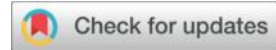


In College Students' Learning Adaptation on Psychological Help - Seeking Delay and Mental Health Levels



Jie Liang^{1,a}, Yuhao Wang^{1,b}, Min Chen^{2,c*}

¹*Faculty of Humanities, Zhaoqing medical college, No. 6, Xijiang South Road, Zhaoqing City 526020, Guangdong Province, China*

²*The First Affiliated Hospital of Sun Yat-sen University, No. 58, Zhongshan 2nd Road, Guangzhou City 510080, Guangdong Province, China*

^aEmail: 85111284@qq.com

^bEmail: 278618497@qq.com

^cCorresponding author Email: minchen1212@163.com

Funding:

This study was supported by Guangdong Provincial Department of Education, (2024WTSCX193) The Relationship Between College Students' Learning Adaptability, Psychological Help-Seeking Procrastination, and Mental Health Levels Under the Healthy China 2030 Initiative, Guangdong Provincial Department of Education

Abstract

This study aims to deeply explore how the dynamic changes in college students' learning adaptation affect psychological help - seeking delay and mental health levels. By combining literature reviews with empirical research, it analyzes the characteristics of learning adaptation changes at different stages and the complex relationships between these changes, psychological help - seeking delay, and mental health. The research findings are of great significance for improving the pertinence and effectiveness of mental health education for college students.

Keywords

College students; Mental health; Change characteristics

1. Introduction

College life is an important stage of individual development, and college students' learning adaptation is one of the important tasks they face. The dynamic changes in learning adaptation not only affect college students' academic achievements but also have a close relationship with their mental health. Psychological help - seeking delay refers to the phenomenon that college students fail to seek professional psychological help in a timely manner when they have psychological problems. Deeply exploring the interactive influence mechanism of dynamic changes in college students' learning adaptation on psychological help - seeking delay and mental health levels can better understand the changing process of college students' psychological states and provide a basis for implementing effective mental health intervention strategies.

2. Dynamic Changes in College Students' Learning Adaptation

2.1 Learning Adaptation in the Initial Enrollment Period

When college students first enter college, there are significant changes in the learning environment, teaching methods, and learning requirements. During this stage, they need to adapt to the new curriculum system, autonomous learning model, and diversified assessment methods. Many students may

experience discomfort with professional courses in the initial enrollment period. For example, the course difficulty may exceed expectations, and their learning methods may be ineffective. For instance, students majoring in science and engineering may feel confused when facing courses such as advanced mathematics and college physics due to the abstractness and complexity of the knowledge, and it is difficult for them to master effective learning methods in a short time.

2.2 Changes in Learning Adaptation in the Middle Stage

After gradually adapting to the learning rhythm of college, students face new challenges in the middle stage. During this period, professional courses are becoming more in - depth and extensive, and students need to invest a great deal of effort. At the same time, they begin to face issues such as the selection of professional directions and the arrangement of internships. For example, in the sophomore and junior years, students need to choose a specialized professional direction based on their interests and career plans. The decision - making process may bring pressure to students. If they lack sufficient information and self - awareness during the selection, it may make students lose confidence in the future and affect their learning adaptation.

2.3 Challenges of Learning Adaptation in the Pre - graduation Period

Near graduation, college students face multiple pressures such as the writing of graduation theses, job hunting, or postgraduate entrance examinations. The requirements for graduation theses are relatively high, requiring students to have certain research capabilities and innovative thinking. For students preparing to seek employment, they need to participate in various job fairs, internship interviews, and improve their professional competitiveness while completing their studies. Students preparing for postgraduate entrance examinations need to devote themselves fully to the preparation and face the pressure of competition. The pressure of learning adaptation during this period is often intertwined with the uncertainty of future development, having a significant impact on students' psychology.

3. The Concept and Current Situation of Psychological Help - Seeking Delay

3.1 Definition of Psychological Help - Seeking Delay

Psychological help - seeking delay refers to the phenomenon that an individual delays seeking professional psychological help for a certain period after discovering their own psychological problems. This delay can be caused by various factors, such as an individual's understanding of psychological problems, social and cultural concepts, and help - seeking attitudes.

