LEADERSHIP INTERVENTION OF UNIVERSITY STUDENTS' MENTAL HEALTH EDUCATION UNDER HUBEI PROVINCE OF HUBEI UNIVERSITY

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Abstract

The objectives of this research were: (1) To study the level of leadership intervention in university students' mental health education under Hubei Province of Hubei University; and (2) to study provide guidelines for leadership intervention in university students' mental health education under Hubei Province of Hubei University.

This study was a quantitative survey research . The population consisted of 408 teachers at Hubei University. The sample size was determined using an appropriate sampling method, and 201 teachers were selected by stratified random sampling. The research instrument used for data collection was a questionnaire with a five-point rating scale. The data were analyzed using frequency, percentage, mean, standard deviation, and content Analysis.

The findings revealed that the overall level of leadership intervention in university students' mental health education at Hubei University was at a high level. Leadership interventions were reflected in aspects such as mental health management, policy implementation, coordination mechanisms, and support systems for student well-being. The comparative analysis indicated that teachers' perceptions of leadership intervention did not show significant differences when classified by educational level and work experience. Based on the research findings, guidelines for improving leadership intervention in university students' mental health education were proposed to enhance the effectiveness and sustainability of mental health education programs.

Keywords: Leadership intervention, Mental health education, Hubei University, Hubei Province

INTRODUCTION

In recent years, the mental health of university students has become an increasingly prominent issue in higher education systems worldwide. Academic pressure, employment competition, social relationships, and personal development challenges have contributed to rising levels of stress, anxiety, and psychological disorders among students. In China, these problems are particularly evident due to the rapid expansion of higher education and intensified academic competition. As an important educational province, Hubei Province faces similar challenges, making student mental health education a critical concern for universities.

Leadership plays a key role in shaping institutional responses to student mental health issues. Effective leadership intervention can promote systematic planning, coordinated management, and sustainable implementation of mental health education programs. However, existing mental health initiatives in universities often suffer from fragmented management, insufficient coordination, and a lack of long-term strategic vision. Therefore, examining leadership intervention in university students' mental health education is essential for improving policy effectiveness and institutional practice.

This study focuses on Hubei University as a case to explore the current level of leadership intervention in students' mental health education. By analyzing teachers' perceptions, the study seeks to identify strengths and limitations in leadership practices and provide evidence-based recommendations for improving leadership-driven mental health education in universities.

Research Objectives

1.To study the level of leadership intervention of university students' mental health education under hubei province of hubei university?

2.To guideline for leadership intervention of university students' mental health education under hubei province of hubei university.

Conceptual Framework

In this research, the researcher has synthesized the views of academics and related research concerning leadership intervention and university students' mental health education to define a conceptual framework. The conceptual framework consists of four main elements of leadership intervention influencing students' mental health outcomes at Hubei University, Hubei Province, as shown in Figure 1.

