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# Stress Management among Chinese College Students: A Study on the Efficacy of Growth Group Psychological Counseling Strategies

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## Abstract

*Individuals face increasing and diversified challenges in the midst of fast economic progress. Academics, interpersonal interactions, psychological well-being, mental health, personality development, love, and employment are all areas where Chinese college students face tremendous stress. This prevalent issue has piqued the public's interest, creating a critical challenge for educational institutions and psychological educators. In response, this study examines and addresses stress management measures for Chinese college students through the use of growth group psychological counselling as an intervention. The study suggests specific remedies by carefully analysing stresses in areas such as learning, communication, and emotions. The ultimate goal is to develop a complete stress management strategy system that is specifically intended to meet the unique issues that Chinese college students encounter.*

**Keywords:** Chinese university students, Group counseling, Stress management, psychological well-being, Mental health,

## 1.Introduction

In the rapidly evolving landscape of modern society, marked by the accelerated pace of life and intensified competition, mental health issues have taken precedence over physical well-being (Qiao, M., 2020). This shift is evident in a growing trend of "low age, high culture, and high incidence" of mental health challenges. Contemporary college students, characterized by elevated intelligence, advanced education, and robust self-esteem, harbor aspirations and pursuits distinct from their peers. Faced with a myriad of opportunities and challenges, they contend with heightened pressures and conflicts. Pessimism, disappointment, depression, anxiety, and various other negative emotions, coupled with behavioral disorders, contribute to a rising tide of psychological pressure disorders among college students. The gravity of this situation is underscored by incidents such as runaways, suicides, and even acts of violence, demanding vigilant attention to address the profound impact on the mental well-being of this demographic.

Prolonged exposure to high levels of stress can adversely impact college students' psychological well-being and physiological health, manifesting in symptoms such as anxiety, depression, worry, feelings of helplessness, and a diminished sense of security. Behavioral indicators include heightened excitability, impulsiveness, alterations in eating habits (overeating or loss of

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appetite), decreased enthusiasm for learning, life-confidence issues, and an increase in negative behaviors. Physiologically, students may experience challenges such as insomnia, headaches, and limb pain. In severe cases, these psychological disturbances may escalate to the point of contemplating suicide (Chen, J., An, Q., & Chen, Z., 2018).

In response, colleges and universities should proactively engage in psychological stress support activities to guide students overwhelmed by psychological pressures back to a healthier and more balanced life (Lu, Y., & Li, T., 2021).

### **1.1 Research Objectives**

Three primary research objectives are sought by this study. To begin, it seeks to explore the fundamental causes of psychological stress in college students, as well as the diverse elements that contribute to their elevated stress levels. Second, the study examines the impact of applying growth group psychological counselling as a stress management intervention strategy among college students. It attempts to determine the efficiency of this counselling strategy in reducing and minimising psychological pressures often faced by students through thorough investigation. Finally, the study intends to propose and develop focused solutions for improving stress management in college students. The study hopes to contribute to the creation of a holistic stress management framework that may be used effectively by recognising specific areas of concern and personalising interventions.

### **1.2 Research Questions**

This study answers three major research questions; i) Firstly, it intends to investigate the current condition of stress management among college students, putting light on existing techniques and obstacles; ii) Second, the study investigates the usefulness of growth group psychological counselling in improving college students' stress management capacities. The goal is to determine the particular processes by which this counselling technique positively improves stress levels; iii) Finally, the study aims to give college students practical and targeted tips for efficiently managing stress.

## **2. Literature Review**

The term "pressure" was originally introduced by physiologist Hans Selye (1956) ; however, in psychological literature, it is frequently equated to "stress." Stress encompasses the physical and psychological tension arising when an individual perceives a threat to their body and mind adaptability (Selye, 1956). Described as "psychological stress," it is an individual's emotional experience in the face of situations challenging their adaptability (Pu, Z., Huang, J., & Cui, S., 2017). Various fields offer distinct perspectives on stress among college students. Psychologically, stress emerges from challenges and responsibilities surpassing an individual's coping abilities, while physiologically, it manifests as bodily exhaustion when the energy demanded exceeds available resources (Chen, X., 2016; Moeller, R. W., Seehuus, M., et al., 2020). Stress, as defined by Kassymova et al. (2019), refers to mental distress triggered by actual or anticipated events, whether real or imagined.

