

EDUCATIONAL MANAGEMENT OF STUDENTS' MENTAL HEALTH IN GUANGDONG COUNTRY GARDEN POLYTECHNIC

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ABSTRACT

With the continuous advancement of higher education reform, strengthening students' mental health education has become an essential task for universities. As a vocational institution committed to cultivating high-quality applied talents, Guangdong Country Garden Polytechnic faces the urgent need to improve its educational management system for students' mental health, so as to better respond to the growing psychological needs of students and the evolving requirements of holistic education. This study aims: 1. To study the level of Educational Management of Students' Mental Health in Guangdong Country Garden Polytechnic. 2. To propose the guidelines for developing Educational Management of Students' Mental Health in Guangdong Country Garden Polytechnic. The research results indicate that the institution has achieved a relatively high level of mental health education management, which plays a positive role in enhancing students' psychological well-being and overall development. As a guideline, the college may further optimize counseling service systems, strengthen teachers' professional competence in psychological guidance, improve diversified student support channels, and promote systematic mental health education activities, thereby building a more comprehensive, coordinated, and sustainable mental health management framework.

Keywords: Mental health education, Vocational school management, Education management model

INTRODUCTION

With the increasing emphasis on student well-being in China, promoting mental health among students has become a core task and primary challenge for the development of higher education institutions. Guangdong Country Garden Polytechnic, located in Guangdong Province and characterized as a key vocational institution, plays a crucial role in cultivating skilled professionals and supporting regional socio-economic development (Olofin, S. O., Ogunjobi, A. O., Falemu, F. A., Akinwumi, I. O., & Olumilua, B. 2023). Meanwhile, the rapidly

evolving educational environment and heightened academic pressures have revealed the limitations of traditional student management models, which are insufficient to fully meet the diverse psychological and emotional needs of students. Guangdong Country Garden Polytechnic has therefore focused on enhancing educational management of students' mental health by introducing systematic support programs, psychological counseling services, and awareness initiatives aimed at improving students' well-being, resilience, and adaptive capacities (Panda, S. P., & Padhy, A.(2025).

In the context of increasingly complex student populations and competitive vocational education, the institution implements measures such as mental health workshops, counseling sessions, peer-support networks, and campus-wide awareness campaigns to effectively support students' psychological needs, enhance their coping strategies, and promote a healthy learning environment. The improvement of students' mental health emphasizes structured and evidence-based approaches, particularly in terms of educational management and resource allocation (Kilgus, S. P., Oddleifson, C., Kittelman, A., & Rowe, D. A. 2022). Guangdong Country Garden Polytechnic strives to establish a comprehensive mental health management system covering service provision, faculty training, student accessibility, and proactive awareness programs. By constructing such a system, the institution better addresses students' emotional and psychological needs and fosters continuous enhancement of overall student well-being Bantjes, J., Hunt, X., & Stein, D. J. 2022).

Furthermore, as the educational environment continues to evolve, higher education institutions must not only focus on supporting students' mental health but also create a culture that encourages early identification of mental health issues, timely intervention, and continuous improvement of support mechanisms. Guangdong Country Garden Polytechnic recognizes that proactive mental health management and student engagement are critical drivers of academic success and personal development. Therefore, establishing a dynamic management system that aligns institutional goals with students' psychological needs is essential. Such mechanisms facilitate early support, promote students' self-efficacy and resilience, and provide clear pathways for accessing professional guidance, ultimately enhancing the overall educational experience. Moreover, the integration of modern digital technologies into mental health management enables more precise monitoring of student well-being, allowing timely feedback and targeted interventions (Zhou, Y., Han, J., Li, J., Zhou, Y., Wang, K., & Huang, Y. 2021). By combining these elements, Guangdong Country Garden Polytechnic seeks to build a resilient and adaptive mental health management framework capable of responding effectively to both internal and external challenges. This comprehensive strategy ensures the continuous improvement of student well-being, meets societal expectations, and contributes meaningfully to the sustainable development of vocational education (Lin, X. 2024).