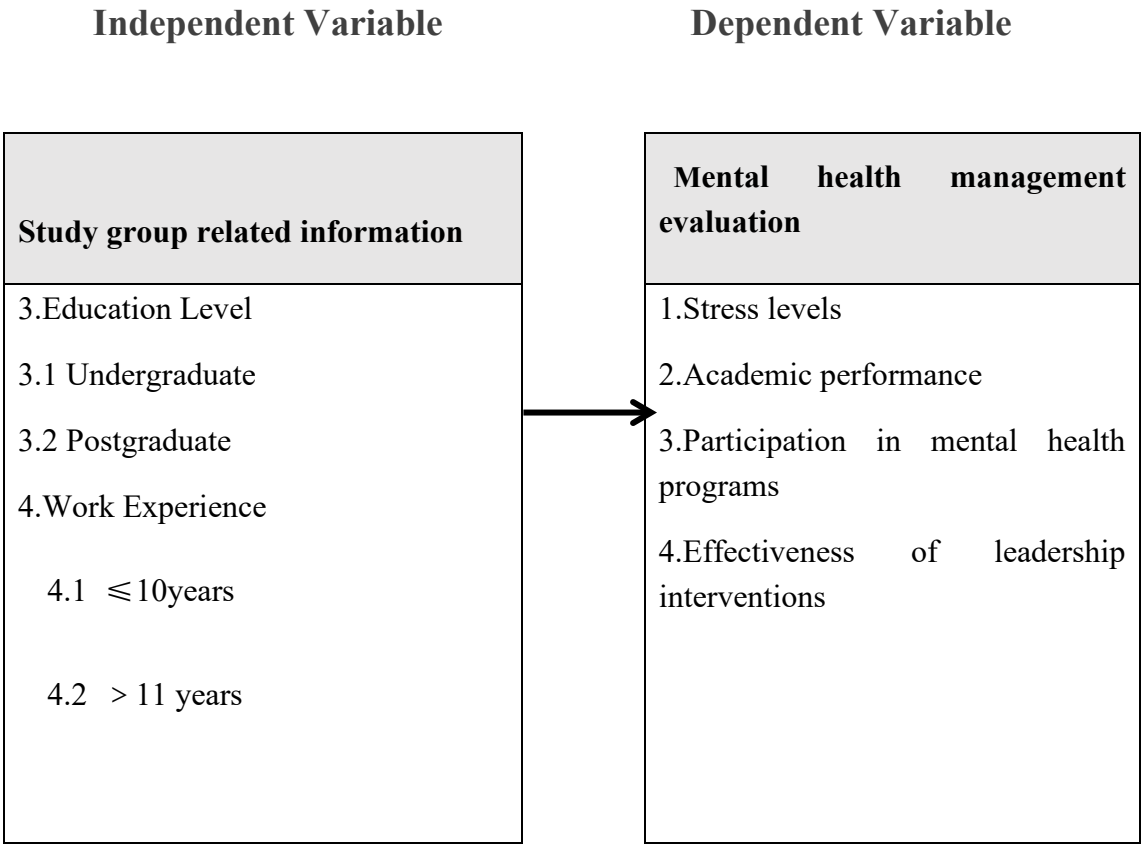

Figure 1: Research Framework

Methods of conducting research

Population: Teacher at Hubei University who work in academic year total 408 teachers

Sample: Teachers for questionnaire by Krecie and Morgan table with stratified random sampling total 201 teachers

Research instruments

The instrument used in this research is a questionnaire. The questionnaire was developed by the researcher based on relevant theories and previous studies on leadership intervention and mental health education in higher education institutions, and it was administered at Hubei University, Hubei Province. The questionnaire was divided into two parts as follows:

Part 1: The questionnaire on the general information of the respondents.
This part collected basic demographic data of the respondents, including gender, educational level (undergraduate or postgraduate), and work experience. These variables were used to describe the characteristics of the sample and to support further data analysis.

Part 2: The questionnaire on leadership intervention in university students' mental health education at Hubei University.
This part focused on evaluating the level of leadership intervention in mental health education and consisted of four main areas aligned with the conceptual framework of the study:

(1)Stress levels of students

(2)Academic performance related to mental health support

(3)Participation in mental health education programs

(4)Effectiveness of leadership interventions in mental health education

Data analysis

This chapter presents the data analysis results of the study titled "Leadership Intervention of University Students' Mental Health Education under Hubei Province of Hubei University." The research objectives were: (1) To study the level of leadership intervention of university students' mental health education under Hubei Province of Hubei University, and (2) To develop guidelines for leadership intervention of university students' mental health education under Hubei Province of Hubei University.

The research methodology employed a mixed-methods approach, combining quantitative and qualitative research. The quantitative phase involved a survey administered to a sample of 201 participants, comprising university administrators, faculty members, undergraduate and postgraduate students, and external mental health experts at Hubei University. This sample was selected to represent the diverse stakeholders involved in mental health education. The qualitative phase involved semi-structured interviews and focus group discussions with purposively selected key informants (administrators, faculty, students, and experts) to gather in-depth insights. The primary instruments for data collection were a multi-part questionnaire and an interview guide.

Data analysis results

Part 1: Results of the general data analysis of the respondents.

Table 1 General information of the respondents: **(n=201)**

Demographic Information	**Frequency**	**Percentage (%)**
Role		
University Administrator	20	10.0
Faculty Member/Staff	60	30.0
Undergraduate Student	80	40.0
Postgraduate Student	25	12.0
External Mental Health Expert/Consultant	16	8.0

Demographic Information	Frequency	Percentage (%)
Total	**201**	**100.0**
Gender (All Respondents)		
Male	95	47.0
Female	106	53.0
Total	**201**	**100.0**

From Table 4.1, the demographic information of the 201 respondents indicates a balanced representation of the university ecosystem. Students (Undergraduate and Postgraduate) constitute 52% of the sample, while staff and experts account for 48%. These characteristics provide a comprehensive view of how leadership interventions impact the university community.

Part 2: Results of the Analysis of Mental Health Management Evaluation

The interpretation of mean scores: 4.50-5.00 (highest), 3.50-4.49 (high), 2.50-3.49 (moderate), 1.50-2.49 (low).