3.2 Current Situation of Psychological Help - Seeking Delay among College Students

The problem of psychological help - seeking delay is quite prevalent among college students. Surveys of college students from multiple universities have found that only a small number of students can seek help immediately after experiencing psychological problems. Most students have different degrees of delay. Some students try to relieve psychological problems through self - regulation and confiding in friends. Even when these methods fail to relieve problems effectively, they still do not seek professional psychological support in a timely manner. For example, some students may be afraid of being looked down upon by others, believing that seeking psychological help is a sign of weakness, so they choose to endure psychological distress silently, leading to the aggravation of the condition.

4. The Interactive Influence Mechanism of Dynamic Changes in College Students' Learning Adaptation on Psychological Help - Seeking Delay and Mental Health Levels

4.1 The Relationship between Changes in Learning Adaptation and Psychological Help - Seeking Delay

4.1.1 Initial Enrollment Period

In the initial enrollment period, difficulties in learning adaptation can easily cause students to experience emotional problems such as anxiety and depression. However, due to their unfamiliarity with the college environment and insufficient understanding of psychological problems, they often do not seek professional psychological help immediately. On the one hand, students think that learning adaptation difficulties are due to their lack of effort or inability to adapt to the new environment, without realizing that this may be a manifestation of psychological problems. On the other hand, newly enrolled students may mainly solve problems through self - exploration and communication with classmates, ignoring the importance of professional psychological support. For example, when some students get unsatisfactory course grades, they blame themselves for not doing well enough and study even harder, without considering that it may be due to learning method problems or psychological issues, thus delaying the time to seek psychological help.

4.1.2 Middle Stage

As the learning difficulty increases and pressures such as the selection of professional directions mount, students' psychological burden becomes heavier and heavier. Once they have poor learning adaptation at this stage, they may fall into self - doubt and anxiety. The delay in psychological help - seeking at this stage may be related to students' concerns about the future. They worry that seeking psychological help will affect their academic

development and career plans, believing that psychological problems are a "stain" that will have a negative impact on their future. For example, some students preparing for postgraduate entrance examinations or studying abroad dare not seek psychological help despite the huge psychological pressure they face during the learning process, fearing that it will affect their image in the eyes of supervisors or admissions officers.

4.1.3 Pre - graduation Period

The pressure of learning adaptation in the pre - graduation period and the uncertainty of future development act together, making students more prone to psychological problems. The delay in psychological help - seeking at this time may be due to limitations in time and energy. Students are busy with the writing of graduation theses, job interviews, etc., and think they have no time to seek psychological help. At the same time, they may doubt the effectiveness of psychological treatment, worrying that it cannot solve problems in the short term, and thus give up seeking professional support. For example, although some students facing difficulties in employment feel anxious and depressed, they are too busy submitting resumes and participating in interviews to take care of their psychological state, missing the opportunity to solve psychological problems in a timely manner.

4.2 The Relationship between Mental Health Levels and Changes in Learning Adaptation

4.2.1 Initial Enrollment Period

Good learning adaptation can help college students establish a good self - perception and self - confidence, and promote mental health. If students can smoothly adapt to the learning rhythm of college, master effective learning methods, and achieve good academic results, they will feel that they can cope with new challenges and maintain stable emotions. Conversely, difficulties in learning adaptation will make students feel frustrated and helpless, and then generate psychological problems such as anxiety and depression. For example, students who can quickly adapt to the requirements of college English learning in CET - 4 and CET - 6 examinations at the initial enrollment stage tend to be more confident and positive psychologically; while those who fail the examinations multiple times and cannot adapt to the difficulty of English learning may experience inferiority, anxiety, and other emotions.