As national and societal demands for student mental health continue to rise, Guangdong Country Garden Polytechnic must actively adapt its management strategies. Optimizing mental health management helps strengthen the institution's policy adaptability and students' psychological resilience, ensuring that educational management aligns with the requirements of vocational education in the new era. This provides a solid foundation for the college's sustainable development. This study aims to analyze the current practices of mental health

management at Guangdong Country Garden Polytechnic, clarify areas for improvement, and propose practical optimization strategies to enhance students' psychological support and overall well-being, thereby strengthening the institution's educational effectiveness and regional influence (Yu, R. 2024, September).

Given the crucial role that effective mental health management plays in supporting student development, it is important to thoroughly examine whether current management practices adequately meet students' needs and institutional objectives (Song, L. 2024). Although Guangdong Country Garden Polytechnic has implemented several initiatives in this area, there remains a lack of comprehensive academic research. Therefore, this study is both practically significant and theoretically meaningful. It seeks to fill this research gap and offer evidence-based recommendations to improve the effectiveness of student mental health management, providing valuable insights for other vocational institutions facing similar challenges and contributing to the overall quality and sustainable development of higher education in China (Parwez, S. 2024).

OBJECTIVE

1. To study the level of Educational Management of Students' Mental Health in Guangdong Country Garden Polytechnic
2. To propose the guidelines for developing Educational Management of Students' Mental Health in Guangdong Country Garden Polytechnic

METHODOLOGY

The objectives of the study on Educational Management of Students' Mental Health in Guangdong Country Garden Polytechnic are: 1. To study the level of Educational Management of Students' Mental Health in Guangdong Country Garden Polytechnic. 2. To propose the guidelines for developing Educational Management of Students' Mental Health in Guangdong Country Garden Polytechnic and the researchers conducted the following steps:

- 1 Population and sample
- 2 Research tools
- 3 Data collection
- 4 Data analysis

Sub-Section 1 Population and sample

Population used in the study

The research subjects are Guangdong Country Garden Polytechnic, with a total of 447 faculty and staff Sample used in the study

The sample group uses 210 teachers, and the researcher uses the sample size table of Krejcie & Morgan, (1970, pp. 607-610)

Sub-Section 2 Research tools

Research Questionnaire

The tool used in this study is a questionnaire on the management of mental health education at Guangdong Country Garden Polytechnic, which is divided into the following two parts:

Part I: Questionnaire survey on the personal status of the respondents. The basic information of the respondents was asked in the form of a checklist, namely 1 the gender of the respondents, 2 the age of the respondents, 3 the highest educational background of the respondents, 4 the work experience of the respondents, and 5 the status of the work organization.

Part II: The questionnaire on mental health education management at Guangdong Country Garden Polytechnic was divided by the researcher into four aspects with a total of 40 items, namely:

- 1 Provision of School Psychological Counseling Services , A total of 10 items
- 2 Teachers' Psychological Health Education Competence, A total of 10 items
- 3 Channels for Students to Access Psychological Support, A total of 10 items
- 4 School Psychological Health Promotion Efforts, A total of 10 items

The second part of the questionnaire is a 5-point estimation scale.

5 means that management is at the highest level.

4 means that management is at a high level.

3 means that management is at a Moderate level.

2 means that management is at a low level.

1 means that management is at the lowest level

Sub-Section 3 Data collection

The researcher distributed the questionnaire to the sample group and collected data from 210 respondents according to the following procedures:

1. Maintaining Contact with Teachers and Administrators: The researcher maintained communication with the administrators and teachers of Guangdong Country Garden Polytechnic to assist in collecting school data and to determine the dates for data collection. The questionnaires were collected through both in-person distribution and online submission.

2. Data Collection from the Sample: Data were sampled and collected from the teachers and educational administrators of Guangdong Country Garden Polytechnic to ensure the representativeness and diversity of the sample.

3. Verification of Questionnaire Completeness: The researcher ensured the completeness of the questionnaires, coded the returned questionnaires, and used computer programs to evaluate the data results to guarantee the accuracy of the collected data.

Sub-Section 4 Data analysis

The researcher compiled all returned questionnaires, checked the completeness of each one, and conducted statistical analysis using computer software. The procedures were as follows:

Analysis of the First Section of the Questionnaire: The respondents' basic information was analyzed using qualitative variables, specifically frequency and percentage. Basic data related to the students' mental health education management at Guangdong Country Garden Polytechnic were collected and presented in tabular form.

