the internal driving force that prompts students to engage in learning activities. However, many current college students lack clear learning motivation and exhibit problems such as insufficient learning drive and unclear goals. During the high school years, most students have the main goal of getting into university, and their learning drive is relatively strong. After entering university, many students lose the clear goals they had during high school and have vague plans for the future. Some teachers and parents convey the idea to students during the educa-

tional process that “getting into university means relaxation”, which leads to students lacking goals after entering university and not knowing what they should do. Based on the research data that 59.46% of students stated that their learning motivation is “learning for grades and diplomas”, which indicates that a considerable number of students lack intrinsic motivation for learning. So, once some students enter university, they lose their direction for striving and become confused about why they are studying. Moreover, many college students do not choose their majors based on their own interests and specialties, but rather follow their parents’ advice or blindly follow the trend to choose so-called popular majors.

As a result, after entering university, they find that they are not interested in their chosen majors, and thus lack the enthusiasm and initiative for learning. According to relevant surveys, about 40% of college students are not interested in their majors, which seriously affects their learning motivation and learning outcomes. In addition, some college students overly focus on external rewards and evaluations, such as scholarships and honorary titles, while neglecting the pleasure and value of learning itself. When they cannot obtain these external rewards, their learning motivation will be greatly reduced.

3.2. Excessive Anxiety in learning

Excessive learning anxiety is one of the common learning psychological problems of college students. Anxiety is a psychological and physiological response to potential threats or stress situations. Moderate anxiety can stimulate people’s action and vigilance, but when anxiety is excessive and lasts too long, it will have a negative impact on college students’ physical and psychological health and learning effect. Some scholars studied the symptoms of depression and anxiety in adolescents, and concluded that for them, compared with the pressure caused by teacher-student relationship and peer relationship, the correlation between learning-related pressure and anxiety symptoms is stronger.

According to the survey, approximately 33.6% of college students frequently experience anxiety. Among them, 72.6% stated that their anxiety stems from studies. These students often exhibit excessive tension, worry, unease, and fear during the learning process, accompanied by physiological reactions such as accelerated heartbeat, sweating, rapid breathing, headache, palpitations, chest tightness, and even symptoms like mental confusion, insomnia, and dizziness in severe cases. Prolonged exposure to this state makes it difficult for college students to concentrate on their studies, leads to a gradual decline in memory, a significant drop in learning efficiency, and ultimately results in poor academic performance, forming a vicious cycle.

3.3. Burnout Psychology in learning

Learning burnout is a common psychological state of college students in the learning

process, which is manifested as lack of interest in learning, lack of concentration, low learning efficiency, physical and mental fatigue and so on. Long-term and high-intensity study, monotonous learning content, lack of learning motivation and goals, as well as poor learning environment are all factors that may lead to the occurrence of learning psychological fatigue.

Although learning burnout cannot be completely equated with problem behavior, its negative emotional characteristics such as cynicism and negative feelings and attitudes are manifestations of internalizing problem behavior, while fatigue and low sense of achievement in learning may lead to externalizing problem behaviors such as academic procrastination. For example, the study of some professional courses requires students to repeatedly engage in boring theoretical derivations and memorization, which easily makes students feel tired and exhausted.

Moreover, when college students face heavy academic tasks, they often need to concentrate for a long time, which also easily leads to symptoms of psychological fatigue such as distraction and slow thinking. According to the survey, about 46% of college students stated that they often feel tired and sleepy during the learning process and have difficulty maintaining a good learning state.

Learning psychological burnout can also cause college students to lose interest, become bored with, and feel intimidated by their studies. When students are in a state of intense study for a long time, or encounter difficulties and setbacks during their studies, they are prone to developing a sense of boredom towards learning. They may feel that learning has become dull and lacks excitement and motivation. At the same time, for some difficult courses or tasks, students may feel afraid and helpless, lacking the courage and confidence to overcome difficulties. This negative attitude towards learning will further aggravate learning psychological fatigue, creating a vicious cycle.

3.4. Strong Utilitarian in learning

Learning utilitarianism is also a prominent manifestation of the current college students' learning psychological problems. Under the influence of the market economy, some college students overly focus on the practicality and utilitarianism of learning, regarding learning as a means to obtain material benefits and social status, while neglecting the intrinsic value of knowledge and the improvement of personal comprehensive qualities.

Some believed that influenced by the "egoistic" orientation brought about by maximizing market economic benefits and the advocacy of "self-centeredness" in post-modernism, some college students pay more attention to personal interests and adverse circumstances than to national interests and adverse circumstances. Many students often prioritize employment prospects and salary packages when choosing majors and courses, rather than basing their choices on their own interests and specialties. For example, popular majors such as finance and computer have attracted a

large number of students to apply, while some humanities and social science majors are relatively less popular. This utilitarian learning motivation leads students to lack in-depth exploration and love for knowledge during the learning process, and they only study to pass exams and obtain certificates, which affects the quality and effectiveness of learning.

4. Strategies for Dealing with College Students' Learning Psychological Problems from the Perspective of Learning Psychology

4.1. Strengthen Psychological Health Education and Enhance Psychological Resilience

With the development of society and the intensification of competition, college students are facing more and more psychological pressure and distress. Therefore, psychological health safety education in colleges and universities is particularly important. Through conducting psychological health safety education, it can help college students recognize and solve psychological problems, improve their psychological quality, and promote personal growth.