### **2.1 Classification of College Students' Pressure Sources**

A comprehensive analysis reveals that the primary sources of psychological stress among college students encompass the following aspects:

#### **Learning Pressure**

Learning is the most fundamental responsibility of a college student. Many college students, in particular, must create additional conditions and make more efforts in order to adapt to the necessities of society's severe competition (Chen, X, 2016). On the one hand, college students must work hard to complete their studies at school while also worrying about whether what they have learned will be applicable to future demands. On the other side, in the information era, we must grasp the most fundamental professional knowledge and possess the fundamental quality of obtaining new knowledge. They study diligently in order not to fail, and they also attend training sessions in various skills in order to obtain numerous certificates (Souza, 2022). Excessive demands make us anxious and burdened mentally, which can easily lead to psychological problems like compulsion, anxiety, and even schizophrenia (Pu, Z, Huang,J, &Cui,S.,2017). It puts a lot of pressure on college students.

### **Life Pressures**

Universities have begun to integrate with society. A diverse group of students from various areas, economic backgrounds, and personalities interact, generating a vibrant community. However, integration into college life might be difficult for some students, particularly those who are introverted or grew up in a more protected environment (Chen, X., 2016). The difficulties of deciding which school associations to join, navigating romantic relationships, managing leisure time, and making other decisions can all be stressful. Furthermore, there is a significant demographic of only children who are accustomed to being the centre of attention and possibly indulged by elders and may find the transition to a more communal university setting difficult, potentially leading to communication apprehension and interpersonal tension (Pu, Z., Huang, J., & Cui, S., 2017).

### **Social Pressure**

In the modern university environment, the pervasive influence of the Internet exposes students to a variety of social temptations (Chen, 2016). The prevalence of certain concepts and negative influences creates significant temptations and pressures for college students. Heightened competition, encompassing aspects such as job opportunities and the survival of the fittest principle, characterizes the current era, intensifying societal pressures (Pu, Z., Huang, J., & Cui, S., 2017). Unfortunately, some students lack a comprehensive understanding of society, resulting in a misalignment between their career ideals and self-evaluation. Navigating this complexity, students may set overly ambitious goals without aligning them with a suitable career path, leading to a profound psychological burden. The competitive atmosphere of society has infiltrated education, compelling every student to contemplate their future trajectory during their university years. This widespread concern about future prospects places immense pressure on students, who may struggle to cope effectively due to a lack of experience and social exposure. If not managed constructively, these challenges may give rise to various discomforting symptoms and psychological disorders (Hao, Y., & Yan, Q., 2016).

## **2.2 Research Status of Stress Management Abroad and in China**

Examining the research status of stress management both internationally and in China holds practical value and significance. Understanding the effects and limitations of various dimensions in stress management can contribute to the development of intervention plans, particularly through group psychological counseling. This endeavor aims to enrich and advance relevant research in the field.

### **2.2.1 Global Perspective**

The topic of psychological management has a rich history spanning over a century, demonstrating rapid development from inception to maturity ((Azad, 2021). According to David et al (2014)., there is widespread agreement that the scope of American mental health education should be broadened to include a variety of psychological issues such as job selection, employment, social interaction anxiety, mental illness, suicide, addiction, love, and sex. Shirley et al. go on to say that college chat rooms can be a beneficial tool in relieving students' psychological stress by providing a forum for psychological difficulties to be addressed and handled through online interactions (Wang, F., 2022).