Analysis of the Second Section of the Questionnaire: Data were analyzed by calculating the mean, standard deviation, and overall status to assess the actual level of students' mental health education management at Guangdong Country Garden Polytechnic. The interpretation of the mean values was as follows:

An average of 4.51 – 5.00: Indicates the management is at the highest level.

An average of 3.51 – 4.50: Indicates the management is at a high level.

An average of 2.51 – 3.50: Indicates the management is at a moderate level.

An average of 1.51 – 2.50: Indicates the management is at a low level.

An average of 1.00 – 1.50: Indicates the management is at the lowest level.

Test whether the responses to the questionnaire are reliable. In the process of analyzing the questionnaire, the researchers hired a team of teachers who were not in the sample group as testers and used Cronbach's alpha to calculate the reliability value of the questionnaire items. George and Mallery (2010) explained that the values of the Cronbach coefficient are as follows: ≥ 0.9 = excellent, ≥ 0.8 = good, ≥ 0.7 = acceptable, ≥ 0.6 = problematic, ≥ 0.5 = poor, ≤ 0.5 = unacceptable. Based on this evaluation index, the Cronbach coefficient Alpha value is set at at least ≥ 0.7 , and questionnaires with a score of ≥ 0.7 are classified as valid questionnaires for this study, while questionnaires with a score of ≤ 0.5 are excluded as invalid questionnaires to ensure the reliability of the research questionnaire.

The questionnaire was taken to the non-sample group, and 30 people participated in the study. Cronbach's alpha was calculated to be equal to 0.8390. The reliability of the questionnaire was good, and the results showed that the scale had strong internal consistency and was suitable for continued use.

RESULTS

The data analysis objectives of the study on the management of students' mental health education at Guangdong Country Garden Polytechnic are to examine the current implementation status of students' mental health education management. The data analysis results are presented in the following three parts:

Part 1: Analysis of the frequency and percentage of respondents' personal conditions.

Part 2: Analysis of the mean and standard deviation of the students' mental health education management level at Guangdong Country Garden Polytechnic.

Symbols used in data analysis

n represents the number of samples.

$\bar{x}$ represents the mean of the sample.

S.D represents the standard deviation.

Data analysis results

Part 1: Analysis of the Frequency and Percentage of Respondents' Personal Conditions

The researcher distributed a survey on mental health education management to the faculty and staff of Guangdong Country Garden Polytechnic. All survey respondents were teachers, totaling 210 individuals, accounting for 100% of the sample. The details of their work experience are presented From Table 1.

Table 1 Results of general data analysis of responden

General information	General information of respondents	
	(n=210)	
	Frequency	Percentage
1. Gender of respondents		
Male	112	53.33%
Female	98	46.67%
Total	210	100.00%
2. Age of respondents		
22 - 30 years old	48	22.86%
30 - 35 years old	55	26.19%
35 - 40 years old	45	21.43%
40 - 45 years old	32	15.24%
45 - 50 years old	18	8.57%

Over 50 years older	12	5.71%
Total	210	100.00%
3.Respondent's highest educational		
Bachelor's degree	90	42.86%
Master's degree	101	48.10%
Doctoral degree	19	9.05%
Total	210	100.00%
4. The work experience of the respondents		
Under 6 years	57	27.14%
6 - 10 years	63	30.00%
11 - 15 years	39	18.57%
16 - 20 years	29	13.81%
More than 20 years	22	10.48%
Total	210	100.00%
5. The Work establishment status		
non-tenured	76	36.19%
tenured	81	38.57%
Contract preparation	33	15.71%
Preparation of temporary	20	9.52%
Total	210	100.00%

From Table 1, it can be seen that the total sample for this general data analysis consisted of 210 individuals.

In terms of gender distribution, there were 112 male teachers, accounting for 53.33%, and 98 female teachers, accounting for 46.67%. Overall, the proportion of male teachers is slightly higher than that of female teachers. The gender structure is relatively balanced, indicating that the faculty at Guangdong Country Garden Polytechnic demonstrates a relatively even development trend in terms of gender composition.

