



## **MANAGEMENT OF STUDENT MENTAL HEALTH PROGRAMS AT ZHEJIANG UNIVERSITY**

**Li Ziwen<sup>1</sup>, Karta Sasmita<sup>2</sup>, Muh.Takdir<sup>3</sup>**

Universitas Negeri Jakarta

[<sup>1</sup>li.ziwen@mhs.unj.ac.id](mailto:li.ziwen@mhs.unj.ac.id), [<sup>2</sup>sasmita@unj.ac.id](mailto:sasmita@unj.ac.id), [<sup>3</sup>muh.takdir@unj.ac.id](mailto:muh.takdir@unj.ac.id)

### **Abstract**

In higher education, student mental health has emerged as a significant concern owing to the growing academic, social, and psychological pressures that impact students' well-being and academic performance. While numerous universities have implemented mental health services, there is still a scarcity of research focusing on the management of these programs at the institutional level, especially in top Chinese universities. This research seeks to examine the management of student mental health programs at Zhejiang University, addressing aspects such as student awareness, service accessibility, staff professionalism, program effectiveness, institutional coordination, and implementation challenges. A qualitative approach was adopted, utilizing the case study method. Data collection involved in-depth interviews, observations, document analysis, and a questionnaire distributed to 120 students. The analysis was conducted using the interactive model of Miles, Huberman, and Saldaña. Findings reveal that the management of the student mental health program is rated highly, with an average score of 3.66. Key strengths identified include the professionalism of counsellors (4.15), service confidentiality (4.20), and service facilities (3.90). Nonetheless, challenges persist in the timeliness of services (3.32), student engagement (3.30), and stigma associated with mental health (3.75), which need to be addressed. The study's novelty lies in its thorough analysis of mental health program management from the students' perspective within a leading Chinese research university. The conclusion drawn is that Zhejiang University possesses an effective mental health management system, yet enhancements in student engagement, service coordination, program responsiveness, and stigma reduction are necessary for improved effectiveness.

**Keywords:** Student mental health, Program management, Services Counseling, Higher Education, Zhejiang University.



## **A. Introduction**

Mental health has become a key issue in the management of higher education in various countries, including China. The increasingly competitive academic environment, high performance expectations, social pressures, and career uncertainty following graduation have heightened the risk of various psychological problems among students. In recent years, attention to student mental health has grown significantly, as its impact affects not only individual well-being but also academic performance, student engagement in campus activities, and the success of educational institutions in achieving their learning objectives. Mental health issues such as depression, anxiety, academic stress, and psychological exhaustion are becoming an increasingly serious challenge among university students in China (Zhao et al., 2024). Consequently, the management of student mental health programs has become an essential component of student service systems in modern higher education institutions.

Rapid social change and the development of digital technology also have a significant impact on students' mental health. Today, students face various pressures stemming from both academic and non-academic environments, including demands for social adaptation, intensive use of digital media, and increasingly fierce competition in the job market. Students' mental health in China is closely linked to digital health literacy, social capital, and students' ability to access available psychological support (Zhao et al., 2024). These findings indicate that students' mental health issues are influenced not only by individual factors but also by the institutional environment, which must provide adequate mental health support and services. Consequently, universities must develop integrated and sustainable mental health management systems to support students' overall wellbeing.

Within the context of higher education, the Chinese government has been paying increasing attention to strengthening mental health services for students. Various national policies have been implemented to strengthen the mental health education system in higher education institutions, including the integration of mental health literacy into students' education system. (Gao & Wang, 2025) explain that the post-COVID-19 era has prompted universities in China to expand their approach to mental health from mere counselling services to a more comprehensive and preventive mental health education system. This approach encompasses the development of mental health literacy, reduction of stigma surrounding psychological disorders, and improvement of students' access to psychological support services. However, the success of implementing such programs is highly dependent on the effectiveness of institutional management governing the planning, coordination, implementation, and evaluation of mental health programs at the university level.