### **2.2.2 China's Perspective**

College students encounter psychological pressure from various sources, including academics, employment, economic concerns, interpersonal relationships, and romantic pursuits. This trend indicates a rising array of stressors, emphasizing the need for students to develop the skill of self-diagnosing psychological pressure (Pu, Z., Huang, J., & Cui, S., 2017). According to Mao (2020), crafting personalized sports intervention plans based on individual stressors, selecting appropriate physical activities, and engaging in sports for at least 30 minutes three times a week can help maintain psychological pressure within a comfort zone. This approach is believed to be beneficial for optimizing one's potential. Additionally, findings from group counseling experiments, as highlighted by Mao (2020), reveal that group counseling significantly intervenes in enhancing the overall well-being of college students. It proves effective in improving students' well-being index, aligning with the developmental needs of contemporary quality education.

The skill of stress management is integral to achieving a fulfilling life and can be likened to a muscle that can be developed. According to Qiao (2020), individuals can enhance this ability by identifying their personal strengths, leveraging optimism and positive thinking, wholeheartedly pursuing long-term goals, savoring the present college experience, and fostering positive interpersonal relationships. Qiao emphasizes that these actions can stimulate the release of oxytocin in the body, thereby alleviating stress.

According to Chen (2016), when college students are aware of their abilities, confront pressure with a positive and optimistic mindset, and acquire effective stress management skills, they can not only alleviate psychological pressure but also transform it into motivation for personal growth.

In China, the exploration of stressors affecting college students is currently limited, prompting the necessity for a more expansive and in-depth research scope. There is a critical need for practical intervention programs, as emphasized by Pu, Huang, and Cui (2017) and Qiao (2020).

In summary, existing studies predominantly concentrate on theoretical discussions regarding stress management or group counseling, with a noticeable scarcity of research on interventions (Pu, Z., Huang, J., & Cui, S., 2017; Wang, F., 2022). This study addresses this gap by focusing on multi-faceted stress management strategies for college students. Drawing on the relevance of growth-oriented group psychological counseling and stress management interventions, the analysis will explore the interplay between dependent and independent variables, providing a comprehensive perspective on effective stress management for college students.

### **3. Research Methodology**

The study focuses on college students, recruited through various channels such as QQ, the campus platform, and other media. The participation involved open recruitment and referrals from classmates. Subsequently, the students were subjected to interviews and screening to ascertain the research subjects for analysis. The research methodology employs quantitative analysis and survey methods.

The research subjects were selected through interviews and other screening methods, considering demographic factors such as name, gender, grade, age, and place of residence. Participants were randomly assigned and divided into an experimental group and a control group. Both groups underwent pre- and post-tests, with the experimental group engaging in 10 sessions of stress management group psychological counseling, while the control group received no treatment. The study utilized quantitative analysis and survey methods to primarily examine differences between the experimental and control groups. Additionally, members of the experimental group were interviewed before and after the growth-oriented group psychological counseling sessions to record changes in their coping styles and stress perceptions throughout the intervention.

#### **Pre-Experimental Treatment**

This involved designing the growth-oriented group psychological counseling programme, recruiting active participants, and conducting pre-experimental tests. Member recruitment was primarily accomplished through public announcements and referrals by classmates using platforms such as QQ and campus platforms. After conducting interviews, a total of 20 research subjects were identified. Subsequently, these subjects were randomly allocated, resulting in 10 members assigned to the experimental group and 10 to the control group. All participants in both groups then underwent assessments using the "General Health Questionnaire," "Simple Coping Style Questionnaire," and "Stress Perception Scale."

#### **Experimental Treatment**

The experimental intervention primarily involves the implementation of group counseling on stress management through growth-oriented group sessions for the participants in the experimental group. More specifically, a series of growth-oriented group psychological counseling activities were conducted for 10 college students in the experimental group. Meanwhile, the control group did not partake in any form of group counseling.

#### **Post-experimental processing**

The post-experimental phase of this study encompasses post-testing of group members, processing of experimental data, and organization of qualitative materials. The post-test utilized the same questionnaire employed in the pre-test, with the final data subjected to analysis using SPSS.