Regarding age distribution, the respondents' ages are fairly diverse. The largest age group is 30-35 years, accounting for 26.19%, followed by 22-30 years at 22.86%, and 35-40

years at 21.43%. Teachers aged 40–45 account for 15.24%, while those aged 45–50 and over 50 account for 8.57% and 5.71%, respectively. Overall, the faculty is dominated by young and middle-aged teachers, showing a relatively youthful trend with strong development vitality and growth potential.

In terms of educational background, teachers with a master's degree make up the largest proportion at 48.10%, followed by those with a bachelor's degree at 42.86%, and those with a doctoral degree at 9.05%. This indicates that the faculty has a relatively high overall educational level, with a large proportion of graduate-educated teachers, providing a solid talent foundation for the professional and standardized implementation of mental health education management.

Regarding work experience, teachers with 6–10 years of service account for the highest proportion at 30.00%, followed by those with less than 6 years at 27.14%. Teachers with 11–15 years, 16–20 years, and over 20 years of service account for 18.57%, 13.81%, and 10.48%, respectively. This shows that the faculty is primarily composed of young and middle-aged teachers while maintaining a certain proportion of experienced staff, presenting a reasonably balanced experience structure overall.

Regarding employment status, 38.57% of teachers have formal positions, 36.19% are non-tenured, 15.71% are on contract, and 9.52% are temporarily employed. This indicates that the faculty employs a diverse range of work arrangements, including stable formal staff as well as a certain proportion of flexible personnel. Such a structural characteristic may have some impact on the stability and continuity of mental health education management.

Part 2: Analysis Results of the Mean and Standard Deviation of Students' Mental Health Education Management Level at Guangdong Country Garden Polytechnic

The current status of students' mental health education management at Guangdong Country Garden Polytechnic includes: 1) Provision of School Psychological Counseling Services, 2) Teachers' Psychological Health Education Competence, 3) Channels for Students to Access Psychological Support, and 4) School Psychological Health Promotion Efforts. The specific situation is shown in Tables 2– 6.

Table 2 Analysis of the Mean and Standard Deviation Results of Students' Mental Health Education Management Level

Student Psychological Health Education Management Level	n=210		Interpretation
	$\bar{X}$	S.D.	
Provision of School Psychological Counseling Services	3.62	0.85	High level.
Teachers' Psychological Health Education Competence	3.61	0.85	High level.

Channels for Students to Access Psychological Support	3.58	0.84	High level.
School Psychological Health Promotion Efforts	3.60	0.83	High level.
Total	3.60	0.84	High level.

Form Table 4.2, the results of the analysis of mean and standard deviation for factors of Student Psychological Health Education Management Level at Guangdong Country Garden Polytechnic come at a high level ($\bar{X}$ = 3.60, S.D. = 0.84).

If ordering the averages from the highest to the lowest, the highest value is: Provision of School Psychological Counseling Services ($\bar{X}$ = 3.62, S.D. = 0.85), followed by Teachers' Psychological Health Education Competence ($\bar{X}$ = 3.61, S.D. = 0.85), School Psychological Health Promotion Efforts ($\bar{X}$ = 3.60, S.D. = 0.83), and the lowest, Channels for Students to Access Psychological Support ($\bar{X}$ = 3.58, S.D. = 0.84).

These results indicate that all components of student psychological health education management are evaluated at a high level, suggesting that Guangdong Country Garden Polytechnic provides a generally supportive and effective environment for students' psychological health. Among the factors, school counseling services and teacher competence contribute most to effective management, while access channels for students, though still high, may represent an area for further enhancement.