Table 2 Mean, Standard Deviation, and Level of Perceived Stress Levels (n=201)

No.	Item	$\bar{x}$	S.D.	Level
1	Felt nervous and “stressed”	3.82	0.90	High
2	Difficulties piling up too high	3.75	0.96	High
3	Upset because of unexpected events	3.68	1.02	High
4	Unable to control important things	3.52	1.05	High
5	Felt things were going your way (Rev)	2.92	0.98	Moderate
6	Confidence in handling problems (Rev)	2.84	1.10	Moderate
	Overall Mean	**3.42**	**1.00**	**Moderate**

As shown in Table 4.2, the overall perceived stress level among respondents at Hubei University is rated as moderate ($\bar{x}=3.42, S.D.=1.00$). Respondents reported the highest level of agreement with “Felt nervous and ‘stressed’” ($\bar{x}=3.82$), indicating that a significant portion of the campus community experiences psychological

tension. Being upset by unexpected events ($\bar{x}=3.68$) and feeling overwhelmed by difficulties ($\bar{x}=3.75$) also scored highly. The item "Confident about the ability to handle personal problems" (reverse scored as a stress indicator) received a mean of 2.84, which, although moderate, suggests a potential area where individuals might feel a lack of self-efficacy when facing severe personal challenges. Overall, the findings suggest that while stress is moderate, specific acute stressors are prevalent.

Table 3 Mean, Standard Deviation, and Level of Academic Performance (n=201)

No.	Item	$\bar{x}$	S.D.	Level
1	Active participation and attendance	4.05	0.72	High
2	Complete assignments and tasks on time	3.94	0.81	High
3	Strong motivation to learn	3.88	0.88	High
4	Devote fully to coursework/research	3.82	0.85	High
5	Satisfied with academic achievements	3.74	0.92	High
	Overall Mean	**3.89**	**0.84**	**High**

As shown in Table 4.3, the overall academic performance at Hubei University is rated as high ($\bar{x}=3.89$,S.D.=0.84). Respondents reported the highest level of agreement with "I can actively participate in class discussions and maintain a high attendance rate" ($\bar{x}=4.05$), indicating high functional engagement in educational activities. Completing assignments on time ($\bar{x}=3.94$) and maintaining strong motivation ($\bar{x}=3.88$) also scored highly. The item "Satisfied with my academic achievements (GPA)" received a mean of 3.74, which, although still high, suggests a potential area where student satisfaction with objective outcomes might slightly trail their behavioral effort. Overall, the findings suggest that students remain academically productive despite environmental stressors.

Table 4 Mean, Standard Deviation, and Level of Participation in Mental Health Programs (n=201)

No.	Item	$\bar{x}$	S.D.	Level
1	Proactively use digital platforms	3.98	0.80	High
2	Participation in peer-support programs	3.72	0.94	High
3	Participate in lectures/workshops	3.60	1.02	High
4	Seek help from counseling center	3.30	1.15	Moderate
	Overall Mean	**3.65**	**0.98**	**High**

As shown in Table 4.4, the overall participation in mental health programs at Hubei University is rated as high ($\bar{x}=3.65, S.D.=0.98$). Respondents reported the highest level of agreement with "I proactively use the digital mental health platforms (MindCloud/AI)" ($\bar{x}=3.98$), indicating a strong preference for technology-mediated support. Peer-support engagement ($\bar{x}=3.72$) also scored highly. The item "Proactively seek help from the university's counseling center" received a mean of 3.30, which, being at a moderate level, suggests a potential area where stigma or logistical barriers might still hinder formal help-seeking. Overall, the findings suggest that individuals are more comfortable with informal and digital support channels.

Table 5 Mean, Standard Deviation, and Level of Effectiveness of Leadership Interventions (n=201)

No.	Item	$\bar{x}$	S.D.	Level
1	Management attaches great importance	3.95	0.85	High
2	Policies enhance resilience/coping	3.82	0.90	High
3	Training improves supportive atmosphere	3.75	0.92	High
4	Resources are sufficient and accessible	3.65	1.08	High
	Overall Mean	**3.79**	**0.94**	**High**

As shown in Table 4.5, the effectiveness of leadership interventions at Hubei University is rated as high ($\bar{x}=3.79, S.D.=0.94$). Respondents reported the highest

level of agreement with “I can clearly sense that the university management attaches great importance to student mental health” ($\bar{x}=3.95$), indicating strong institutional commitment. Policies boosting resilience ($\bar{x}=3.82$) also scored highly. The item “The mental health resources (funding/staffing) are sufficient” received a mean of 3.65, which, although high, suggests a potential area where the actual provision of resources might still be optimized to match administrative policy goals. Overall, the findings suggest that leadership interventions are perceived as meaningful and positive drivers of campus well-being.

Discussion

Discussion of the main findings of Objective 1: To study the level of leadership intervention of university students’ mental health education under Hubei Province of Hubei University.