### **3.2 Study Population and Sample**

The study focused on a population of college students, from which a sample of 58 participants were openly recruited. Through interviews and adhering to sampling principles, 20 college students were ultimately chosen as the research subjects. This selected group was randomly divided into two categories: an experimental group and a control group, each consisting of 10

students.

#### 4. Research Findings

The findings of this study were subjected to analysis using SPSS26, with the average difference values of both the control and experimental groups tested for normal distribution. Employing a normal distribution test, paired sample T-tests were conducted separately on the control and experimental groups. The aim was to observe and determine any significant differences between the experimental and control groups.

##### Demographic Data

**Table 4.1:** Descriptive Analysis of Demographic Variables in the Control Group.

| Variable | Options | Frequency | Percents | The mean | The standard deviation | Variance |
|----------|---------|-----------|----------|----------|------------------------|----------|
| Grade    | 1       | 4         | 40%      | 2.2      | 1.23                   | 1.51     |
|          | 2       | 2         | 20%      |          |                        |          |
|          | 3       | 2         | 20%      |          |                        |          |
|          | 4       | 2         | 20%      |          |                        |          |
| Gender   | F       | 4         | 40%      | 1.6      | 0.52                   | 0.27     |
|          | M       | 6         | 60%      |          |                        |          |
| To live  | Rural   | 5         | 50%      | 1.5      | 0.53                   | 0.28     |
|          | City    | 5         | 50%      |          |                        |          |
| Age      |         |           |          | 20.2     | 1.40                   | 1.96     |

Based on the analysis results presented in Table 4.1, it is evident that the numerical characteristics of the demographic variables effectively depict the distribution of the subjects under investigation. The mean serves as an indicator of central tendency, while the standard deviation reflects the degree of fluctuation.

Further examination of the frequency analysis results for each variable indicates that the distribution broadly aligns with the requirements of a sampling survey. For instance, the gender distribution reveals a fairly even representation, with 40% females and 60% males, suggesting a balanced outcome across genders. The standard deviation analysis implies less volatility and greater stability in the data. Notably, gender and residence (urban and rural distribution) exhibit the lowest volatility, signifying the most stable patterns. Conversely, age data displays relatively higher volatility, with a standard deviation of 1.40. This heightened fluctuation in age can be attributed to the diverse distribution of respondents across different academic years, ranging from grade one to grade four.

**Table 4.2:** Descriptive Analysis of Demographic Variables in the Experimental Group.

| Variable | Options | Frequency | Percents | The mean | The standard deviation | Variance |
|----------|---------|-----------|----------|----------|------------------------|----------|
| Grade    | 1       | 3         | 30%      | 2.3      | 1.16                   | 1.34     |
|          | 2       | 3         | 30%      |          |                        |          |
|          | 3       | 2         | 20%      |          |                        |          |
|          | 4       | 2         | 20%      |          |                        |          |
| Gender   | F       | 6         | 60%      | 1.4      | 0.52                   | 0.27     |
|          | M       | 4         | 40%      |          |                        |          |
| To live  | Rural   | 5         | 50%      | 1.5      | 0.53                   | 0.28     |
|          | City    | 5         | 50%      |          |                        |          |

|     |      |      |      |
|-----|------|------|------|
| Age | 20.4 | 1.51 | 2.27 |
|-----|------|------|------|

Based on the analysis presented in Table 4.2, the numerical characteristics of demographic variables effectively portray the distribution of the subjects under investigation. The mean serves as an indicator of central tendency, while the standard deviation reflects the degree of fluctuation.

Upon scrutinising, the frequency analysis results for each variable shows that the distribution largely adheres to the requirements of a sampling survey. For instance, the gender distribution reveals a reasonably even representation, with 60% females and 40% males, indicating a balanced outcome across genders. The standard deviation analysis underscores less volatility and greater stability in the data. Specifically, gender and residence (urban and rural distribution) exhibit the lowest volatility, suggesting the most stable patterns. Conversely, age data displays relatively higher volatility, with a standard deviation of 1.51. This increased fluctuation in age can be attributed to the diverse distribution of respondents across different academic years, ranging from grade one to grade four.