Table 3 Analysis of the Mean and Standard Deviation of Provision of School Psychological Counseling Services

Provision of School Psychological Counseling Services	n=210		Interpretation
	$\bar{X}$	S.D.	
1.Availability of psychological counseling rooms	3.82	0.83	High Level
2.Number of full-time psychological counselors	3.47	0.91	Moderate level
3.Accessibility of counseling services to students	3.76	0.79	High Level
4.Frequency of individual counseling sessions	3.42	0.94	Moderate level
5.Group counseling or workshop opportunities	3.61	0.87	High Level
6.Confidentiality and privacy of counseling services	3.84	0.76	High Level
7.Online or digital counseling resources	3.38	0.90	Moderate level

8.Emergency psychological support availability	3.63	0.81	High Level
9.Awareness and promotion of counseling services among students	3.57	0.88	High Level
10.Integration of counseling services with academic and student affairs	3.69	0.79	High Level
Total	3.62	0.85	High Level

From Table 3, the results of the analysis of mean and standard deviation for factors of Provision of School Psychological Counseling Services at Guangdong Country Garden Polytechnic show that the overall level is high ($\bar{X}$ = 3.62, S.D. = 0.85). When ordering the means from highest to lowest, the highest is: Confidentiality and privacy of counseling services ($\bar{X}$ = 3.84, S.D. = 0.76), followed by Availability of psychological counseling rooms ($\bar{X}$ = 3.82, S.D. = 0.83), Integration of counseling services with academic and student affairs ($\bar{X}$ = 3.69, S.D. = 0.79), Emergency psychological support availability ($\bar{X}$ = 3.63, S.D. = 0.81), Group counseling or workshop opportunities ($\bar{X}$ = 3.61, S.D. = 0.87), Awareness and promotion of counseling services among students ($\bar{X}$ = 3.57, S.D. = 0.88), Accessibility of counseling services to students ($\bar{X}$ = 3.76, S.D. = 0.79), Number of full-time psychological counselors ($\bar{X}$ = 3.47, S.D. = 0.91), Frequency of individual counseling sessions ($\bar{X}$ = 3.42, S.D. = 0.94), and Online or digital counseling resources ($\bar{X}$ = 3.38, S.D. = 0.90), with the lowest being Online or digital counseling resources, which is at a Moderate level.

Table 4 Analysis of the Mean and Standard Deviation of Teachers' Psychological Health Education Competence.

Teachers' Psychological Health Education Competence	n=210		Interpretation
	$\bar{X}$	S.D.	
1.Teachers' proficiency in identifying students' psychological problems	3.79	0.82	High Level
2.Teachers' practical performance in conducting individual counseling	3.62	0.87	High Level
3.Teachers' skill level in organizing group counseling or workshops	3.55	0.85	High Level
4.Teachers' response to students' psychological emergencies	3.48	0.90	Moderate level
5.Teachers' mastery of psychological health education knowledge	3.72	0.81	High Level
6.Teachers' proficiency in applying counseling techniques	3.51	0.88	High Level

7.Teachers' actual performance in promoting students' psychological health	3.63	0.84	High Level
8.Teachers' effectiveness in establishing good psychological communication with students	3.59	0.86	High Level
9.Teachers' involvement in guiding students' psychological health planning	3.50	0.83	Moderate level
10.Teachers' participation and engagement in psychological health training and continuing education	3.66	0.82	High Level
Total	3.61	0.85	High Level

From Table 4, the results of the analysis of mean and standard deviation for factors of Teachers' Psychological Health Education Competence at Guangdong Country Garden Polytechnic show that the overall level is high ($\bar{X}$ = 3.61, S.D. = 0.85). When ordering the means from highest to lowest, the highest is: Teachers' mastery of psychological health education knowledge ($\bar{X}$ = 3.72, S.D. = 0.81), followed by Teachers' actual performance in promoting students' psychological health ($\bar{X}$ = 3.63, S.D. = 0.84), Teachers' proficiency in identifying students' psychological problems ($\bar{X}$ = 3.79, S.D. = 0.82), Teachers' participation and engagement in psychological health training and continuing education ($\bar{X}$ = 3.66, S.D. = 0.82), Teachers' practical performance in conducting individual counseling ($\bar{X}$ = 3.62, S.D. = 0.87), Teachers' skill level in organizing group counseling or workshops ($\bar{X}$ = 3.55, S.D. = 0.85), Teachers' effectiveness in establishing good psychological communication with students ($\bar{X}$ = 3.59, S.D. = 0.86), Teachers' proficiency in applying counseling techniques ($\bar{X}$ = 3.51, S.D. = 0.88), Teachers' involvement in guiding students' psychological health planning ($\bar{X}$ = 3.50, S.D. = 0.83), and Teachers' response to students' psychological emergencies ($\bar{X}$ = 3.48, S.D. = 0.90), with the lowest being Teachers' response to students' psychological emergencies, which is at a Moderate level.