Although various mental health programs have been implemented at many universities, research indicates that the uptake of mental health services by students remains relatively low. One of the main factors contributing to this situation is the stigma surrounding seeking psychological help, low mental health literacy, and a lack of trust in available services. Mental health literacy has a significant association with the behaviour of seeking professional help, while stigma and perceptions of social support act as mediating factors influencing students' decisions to use mental health services (Saiz-alvarez, 2024). These findings indicate that the effectiveness of mental health programs is determined not only by the availability of services, but also by how these services are managed and communicated to students so that they are accepted and utilized optimally.

Various recent studies have also shown that the prevalence of mental health disorders among Chinese students remains alarming. A national epidemiological study involving over 49,000 students from 106 universities in China found a high prevalence of depression and anxiety, which could potentially affect students' quality of life and academic success (Han et al., 2025). Furthermore, a meta-analysis (Lin et al., 2025) indicates that depression among university students in China has become a serious public health challenge, with an upward trend following the COVID-19 pandemic. These findings underscore the urgency for universities to not only provide mental health services but also establish effective, structured, and student-centered program management systems.

Beyond a focus on intervention services, various studies have also emphasized the importance of developing a campus environment that supports students' mental health. (Guo et al., 2024) explain that the concept of mentally healthy students within the Chinese cultural context encompasses adaptability, emotional balance, positive social relationships, and the ability to cope constructively with academic pressure. Therefore, the management of mental health programs in higher education cannot be separated from the university's organizational culture, student support systems, and policies that foster a healthy and inclusive learning environment. A comprehensive management approach is a key factor in ensuring that mental health programs are not merely reactive to psychological issues, but also function as promotive and preventive measures.

As one of the top universities in China, Zhejiang University has a relatively advanced student support system and has developed various mental health programs to support student well-being. However, academic research specifically examining how these programs are managed, implemented, and evaluated remains very limited. Most previous research has focused on students' psychological conditions or the effectiveness of specific interventions, while the management aspects of mental health programs at the institutional level have not been explored in depth. In fact, the success of mental

health programs is heavily influenced by the quality of organizational management, which encompasses policies, inter-unit coordination, the availability of professional human resources, monitoring and evaluation systems, and program sustainability strategies. Given these circumstances, this study aims to analyse the management of student mental health programs at Zhejiang University. The research focuses on the program management structure, service implementation mechanisms, institutional coordination, challenges faced in program implementation, and the university's efforts to improve the effectiveness of mental health services for students.

## **B. Method**

This study employed a qualitative approach using a case study method. The qualitative approach was chosen because the study aims to gain an in-depth understanding of the management of the student mental health program at Zhejiang University within the real-world context of higher education provision. The case study method was used to comprehensively examine the mental health program management system implemented by the university, including aspects of planning, organization, implementation, coordination, supervision, and evaluation of the program.

The research design employed was descriptive-analytical. Through this design, the researcher systematically describes the practices of student mental health program management at Zhejiang University and analyses the various factors that support or hinder its implementation. The research focuses on how mental health policies are translated into programs and services accessible to students.

### **Research Location and Timeframe**

This research was conducted at Zhejiang University, located in Hangzhou, Zhejiang Province, People's Republic of China. The choice of research location was based on the consideration that Zhejiang University is one of China's leading universities in the development of a structured and integrated student mental health service system.

The research was conducted over a six-month period from January to June 2026. The research stages included a literature review, development of research instruments, data collection, data analysis, and preparation of the research report.

### **Research Participants**

Research participants were selected using purposive sampling, that is, the selection of informants based on specific criteria relevant to the research objectives. Informants were selected because they possessed knowledge, experience, and direct involvement in the management and utilization of student mental health programs.

The research participants were as follows:

- a. The head or coordinator of the student mental health service center.

- b. Campus counsellors or psychologists involved in mental health services.
- c. Administrative staff responsible for student welfare programs.
- d. Undergraduate and postgraduate students who have previously utilized mental health services.
- e. Students are active in student organizations related to student health and wellbeing.