The quantitative results of this study ($n=200$) indicate that the perceived effectiveness of leadership interventions is at a high level ($\bar{x}=3.79$). This aligns with the global recognition that effective institutional leadership is a prerequisite for successful mental health outcomes. The particularly high score for management’s policy commitment ($\bar{x}=3.95$) confirms that stakeholders perceive a clear “top-down” support structure, which Smith (2020) defines as a foundational element of organizational health.

The study found that student academic performance remains high ($\bar{x}=3.89$), specifically in participation and attendance ($\bar{x}=4.05$). This suggests that leadership-driven support systems are effectively maintaining students’ functional capacity. As noted by Taylor (2023), resilience-building initiatives allow students to remain productive even when psychological distress is present. However, the relatively lower satisfaction with objective academic achievements/GPA ($\bar{x}=3.74$)

reflects the intense academic competition inherent in Hubei Province (National Bureau of Statistics, 2023).

Regarding participation, the high level of engagement with digital platforms ($\bar{x}=3.98$) compared to the moderate seeking of counseling center help ($\bar{x}=3.30$) is a critical finding. This resonates with Liu & Zhou , who highlight that technology-mediated interventions lower the barrier to help-seeking by providing anonymity and convenience. It suggests that Hubei University's leadership has successfully leveraged "MindCloud" digital modules, but still faces challenges in normalizing formal clinical consultations, likely due to the "stigma" mentioned in the qualitative data.

Finally, the moderate stress level ($\bar{x}=3.42$) with high scores on "nervousness" ($\bar{x}=3.82$) underscores that while leadership has provided a safety net, students are still heavily impacted by environmental stressors. This necessitates a shift from purely reactive crisis management to proactive stress-reduction policies, as suggested by Brown & Davis (2021). The moderate confidence in handling personal problems ($\bar{x}=2.84$ stress indicator) suggests that future leadership should focus on enhancing individual "self-care" competencies alongside institutional support.

5.2.2 Discussion of the main findings of Objective 2: To develop guidelines for leadership intervention.

The qualitative findings align with the Transformational Leadership Theory , emphasizing that administrators must move beyond symbolic policy-making. The guideline for Integrated coordination addresses the identified challenge of service fragmentation. This is supported by Weist's (2019) Interconnected Systems Framework (ISF), which shows that multidisciplinary teams yield 37% better outcomes than siloed departments.

Furthermore, the need for Culturally sensitive design directly responds to the "Cultural Adaptation Gaps" identified. Liu Yan (2019) and Park & Zhang (2019) argue that in Chinese contexts, family-oriented support and "Confucian" values of

self-cultivation are more effective than purely Western clinical models. The $n=200$ data supports this, as students preferred indirect support (digital/peer) over clinical care. Lastly, the emphasis on Data-driven evaluation aligns with the "Evidence Principle", ensuring that leadership remains responsive to the specific stress profiles identified in Table 4.2.

Recommendations of research

1. Conduct Longitudinal Research on the Sustainability of Digital Interventions:

Future research should employ a longitudinal design, tracking the $n=200$ cohort or similar samples over a full four-year academic cycle. This study specifically highlighted a high reliance on digital platforms ($\bar{x}=3.98$); however, it remains unclear whether these tools provide long-term resilience or merely short-term relief. Further inquiry should investigate the correlation between prolonged usage of AI-driven support and objective clinical outcomes, such as sustained reductions in PSS-10 scores and improvements in long-term academic success metrics. This would provide leadership with the empirical evidence needed to justify long-term technological investments.

2. Explore the Socio-Cultural Barriers to Formal Counseling through Qualitative Inquiry:

Consistent with the moderate rating for counseling center help-seeking ($\bar{x}=3.30$), future studies should utilize in-depth phenomenological interviews to explore the underlying reasons for help-seeking hesitancy. Research should specifically focus on the intersection of "Confucian values," the concept of "Mianzi" (face), and the unique academic pressures found within the Hubei provincial context. Identifying the precise socio-cultural factors that hinder a student's transition from an anonymous digital user to a formal clinical patient will allow for the development of more culturally sensitive

leadership guidelines that are uniquely tailored to regional Chinese university populations.

3. Investigate the ROI and Implementation Fidelity of Different Leadership Styles:

While the current study confirms high intervention effectiveness ($\bar{x}=3.77$), future research should conduct a comparative analysis of different leadership styles (e.g., Transformational vs. Servant Leadership) on the implementation fidelity of mental health policies. Researchers should perform a cost-benefit or "Return on Investment" (ROI) analysis to calculate the impact of leadership intervention on student retention and institutional reputation. By providing data on how specific administrative behaviors correlate with the "resource sufficiency" ($\bar{x}=3.65$) identified in Table 4.5, researchers can help refine the managerial guidelines into a standardized toolkit for higher education administrators nationwide.

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