Table 5 Analysis of the Mean and Standard Deviation of Channels for Students to Access Psychological Support

Channels for Students to Access Psychological Support	n=210		Interpretation
	$\bar{X}$	S.D.	
1.Students can obtain support through the school's psychological counseling center	3.72	0.82	High Level
2.Students can receive psychological guidance from class advisors or counselors	3.64	0.85	High Level
3.Students can get psychological support through peer assistance or student organizations	3.58	0.83	High Level
4.Students can access help via school hotlines or online counseling platforms	3.46	0.88	Moderate level
5.Students can gain psychological knowledge through mental health lectures or workshops	3.60	0.81	High Level
6.Students can obtain information from mental	3.49	0.86	Moderate level

health promotion materials			
7.Students can receive psychological guidance from academic tutors	3.55	0.84	High Level
8.Students can access resources via the school's mental health website or apps	3.44	0.87	Moderate level
9.Students can gain support through campus events or mental health themed activities	3.61	0.80	High Level
10.Students can easily access emergency psychological assistance	3.67	0.79	High Level
Total	3.58	0.84	High Level

From Table 5, the results of the analysis of mean and standard deviation for factors of Channels for Students to Obtain Psychological Support at Guangdong Country Garden Polytechnic show that the overall level is high ($\bar{X}$ = 3.58, S.D. = 0.84). When ordering the means from highest to lowest, the highest is: Students can easily access emergency psychological assistance ($\bar{X}$ = 3.67, S.D. = 0.79), followed by Students can obtain support through the school's psychological counseling center ($\bar{X}$ = 3.72, S.D. = 0.82), Students can receive psychological guidance from class advisors or counselors ($\bar{X}$ = 3.64, S.D. = 0.85), Students can gain psychological knowledge through mental health lectures or workshops ($\bar{X}$ = 3.60, S.D. = 0.81), Students can gain support through campus events or mental health themed activities ($\bar{X}$ = 3.61, S.D. = 0.80), Students can get psychological support through peer assistance or student organizations ($\bar{X}$ = 3.58, S.D. = 0.83), Students can receive psychological guidance from academic tutors ($\bar{X}$ = 3.55, S.D. = 0.84), Students can access resources via the school's mental health website or apps ($\bar{X}$ = 3.44, S.D. = 0.87), Students can obtain information from mental health promotion materials ($\bar{X}$ = 3.49, S.D. = 0.86), and Students can access help via school hotlines or online counseling platforms ($\bar{X}$ = 3.46, S.D. = 0.88), with the lowest being Students can access help via school hotlines or online counseling platforms, which is at a Moderate level.

Table 6 Analysis of the Mean and Standard Deviation of School Psychological Health Promotion Efforts

School Psychological Health Promotion Efforts	n=210		Interpretation
	$\bar{X}$	S.D.	
1.The school regularly conducts psychological health promotion activities	3.71	0.81	High Level
2.The school promotes psychological health knowledge through posters and bulletin boards	3.58	0.84	High Level
3.The school disseminates psychological health information via campus broadcasting or official platforms	3.50	0.86	Moderate level
4.The school organizes psychological health themed lectures or workshops	3.63	0.82	High Level
5.The school holds mental health education festivals or special events	3.57	0.83	High Level
6.The school provides psychological health education materials to new students	3.45	0.88	Moderate level
7.The school publishes psychological health	3.52	0.85	High Level

information on social media platforms			
8.The school regularly conducts psychological health knowledge quizzes or surveys	3.47	0.87	Moderate level
9.The school strengthens psychological health promotion during exam periods or high academic pressure times	3.66	0.80	High Level
10.The school establishes long-term mechanisms and dedicated teams for psychological health promotion	3.68	0.79	High Level
Total	3.60	0.83	High Level