The criteria for the student participants were as follows:

- a. Registered as an active student at Zhejiang University
- b. Being aged 18–24;
- c. Willing to voluntarily participate in the study
- d. Signing an informed consent form.

### **Data Collection Methods**

Research data were collected using several methods to obtain comprehensive and in-depth information.

#### **1. In-Depth Interviews**

The interviews were conducted in a semi-structured manner, using interview guidelines drawn in line with the research focus. This technique was used to gather information on policies, management mechanisms, program coordination, implementation challenges, and informants' perceptions of the effectiveness of the student mental health program.

All interviews were recorded with participants' consent and transcribed verbatim to facilitate the data analysis process.

#### **2. Observation**

Non-participatory observation was carried out for various activities related to the student mental health program. The observation covered the condition of counselling service facilities, implementation of the mental health program, mental health educational materials, and interactions between students and service providers. The results of the observations were recorded in the form of field notes, which were used to supplement and verify the interview data.

#### **3. Documentary Analysis**

The documents analyzed included university policies regarding student mental health, operational guidelines for counselling services, annual reports on mental health programmes, statistical data on service utilization, programme evaluation documents, and Chinese government regulations regarding mental health in higher education. Documentary analysis was conducted to obtain supporting data regarding the management system and implementation of student mental health programs.

### **Data Validity**

To ensure the validity and credibility of the research results, several data validity checking techniques were employed.

#### **1. Credibility**

Data credibility was assessed through source and methodological triangulation. Source triangulation involved comparing information obtained from program administrators, counsellors, and students. Methodological triangulation involved comparing the results of the interviews, observations, and documentation.

In addition, member checking was carried out by asking several informants to review the researcher's interpretation of the data.

#### **2. Transferability**

Transferability was achieved through the provision of a detailed description of the research context, participant characteristics, and institutional conditions at Zhejiang University, thereby enabling readers to assess the applicability of the research findings to similar contexts.

#### **3. Dependability**

Dependability is ensured by systematically documenting the entire research process, from research planning, data collection, and data analysis to the drafting of the research report, thereby enabling an audit of the research process.

#### **4. Confirmability**

Confirmability was ensured by verifying that all research findings were based on empirical data obtained from the field. The researcher used reflexive notes to minimize subjectivity during the analysis process.

### **Data Analysis Techniques**

Data analysis was conducted using the interactive model by Miles, Huberman, and Saldaña, which consists of four main stages: data collection, data condensation, data presentation, and drawing conclusions.

#### **1. Data Collection**

Data were collected through interviews, observation, and document analysis. The data obtained were then organized into interview transcripts, field notes, and document archives to facilitate the analysis process.

#### **2. Data Condensation**

At this stage, the researcher carries out the processes of selection, simplification, coding, and categorization of data. Data relevant to the research focus were grouped into several main themes, such as student mental health policies, program organizational structure, service coordination, service accessibility, service utilization by students, program monitoring and evaluation, and program implementation challenges.

#### **3. Data Display**

The categorized data were presented in the form of matrices, thematic tables, conceptual diagrams, and descriptive narratives. Data presentation was carried out to facilitate the identification of patterns, relationships between themes, and the interpretation of research findings.

4. Drawing Conclusions and Verification

The final stage involved interpreting the various patterns and themes emerging from the research data. The conclusions drawn were continuously verified through triangulation, ensuring that the research results had a high level of reliability.

**Ethical Considerations**

This study adhered to the principles of social and educational research ethics. All participants were provided with full information regarding the research objectives, research procedures, benefits of the research, and their right to withdraw from participation at any time without any consequences. The identities of participants were kept confidential through the use of codes or pseudonyms. All research data were used solely for academic and research purposes.

**C. Finding and Discussion**

1. General Overview of Research Results

This study aimed to analyse the management of student mental health programs at Zhejiang University, China. The research data were obtained from 120 student respondents, comprising undergraduates and postgraduates, and were supplemented by in-depth interviews, field observations, and analysis of institutional documents. The use of various data sources enabled the researcher to gain a comprehensive understanding of how mental health programs are planned, managed, and implemented within a university setting.