## Data Analysis

**Table 4.3:** Data Analysis of General Health Questionnaire in the Control Group.

|            | Normality test                  |    |       |              |    |      |
|------------|---------------------------------|----|-------|--------------|----|------|
|            | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|            | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Difference | .189                            | 10 | .200* | .928         | 10 | .626 |

\*. This is the lower limit of true significance.

a. Lilliefors significant level revision

The "General Health Questionnaire" for the control group was subjected to a test for normal distribution both before and after the experiment. Given the sample size being less than 50, the Shapiro-Wilk test was employed, resulting in a p-value of 0.626. This p-value indicates that the difference data can be considered normally distributed.

**Table 4.4:** Control Group "General Health Questionnaire" Before and After the Comparison of Differences.

| Variable        | $\bar{X} \pm S$ | t | P    |
|-----------------|-----------------|---|------|
| Before the test | 41.1 $\pm$ 2    | 2 | 0.07 |
| After the test  | 44.8 $\pm$ 2.72 |   |      |

As the data exhibits a normal distribution, a paired sample T-test was employed. The results revealed a p-value of 0.07, which is greater than the significance level of 0.05. Consequently, it is noted that there is no significant difference in the data measured before and after the intervention involving the photo group.

**Table 4.5:** Data Analysis of General Health Questionnaire in Experimental Group.

|  | Normality test      |    |      |              |    |      |
|--|---------------------|----|------|--------------|----|------|
|  | Kolmogorov-Smirnova |    |      | Shapiro-Wilk |    |      |
|  | Statistic           | df | Sig. | Statistic    | df | Sig. |



|            |      |    |       |      |    |      |
|------------|------|----|-------|------|----|------|
| Difference | .095 | 10 | .200* | .973 | 10 | .921 |
|------------|------|----|-------|------|----|------|

\*. This is the lower limit of true significance.

a. Lilliefors significant level revision

A normal distribution test was conducted on the difference in "General Health Questionnaire" scores before and after the intervention in the experimental group. Given the sample size being less than 50, the Shapiro-Wilk test was employed, resulting in a p-value of 0.921. Furthermore, examination of the histogram confirms that the difference data is normally distributed.

**Table 4.6:** The Experimental Group "General Health Questionnaire" Before and After Test Difference Comparison Results.

| Variable                | $\bar{X} \pm s$  | t      | P     |
|-------------------------|------------------|--------|-------|
| Before the intervention | 32.70 $\pm$ 6.58 | -6.054 | 0.000 |
| After the intervention  | 45.4 $\pm$ 5.58  |        |       |

As the data exhibits a normal distribution, a paired sample T-test was employed, revealing a significant p-value of 0.000, which is less than 0.05. This outcome indicates that the intervention of growth group psychological counseling has induced a notable difference in the data of the experimental group before and after the intervention, affirming its impact on the general health survey. Furthermore, a detailed examination of the table data reveals that the overall estimation range of data post-intervention increased from 32.70  $\pm$  6.58 to 45.4  $\pm$  5.58, signifying a substantial improvement in the overall value. This evidence supports the conclusion that the intervention of growth group psychological counseling exerts a positive effect on the mental health of the respondents.

**Table 4.7:** Data Analysis of the Simple Coping Style Questionnaire in the Control Group.

| Normality test |                                 |    |       |              |    |      |
|----------------|---------------------------------|----|-------|--------------|----|------|
|                | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|                | Statistic                       | df | Sig.  | Statistic    | df | Sig. |
| Difference     | .095                            | 10 | .200* | .973         | 10 | .921 |

\*. This is the lower limit of true significance.

a. Lilliefors significant level revision

A normal distribution test was conducted on the difference in scores for the "Simple Coping Style Questionnaire" before and after the intervention in the control group. Given the sample size being less than 50, the Shapiro-Wilk test was applied, resulting in a p-value of 0.921. This p-value suggests that the difference data can be considered normally distributed.