Schools can promote psychological health knowledge to college students by offering psychological health courses, holding psychological health lectures, and conducting psychological counseling. For example, professional psychological doctors or counselors can be invited to the school to hold lectures, introducing common psychological problems among college students and their solutions; or psychological health courses can be set up to systematically explain psychological health knowledge and help college students master the skills of psychological adjustment.

In addition, schools should regularly organize various and diverse psychological health education activities, such as psychological health lectures, workshops, and psychological expansion training, to create a favorable atmosphere for psychological health education and enhance students' psychological adjustment abilities and stress resistance.

4.2. Innovative Education and Teaching Methods to Meet the Psychological Needs of Students

Colleges and universities should actively innovate teaching methods and change the lagging situation. Teachers should transform the traditional lecture-based teaching methods and focus on the dominant position of students, stimulating their active thinking and exploration spirit. For instance, they can adopt the problem-oriented teaching method, starting from practical problems and guiding students to independently explore solutions, cultivating innovative thinking and practical abilities. Strengthen the connection with real life and case analysis to make the course content lively and interesting, and easy to understand and master. Make full use of modern teaching methods such as multimedia teaching and online teaching to enrich teaching forms and improve teaching effectiveness.

Some scholars conducted a research on the innovation of online psychological health education for college students in the context of the Internet. One believes that the first step is to collect student registration system data to build a complete online platform for campus psychological health education, enabling the sharing of psychological health resources and the interconnection of activities within the campus, and using social network media such as WeChat and QQ to conduct psychological health questionnaires, increasing attention to students' learning difficulties, psychological problems, and daily life, thereby providing targeted psychological health guidance through the online platform and fully leveraging the effectiveness of online psychological health education. By using online learning platforms, interactive teaching methods can be employed, such as online discussions, mutual evaluation of assignments, or creating exquisite teaching courseware and recording micro-lesson videos, allowing students to study anytime and anywhere and enhancing their learning engagement.

4.3. Strengthen the ideological guidance of college students and integrate the ideological and political elements of the curriculum

The goals of psychological health education and ideological and political education are consistent, both serving the growth and success of students. It is practical and operable to deeply explore the ideological and political elements in the course of "College Students' Psychological Health Education" and organically combine ideological and political education with college students' psychological health education. In terms of ideological guidance, college students' psychological health education should be integrated into the ideological and political elements of the curriculum to strengthen students' value identity and psychological resilience. Through the establishment of this courses, combined with current political hotspots and social phenomena, students are guided to establish a correct world outlook, outlook on life and values, and enhance their sense of social responsibility and historical mission.

At the same time, various forms such as campus radio, WeChat official accounts, and psychological lectures are utilized to popularize psychological health knowledge and enhance students' psychological qualities and their ability to cope with stress. Special attention should be paid to students' emotional needs. Through psychological counseling and consultation services, help them establish a positive mindset, learn self-regulation and emotion management. In the process of ideological guidance, focus on cultivating students' critical thinking and problem-solving abilities, enabling them to rationally face challenges in their study and life and develop healthy and positive psychological qualities.

4.4. Implement the concept of All-staff Education and Solve the Psychological Problems of learning

As the core of the three-wide education, the all-staff education emphasizes the joint

participation and collaborative effect of multiple aspects including the school, family, society, and the students themselves. Some people started from the core task of “three-wide education,” took the psychological education mechanism as the starting point, and constructed a “three-wide” psychological education pattern, namely “all-staff participation, all-process intervention, and all-round linkage”, and based on the “four-level” psychological education work network and educational carriers of the school, college, class, and dormitory, based on learning goals, create a learning atmosphere, establish a reward mechanism, and guide students to solve the problem of “why they study”. Thus, when dealing with the learning psychological problems of college students, schools should establish a sound psychological health education system and form a teaching model that combines in-class and out-of-class, theory and practice.

At the same time, professional teachers should not only impart knowledge, but also pay attention to the psychological state of students, so as to find and solve the psychological confusion encountered by students in the learning process in time. Counselors and class teachers should go deep into students’ life, understand their ideological trends and psychological needs, and provide personalized guidance and help. In addition, as the first classroom for students’ growth, parents should strengthen communication with their children, pay attention to their children’s psychological health, and form educational synergy with schools.

5. Summary

From the perspective of learning psychology, this study deeply discusses the learning psychological problems and coping strategies of college students. Through the comprehensive analysis of relevant literature and practical investigation and research, this paper reveals the current situation of college students’ learning psychological problems, including lack of clear learning motivation, excessive learning anxiety, learning psychological burnout and strong learning utilitarianism. These problems are affected by many factors, personal factors such as lack of self-awareness, fragile psychological quality, improper learning methods, etc.; social factors such as the influence of multiple social trends, employment pressure, network information; family factors such as improper education, lack of care for students, family environment; school factors such as education and teaching methods lag, mental health education is not perfect, lack of style of study and so on.

In response to these challenges, this study proposes a set of comprehensive coping strategies grounded in learning psychology. To strengthen mental health education, a variety of approaches are implemented, including offering specialized courses, providing individual counseling services, and organizing relevant activities, all aimed at enhancing students’ psychological resilience in learning. Regarding the innovation of teaching methods, diverse instructional techniques, personalized learning plans, and the integration of modern educational technologies are adopted to

address the varied needs of students. In terms of ideological guidance, the emphasis is placed on reinforcing ideals and beliefs education to foster a positive learning attitude and stimulate intrinsic motivation among students. Lastly, for all-staff education, the pivotal role of teachers is emphasized, the educational potential of families is fully utilized, and social educational resources are mobilized to create an integrated and synergistic educational framework.

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