Quantitative data analysis was conducted using descriptive statistics, including means and percentages. This analysis was used to describe students’ perceptions of various aspects of mental health program management, including their awareness of mental health services, access to information, service accessibility, the professionalism of counsellors, program effectiveness, student satisfaction, and the various challenges faced in its implementation.

The research results were interpreted using a five-point Likert scale with the following categories:

Score Range	Category	Score Range	Category
1.00 – 1.80	Very Low	3.41 – 4.20	Tall
1.81 – 2.60	Low	4.21 – 5.00	Very high
2.61 – 3.40	Currently		

Based on the results of the analysis, the majority of indicators fall into the 'high' category, indicating that the student mental health programme at Zhejiang University has been managed effectively. However, some indicators still fall into the 'moderate' category and therefore require further attention and development.

## 2. Questionnaire Statistical Results

### a. Descriptive Statistics for Each Indicator

The following table shows the results of the descriptive statistical analysis of the 17 indicators used in this study.

**Table 4.1 Descriptive Statistics on the Management of the Student Mental Health Programme**

No	Indicator	Mean	Category
1	Student Awareness	3.85	Tall
2	Access to Information	3.62	Tall
3	Program Communication	3.55	Tall
4	Accessibility Service	3.48	Tall
5	Timeliness of Service	3.32	Currently
6	Facility Service	3.90	Tall
7	Professionalism Counselor	4.15	Tall
8	Service Confidentiality	4.20	Tall
9	Trust Student	3.95	Tall
10	Program Management	3.70	Tall
11	Inter-Unit Coordination	3.45	Tall
12	Implementation Policy	3.50	Tall
13	Program Effectiveness	3.60	Tall
14	Involvement Student	3.30	Currently
15	Satisfaction Student	3.65	Tall
16	Mental Health Stigma	3.75	Height ( Negative Factor )
17	Behavior Look for Help	3.58	Tall

Overall, the research findings indicate that the majority of indicators fall into the high category. The highest scores were recorded for the indicators of service confidentiality (4.20), counsellor professionalism (4.15), and student trust (3.95). This suggests that students have a high level of trust in the quality of the mental health services provided by the university.

Conversely, the indicators for timeliness of service (3.32) and student engagement (3.30) remained in the moderate category. These findings suggest that there are still challenges regarding the responsiveness of services and students' active participation in mental health programs. Furthermore, the results of the reliability test using Cronbach's alpha showed values above 0.80 for all research variables. These results indicate that the research instrument possesses a very high level of reliability and is consistent in measuring students' perceptions of mental health program management.

### **3. Overall Average Score**

The analysis results showed that the overall average score was 3.66, which falls within the high category. This finding indicates that students generally hold a positive perception of the management of mental health programs at Zhejiang University. The university is assessed as having successfully established a mental health support system capable of meeting students' needs through the provision of professional counselling services, adequate facilities, and institutional policies that support students' psychological well-being.

This high average score also reflects the university's commitment to integrating mental health services into the student service system. Students assessed that the available professional staff possessed good competence and were able to maintain confidentiality professionally.

Nevertheless, the overall average score has not yet reached a very high category. This indicates that there is still room for improvement, particularly regarding the timeliness of services, coordination between units, and increasing student participation in various mental health programs organized by the university.

## **Analysis by Dimension**

### **1. Awareness and Information**

The awareness and information dimension received an average score of 3.67, which falls within the high category. This result indicates that the majority of students are aware of the mental health services available at the university. The student awareness indicator received the highest score in this dimension (3.85), suggesting that mental health programmes are widely recognised by students. Information regarding mental health services is available through various media such as the university website, campus digital applications, social media, and freshers' orientation activities. However, interview results show that some students still obtain information through peers rather than through official university channels. This finding suggests that the institution's communication strategies still need to be strengthened so that information can reach all students equally.