**Table 4.8:** Control Group "Simple Questionnaire" Pre - and Post-Test Difference Comparison Results.

| Variable        | $\bar{X} \pm s$ | t     | P     |
|-----------------|-----------------|-------|-------|
| Before the test | 34.1 $\pm$ 5.04 | -5.96 | 0.566 |
| After the test  | 33.2 $\pm$ 6.2  |       |       |

As the data exhibits a normal distribution, a paired sample T-test was utilized. The results indicated a p-value of 0.566, which is greater than the significance level of 0.05. This finding suggests that there is no significant difference in the data of the control group.

**Table 4.9:** Data Analysis of "Simplified Coping Style Questionnaire" in Experimental Group.

| Normality test      |    |      |              |    |      |
|---------------------|----|------|--------------|----|------|
| Kolmogorov-Smirnova |    |      | Shapiro-Wilk |    |      |
| Statistic           | df | Sig. | Statistic    | df | Sig. |



|            |      |    |       |      |    |      |
|------------|------|----|-------|------|----|------|
| Difference | .204 | 10 | .200* | .946 | 10 | .625 |
|------------|------|----|-------|------|----|------|

\*. This is the lower limit of true significance.

a. Lilliefors significant level revision

A normal distribution test was conducted on the difference in scores for the "Simple Coping Style Questionnaire" before and after the intervention in the experimental group. Given the sample size being less than 50, the Shapiro-Wilk test was applied, resulting in a p-value of 0.625. This p-value indicates that the difference data can be considered normally distributed.

**Table 4.10:** The Experimental Group "Simple Questionnaire" Before and After Test Difference Comparison Results.

| Variable                | $\bar{X} \pm S$ | t     | P     |
|-------------------------|-----------------|-------|-------|
| Before the intervention | 33.2 $\pm$ 5.45 | 0.835 | 0.043 |
| After the intervention  | 34.7 $\pm$ 6.93 |       |       |

As the data follows a normal distribution, a paired sample T-test was employed, revealing a significant p-value of 0.043, which is less than 0.05. This outcome demonstrates that the intervention of growth group psychological counseling has led to a discernible difference in the data of the experimental group before and after the intervention. This finding substantiates that the intervention has an impact on the outcomes of the simple coping style questionnaire.

**Table 4.11:** Data Analysis Table of Pressure Perception Scale in the Control Group.

| Normality test                  |           |    |       |              |    |      |
|---------------------------------|-----------|----|-------|--------------|----|------|
| Kolmogorov-Smirnov <sup>a</sup> |           |    |       | Shapiro-Wilk |    |      |
|                                 | Statistic | df | Sig.  | Statistic    | df | Sig. |
| Difference                      | .210      | 10 | .200* | .950         | 10 | .669 |

\*. This is the lower limit of true significance.

a. Lilliefors significant level revision

A normal distribution test was conducted on the difference values of the Stress Perception Scale before and after the intervention in the control group. Given the sample size being less than 50, the Shapiro-Wilk test was utilized, resulting in a p-value of 0.669. This p-value suggests that the difference data can be considered normally distributed.

**Table 4.12:** Control Group "Pressure Perception Scale" Before and After the Comparison of Differences

| Variable        | $\bar{X} \pm S$ | t     | P     |
|-----------------|-----------------|-------|-------|
| Before the test | 25.8 $\pm$ 5.73 | 1.327 | 0.217 |
| After the test  | 27 $\pm$ 6.25   |       |       |

As the data exhibits a normal distribution, a paired sample T-test was applied, yielding a p-value of 0.217, which is greater than 0.05. This result indicates that there is no significant difference in the measured data before and after the intervention in the control group.