From Table 6, the results of the analysis of mean and standard deviation for factors of School Psychological Health Promotion Efforts at Guangdong Country Garden Polytechnic show that the overall level is high ($\bar{X}$ = 3.60, S.D. = 0.83). When ordering the means from highest to lowest, the highest is: The school establishes long-term mechanisms and dedicated teams for psychological health promotion ($\bar{X}$ = 3.68, S.D. = 0.79), followed by The school strengthens psychological health promotion during exam periods or high academic pressure times ($\bar{X}$ = 3.66, S.D. = 0.80), The school regularly conducts psychological health promotion activities ($\bar{X}$ = 3.71, S.D. = 0.81), The school organizes psychological health themed lectures or workshops ($\bar{X}$ = 3.63, S.D. = 0.82), The school promotes psychological health knowledge through posters and bulletin boards ($\bar{X}$ = 3.58, S.D. = 0.84), The school holds mental health education festivals or special events ($\bar{X}$ = 3.57, S.D. = 0.83), The school publishes psychological health information on social media platforms ($\bar{X}$ = 3.52, S.D. = 0.85), The school regularly conducts psychological health knowledge quizzes or surveys ($\bar{X}$ = 3.47, S.D. = 0.87), The school provides psychological health education materials to new students ($\bar{X}$ = 3.45, S.D. = 0.88), and The school disseminates psychological health information via campus broadcasting or official platforms ($\bar{X}$ = 3.50, S.D. = 0.86), with the lowest being The school disseminates psychological health information via campus broadcasting or official platforms, which is at a Moderate level.

CONCLUSION AND FUTURE WORK

This study, titled “Research on Student Mental Health Education Management at Guangdong Country Garden Polytechnic”, systematically examined the current status of student mental health education management and the effectiveness of various practical measures at the institution through a questionnaire survey and in-depth interviews with five core teachers and administrators. The study analyzed four dimensions: the provision of psychological counseling services, teachers’ mental health education capabilities, channels through which students access psychological support, and the school’s mental health promotion efforts, providing an in-depth understanding of the school’s strengths and weaknesses in safeguarding student mental health and enhancing educational management.

The study found that the school performs notably well in the accessibility, confidentiality, and integration of psychological counseling services with academic affairs, indicating a certain level of success in building a safe and convenient counseling system and an environment that supports students’ mental development. Teachers demonstrated strong capabilities in identifying students’ psychological issues, conducting individual counseling, and promoting student mental health, reflecting the effectiveness of the school’s training programs and efforts to enhance teachers’ professional

competencies. Students are able to access psychological support through multiple channels, including the counseling center, advisors, peer support, online platforms, and campus activities, indicating a relatively comprehensive support system.

At the same time, the school's mental health promotion efforts are generally at a high level, with regular lectures, workshops, promotional materials, and multimedia dissemination. Particularly during periods of high academic stress, mental health promotion activities effectively increase students' awareness and attention to mental health. Teachers and administrators generally believe that the school's institutional design and resource allocation provide a solid foundation for mental health education, though there is still room for improvement in areas such as digital resource provision, the accessibility of emergency psychological assistance, and cross-departmental integration.

Overall, Guangdong Country Garden Polytechnic has established a systematic and multidimensional management mechanism for student mental health education. Its psychological counseling services, teachers' capabilities, student support channels, and promotion efforts all demonstrate a high level of quality, providing stable support and effective safeguards for student mental health. This system plays a positive role in enhancing the overall level of educational management at the school and lays a solid foundation for students' psychological development and the optimization of the learning environment.

Future work should focus on enhancing the psychological health management system at Guangdong Country Garden Polytechnic. Efforts may include improving counseling service procedures, integrating digital platforms for remote support, and establishing mechanisms for continuous monitoring and feedback. Developing teachers' competencies through targeted training and professional development programs can better equip faculty to address diverse student needs. Expanding and diversifying support channels, such as peer networks, student clubs, and online resources, can improve accessibility and responsiveness. Strengthening emergency support and crisis response mechanisms will further ensure timely intervention. Collectively, these measures aim to create a more comprehensive, adaptive, and student-centered mental health management framework that promotes both academic success and overall well-being.

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the knowledge, experience, and inspiration gained from this study forward, hoping to contribute to the improvement and innovation of educational management practices in mental health.

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