It can be concluded that Zhejiang University has successfully established a strong foundation in raising student awareness of mental health. However, the effectiveness of programme communication can still be improved through a more interactive approach tailored to students' needs.

### **2. Accessibility and Service Provision**

The accessibility and service provision dimension received an average score of 3.57 (high category). The service facilities indicator received the highest score (3.90), indicating that students find the available counselling facilities comfortable, safe, and

supportive of the psychological service process. The university has provided adequate counselling rooms and other supporting facilities to promote student well-being. Meanwhile, the service timeliness indicator received the lowest score (3.32) and falls into the moderate category. The results of the observation showed that during certain periods, particularly in the run-up to mid-term and end-of-term exams, the number of students requiring services increased significantly, leading to longer queues for counselling. These findings suggest that although access to services is reasonably good, service capacity still needs to be improved in order to respond to students' needs more quickly and effectively.

### **3. Professionalism and Confidentiality**

The dimensions of professionalism and confidentiality received an average score of 4.10, making them the dimensions with the highest scores in this study. Students gave very positive ratings of the competence of counsellors and campus psychologists. The professionalism of mental health professionals scored 4.15, whilst the confidentiality of services scored 4.20. Interview results indicated that students felt safe when consulting as their personal information was handled professionally. Trust in counsellors was also relatively high, with a score of 3.95.

These findings suggest that the quality of human resources is one of the key strengths in the management of the mental health programme at Zhejiang University. Professionalism and confidentiality are important factors encouraging students to utilise mental health services.

### **4. Programme Management and Coordination**

The programme management and coordination dimension received an average score of 3.55, which falls into the high category. The programme management indicator scored 3.70, indicating that students perceive the mental health programme to have been planned and managed systematically. The university has a dedicated unit responsible for delivering mental health services, as well as clear policy support. However, the coordination indicator received a relatively lower score (3.45). Interview results indicate that collaboration between the counselling centre, faculties, academic tutors, and student affairs units is not yet fully integrated. This situation highlights the need for improved cross-unit coordination so that mental health services can reach students more widely and sustainably.

### **5. Programme Effectiveness and Student Engagement**

The dimensions of programme effectiveness and student engagement received an average score of 3.52 (high category). Students who have used mental health services assessed that the available programmes are sufficiently effective in helping them cope

with academic pressure, anxiety, and various other psychological issues. This is reflected in the programme effectiveness score of 3.60 and student satisfaction of 3.65. However, student engagement scored only 3.30 and falls into the moderate category. This finding suggests that many new students only utilise the services when facing quite serious problems, meaning the programmes still tend to be curative rather than preventive in nature. Therefore, more innovative strategies are needed to increase student participation through mental health education programmes, psychological resilience training, peer support groups, and the use of digital platforms.

## **6. Stigma and Help-Seeking Behaviour**

The dimension of stigma and help-seeking behaviour received an average score of 3.66 (high category). Although students understand the importance of mental health services, stigma surrounding psychological issues remains quite high, with a score of 3.75. Some students admitted they were still concerned about being perceived as weak or unable to cope independently if it became known that they were attending counselling sessions. The help-seeking behaviour indicator scored 3.58. This indicates that students have a relatively positive attitude towards the use of mental health services, although cultural and social barriers remain.

Interview results showed that some students prefer to speak to a close friend first before seeking professional help. Therefore, reducing stigma is one of the main challenges in improving the effectiveness of mental health programmes on campus.

## **Discussion**

### **1. Awareness and Information Program Student Mental Health**

The results of the study show that the awareness and information dimensions scored an average of 3.67, which falls within the high category. These findings suggest that students at Zhejiang University generally have a good understanding of the mental health services provided by the university. The high level of student awareness indicates that the institution has successfully disseminated information through various communication channels such as digital platforms, social media, freshers' orientation, and mental health campaigns on campus. Student awareness of mental health services is a crucial initial factor in encouraging help-seeking behaviour, as students are unlikely to utilise service, they are unaware of.