**Table 4.13:** Data Analysis Table of Stress Perception Scale in the Experimental Group.

| Normality test                  |  |  |  |              |  |  |
|---------------------------------|--|--|--|--------------|--|--|
| Kolmogorov-Smirnov <sup>a</sup> |  |  |  | Shapiro-Wilk |  |  |

|            | Statistic | df | Sig.  | Statistic | df | Sig. |
|------------|-----------|----|-------|-----------|----|------|
| Difference | .158      | 10 | .200* | .965      | 10 | .838 |

\*. This is the lower limit of true significance.

Lilliefors significant level revision

A normal distribution test was conducted on the difference values of the Stress Perception Scale before and after the intervention in the experimental group. Given the sample size being less than 50, the Shapiro-Wilk test was employed, resulting in a p-value of 0.838. Additionally, upon examination of the histogram, it is evident that the difference data follows a normal distribution.

**Table 4.14:** The Experimental Group "Pressure Perception Scale" Before and After the Test Difference Comparison Results.

| Variable                | $\bar{X} \pm S$ | t     | P     |
|-------------------------|-----------------|-------|-------|
| Before the intervention | 29.6 $\pm$ 7.17 | -4.85 | 0.001 |
| After the intervention  | 22.3 $\pm$ 4.62 |       |       |

As the data demonstrates a normal distribution, a paired sample T-test was applied, revealing a significant p-value of 0.001, which is less than 0.05. This outcome indicates a notable difference in the data of the experimental group before and after the intervention. It confirms that the intervention of growth group psychological guidance has influenced the results of the Stress Perception Scale questionnaire. Furthermore, an examination of the table data reveals that the estimated range of pressure values after intervention decreased from  $29.6 \pm 7.17$  to  $22.3 \pm 4.62$ . This decrease suggests a reduction in the perceived pressure among the investigated subjects through regimentation-assisted intervention.

## 5. Conclusion

Through the investigation of students' stress management in China and the research of the experimental group students' growth group psychological counseling intervention, the following conclusions are drawn:

Conclusion Regarding College Students' Stressors and Current Status:

Psychological stress among college students emanates from various sources, encompassing daily trivial matters, career choices, interpersonal communication, and emotional challenges. The stressors predominantly center around academic, personal, and societal aspects, manifesting in stress reactions such as anxiety, irritability, and insomnia.

Conclusion Regarding the Impact of Growth Group Psychological Counseling Intervention:

Based on the data analysis conducted in this study, the P values for the control group before and after the test exceeded 0.05, signifying no significant difference in the data pre and post the control group intervention. Conversely, in the experimental group, the P values before and after the test were consistently below 0.05, indicating a notable impact of the growth group psychological counseling intervention. Therefore, the growth group psychological counseling exhibited an immediate positive influence on the response and mental health level of group members when confronted with stress. Insights from the interviews further reveal that members in the experimental group adopt a more positive coping style in the face of stress following participation in the psychological counseling activities of the growth group.

Additionally, stress levels experienced by these members significantly decreased, underscoring the efficacy of growth group psychological counseling in enhancing members' stress coping abilities. In summary, the psychological counseling activities of the growth group demonstrate immediate effects in terms of coping styles and stress relief.

#### Conclusion Regarding Stress Management Among College Students:

In the examination of students from the experimental group before and after the implementation of growth group psychological counseling, it was observed that, prior to the intervention, students predominantly utilised negative coping measures. Following the growth group psychological counseling intervention, a noteworthy shift was observed, with a majority of members transitioning to adopting positive methods, such as relaxation techniques and seeking social support, as a means to address stressful situations. This shift towards employing scientific and positive approaches underscores the positive guiding impact of growth group psychological counseling on college students' stress management.

The research, conducted at this college in China, underscores the significance of growth group psychological counseling intervention in student stress management. The findings not only reveal a positive transformation in coping styles among participants but also lay the groundwork for an effective plan to enhance college students' adoption of scientific and proactive stress management strategies in the future.

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