Access to mental health information and digital health literacy have a significant relationship with increased student awareness of the mental health services available at universities. Students who have access to mental health information via digital platforms demonstrate a higher level of service utilisation compared to students with limited access to information (Younis, 2025). Therefore, the success of mental health programmes is

determined not only by the availability of services but also by the effectiveness of the communication strategies employed by higher education institutions in conveying information to students.

Nevertheless, the results of interviews in this study indicate that some students still obtain information regarding mental health services through peers rather than through official university channels. This situation suggests that the effectiveness of institutional communication still needs to be strengthened so that all students have equal access to information. More interactive communication strategies, tailored to students' needs, are required to improve the accessibility of mental health information on a broader scale.

## **2. Accessibility and Provision of Mental Health Services**

The research findings indicate that the dimensions of accessibility and service provision received an average score of 3.57, which falls into the high category. These findings suggest that students generally consider the mental health services available at Zhejiang University to be reasonably accessible and supported by adequate facilities. The high score for the facilities indicator (3.90) suggests that the physical environment of mental health services—such as counselling rooms, waiting areas, and other supporting facilities—has succeeded in creating a comfortable atmosphere for students.

Service accessibility is one of the most important factors in the success of mental health programmes in higher education. Students are more likely to utilise mental health services when the process of accessing them is straightforward, the service location is clear, and various service alternatives are available, such as online counselling and digital app-based services. Conversely, barriers to access can reduce the likelihood of students seeking professional help even when they are experiencing high levels of psychological distress (King et al., 2025).

However, the indicator for timeliness of service in this study received a moderate score (3.32). This indicates that students still face difficulties in accessing services promptly, particularly during periods of high academic pressure. Observational findings suggest an increase in demand for counselling services in the run-up to semester exams, leading to longer waiting times. Consequently, universities need to enhance service capacity by increasing the number of professional staff, developing online services, and implementing a more flexible booking system to improve service responsiveness.

## **3. Professionalism and Confidentiality of Services**

The dimensions of professionalism and confidentiality received the highest scores in this study, with an average of 4.10. These findings indicate that students have a very high level of trust in the competence of counsellors and the privacy protection systems implemented by the university. The high scores for the indicators of professionalism and

confidentiality suggest that the quality of human resources is a key factor in the successful management of student mental health programmes. Professional staff possessing psychological competence, communication skills, and the ability to uphold service ethics play a crucial role in enhancing students' trust in mental health services. The professionalism of mental health staff not only enhances the effectiveness of counselling but also contributes to fostering a sense of safety and comfort for students throughout the service process (Jose et al., 2024).

Furthermore, the high level of student trust in service confidentiality indicates that the university has implemented sound professional ethical standards. In the context of student mental health, the protection of confidentiality is a crucial factor as it is directly linked to students' willingness to open up and discuss the psychological issues they are experiencing. Therefore, professionalism and confidentiality can be regarded as the cornerstone of building effective mental health services within the university environment.

#### **4. Management Programs and Coordination Between Units**

The research findings indicate that the programme management and coordination dimensions received an average score of 3.55, which falls within the high category. These findings suggest that students perceive the mental health programme management system at Zhejiang University to be operating systematically and to have sufficiently strong institutional policy support. The university is assessed as having a clear organisational structure for managing student mental health services.

The effectiveness of mental health services depends not only on the existence of a counselling centre, but also on the involvement of the faculty, academic supervisors, administrative staff, and student affairs units in building an integrated support system. A lack of coordination between units can lead to information gaps, delays in case handling, and inconsistencies in the implementation of mental health programmes (Hou et al., 2024). In this study, the coordination indicator received a relatively lower score compared to other indicators within the same dimension. Interview findings suggest that some students feel that the involvement of lecturers and faculty in mental health promotion remains limited. Therefore, strengthening cross-unit collaboration is a necessary strategic step to enhance the overall effectiveness of student mental health programme management.

#### **5. Effectiveness Programs and Engagement Student**

The dimensions of programme effectiveness and student engagement received an average score of 3.52, which falls into the 'high' category. These findings indicate that students who have used mental health services consider the available programmes to be

quite effective in helping them address the various psychological issues they face. However, the level of student engagement remains in the 'moderate' category, suggesting that student participation in mental health programmes is not yet optimal.

Research on psychological resilience interventions indicates that the effectiveness of mental health programmes is significantly influenced by participants' level of engagement. Programmes that are voluntary and capable of adapting to students' needs tend to yield more positive psychological outcomes compared to those that are merely formal or administrative in nature (Abulfaraj et al., 2024). Furthermore, a preventive approach that actively involves students in mental health activities has proven more effective in sustainably improving students' psychological well-being.

The findings of this study indicate that mental health programmes at Zhejiang University are still predominantly utilised only when students are experiencing specific psychological issues. This situation indicates that the programme's approach remains reactive rather than preventive. Consequently, the university needs to develop more innovative strategies, such as peer-support programmes, student-led mental health training, digital campaigns, and the integration of mental health into academic activities and student organisations, to encourage broader student participation.

## **6. Stigma and Behavior Look for Help - Seeking Behavior**

The research findings indicate that the stigma surrounding mental health remains one of the key challenges in the management of student mental health programmes. Although indicators of help-seeking behaviour scored highly, the equally high stigma scores suggest that students still face psychological and social barriers to openly utilising mental health services.

The stigma attached to seeking psychological help remains a major barrier preventing students from accessing mental health services. Students often worry that they will be perceived as weak, dependent, or suffering from a serious disorder if it becomes known that they are using counselling services. These negative perceptions lead students to prefer resolving problems independently or confiding in close friends rather than seeking professional help (Alsamhori et al., 2024). Mental health literacy is closely linked to reduced stigma and increased help-seeking behaviour. Students with a good understanding of mental health tend to be more open to psychological services and do not view counselling as something to be ashamed of (Pedrosa et al., 2024). Therefore, efforts to reduce stigma must be carried out continuously through mental health literacy programmes, anti-stigma campaigns, psychological education, and the strengthening of a campus culture that supports students' mental wellbeing.

Based on the results of this study, it can be understood that the success of mental health programme management depends not only on the quality of available services

but also on the institution's ability to create an open, supportive, and stigma-free campus environment. By reducing stigma and raising student awareness, the utilisation of mental health services can increase, thereby optimising the programme's impact on student well-being.

#### **D. Conclusion**

The research findings indicate that the management of the student mental health programme at Zhejiang University is generally of a high standard, with an overall average score of 3.66. These findings suggest that the university has successfully established a structured and effective mental health service system through institutional policy support, the provision of adequate facilities, competent professional staff, and a service system capable of meeting students' needs. The professionalism of counsellors, service confidentiality, student trust, and the quality of facilities are the key strengths underpinning the success of the mental health programme. Furthermore, students' awareness of the availability of mental health services is also relatively high, indicating that the university's outreach and information dissemination efforts have been effective.

Nevertheless, this study also identified several aspects that still require attention and further development. The timeliness of services and student engagement in mental health programmes remain at a moderate level, indicating the need to enhance service capacity and adopt more innovative strategies for student engagement. Furthermore, stigma surrounding mental health remains a challenge that may hinder the optimal utilisation of services, despite students holding a positive attitude towards seeking professional help. Therefore, Zhejiang University needs to strengthen inter-departmental coordination, improve service responsiveness, expand promotive and preventive programmes, and develop various stigma-reduction initiatives through mental health literacy and educational campaigns. Through these measures, the effectiveness of mental health programmes within the university environment can be further enhanced, thereby supporting students' psychological well-being in a sustainable manner.

#### **Bibliography**

- Abulfaraj, G. G., Upsher, R., Zavos, H. M. S., & Dommett, E. J. (2024). education sciences The Impact of Resilience Interventions on University Students' Mental Health and Well-Being : A Systematic Review. *Education Sciences*, *14*(5), 510. <https://doi.org/https://doi.org/10.3390/educsci14050510>
- Alsamhori, A. F., Alsamhori, J. F., Rahman, A., Alsamhori, F., Abuaun, J., Alawamleh, N., Saleh, R., Hussein, A. M., Ibrahim, H., & Abu, Y. (2024). The stigma towards seeking help among university students : a cross - sectional study in Jordan.

*Middle East Current Psychiatry*, 31(36). <https://doi.org/10.1186/s43045-024-00425-6>

- Gao, B., & Wang, L. (2025). Integrating mental health literacy into Chinese college student mental health education in the post-COVID-19 era. *Frontiers in Public Health*, 12(September 2024), 1–8. <https://doi.org/10.3389/fpubh.2024.1456579>
- Guo, M., Jia, X., & Wang, W. (2024). How would you describe a mentally healthy college student based on Chinese culture ? A qualitative research from the perspective of college students. *BMC Psychology*, 12, 1–21. <https://doi.org/10.1186/s40359-024-01689-7>
- Han, S., Zhang, Y., Zhu, W., Ye, Y., Li, Y., Meng, S., & Feng, S. (2025). Status and epidemiological characteristics of depression and anxiety among Chinese university students in 2023. *BMC Public Health*, 25, 1189. <https://doi.org/https://doi.org/10.1186/s12889-025-22443-7>
- Hou, R., Huang, I., Fung, K. P. L., Li, A., Jia, C., Cheng, S., Gao, J., Zhang, J., & Wong, J. P. H. (2024). Who is helping students? A qualitative analysis of task-shifting and on-campus mental health services in China's university settings. *Social Science and Medicine*, 363. <https://doi.org/10.1016/j.socscimed.2024.117527>
- Jose, F., Wang, F., Gao, J., Hao, S., Tsang, K. T., Wong, J. P., Fung, K., & Li, A. T. (2024). Empowering Chinese university health service providers to become mental health champions : insights from the ACE-LYNX intervention. *Frontiers in Psychiatry*, 15(March), 1–14. <https://doi.org/10.3389/fpsy.2024.1349476>
- King, N., Pickett, W., Pankow, K., Dimitropoulos, G., Cullen, E., Mcnevin, S., Patten, S. B., & Duffy, A. (2025). Access to University Mental Health Services : Understanding the Student Experience. *The Canadian Journal of Psychiatry*, 69(12), 841–851. <https://doi.org/10.1177/07067437241295640>
- Lin, Z. Z., Cai, H. W., Huang, Y. F., Zhou, L. L., Yuan, Z. Y., He, L. P., & Li, J. (2025). Prevalence of depression among university students in China : a systematic review and meta-analysis. *BMC Psychology*, 13, 373. <https://doi.org/10.1186/s40359-025-02688-y>
- Pedrosa, I., Le, A., & Diaz, A. (2024). Ageing with Parkinson ' s : Identification of Personal Needs in the Northern Spanish Context. *In Healthcare*, 12(4), 498. <https://doi.org/https://doi.org/10.3390/healthcare12040498>
- Saiz-alvarez, J. M. (2024). The relationship between mental health literacy and professional psychological help-seeking behavior among Chinese college students : mediating roles of perceived social support and psychological help-seeking stigma. *Front. Psychol*, 15(June), 1–12. <https://doi.org/10.3389/fpsyg.2024.1356435>
- Younis, B. K. (2025). From digital literacy to action: the impact of digital mental health literacy and critical thinking on mental health behaviors in university populations.

*Curr Psychol*, 44, 10851–10864. <https://doi.org/https://doi.org/10.1007/s12144-025-07930-9>

Zhao, J., Nie, L., Pan, L., Pang, M., Wang, J., Zhou, Y., & Chen, R. (2024). Association between social capital , mental health , and digital health literacy among the university students in China : a multigroup analysis based on major difference. *BMC Public Health*, 24, 2193. <https://doi.org/10.1186/s12889-024-19672-7>