4.2.2 Middle Stage

In the middle stage, the impact of dynamic changes in learning adaptation on mental health is relatively complex. If students can successfully deal with the challenges of professional courses and clarify their professional directions, they will be confident about the future, and their mental health levels will correspondingly improve. However, if there are problems in learning adaptation at this stage, such as failing professional courses or being dissatisfied with the professional direction, it may cause students to feel confused and perplexed, affecting their mental health. Moreover, long - term

learning pressure and the accumulation of negative emotions may lead to more serious psychological disorders. For example, some students may be in a state of anxiety and depression for a long time after choosing a professional direction that does not match their interests and finding it impossible to change.

4.2.3 Pre - graduation Period

The learning adaptation situation in the pre - graduation period directly affects students' future expectations and mental health levels. If students can successfully complete their graduation theses and find satisfactory jobs or be admitted to ideal graduate schools, they will feel that it is the result of their own efforts. Conversely, problems such as difficulties in writing graduation theses and failure in job hunting will make students feel severely frustrated and disappointed, and may even lead to psychological crises. For example, after repeated failures in job interviews, some students will seriously doubt their abilities and fall into despair and helplessness, which causes great harm to their mental health.

4.3 The Relationship between Delay in Psychological Help - Seeking and Mental Health Levels

The delay in psychological help - seeking prevents psychological problems from being solved in a timely manner, further aggravating mental health problems. The mental health level of students will gradually decline as

psychological problems persist and develop. Long - term psychological distress can affect students' daily lives, studies, and social functions, leading to problems such as sleep disorders, loss of appetite, low learning efficiency, and tense interpersonal relationships. For example, a student who was originally outgoing gradually becomes withdrawn and taciturn, loses interest in anything, and experiences a significant decline in academic performance due to long - term unresolved psychological problems. Conversely, if students can seek psychological help in a timely manner, through professional psychological treatment and counseling, their psychological problems can often be effectively alleviated, and their mental health levels will be improved.

4.4 Construction of an Interactive Influence Model

An interactive influence model among dynamic changes in college students' learning adaptation, psychological help - seeking delay, and mental health levels is constructed. In this model, the dynamic changes in learning adaptation affect students' overall psychological states by influencing psychological help - seeking delay and mental health levels. Psychological help - seeking delay will exacerbate the negative impact of learning adaptation difficulties on mental health, while good mental health levels will help students better cope with the challenges of learning adaptation and reduce the occurrence of psychological help - seeking delay. For example, when students encounter learning adaptation difficulties in the initial

enrollment period, if they can seek psychological help in a timely manner, adjust their learning methods and mental states, they can avoid the aggravation of psychological problems and improve their learning adaptation ability, forming a virtuous cycle. Conversely, if students experience delays in psychological help - seeking and their psychological problems are not solved in a timely manner, it will further affect their learning adaptation, forming a vicious cycle.

5. Empirical Research Methods and Design

5.1 Research Subjects

College students from different grades and majors of multiple universities are selected as research subjects. The stratified sampling method is adopted to ensure the representativeness of the sample.

5.2 Research Tools

1. **Learning Adaptation Scale:** A college students' learning adaptation scale with reliability and validity tests is used to measure students' learning motivation, learning methods, and adaptation to the learning environment.
2. **Psychological Help - Seeking Delay Scale:** A scale for measuring psychological help - seeking delay among college students is developed,

including dimensions such as the time of discovery of psychological problems and the delay time of help - seeking.

3. **Mental Health Scale:** Commonly used mental health assessment scales, such as the Symptom Checklist 90 (SCL - 90), are selected to determine students' mental health levels from aspects such as depression, anxiety, and interpersonal sensitivity.

5.3 Research Procedures

First, data on college students' basic information, learning adaptation, psychological help - seeking delay, and mental health levels are collected through online questionnaires or on - site questionnaire distribution. The collected data are sorted and statistically analyzed. Methods such as correlation analysis and regression analysis are used to explore the relationships among dynamic changes in learning adaptation, psychological help - seeking delay, and mental health levels. Combining the data analysis results, the constructed interactive influence model is verified, and the specific action mechanisms among different factors are further analyzed.

6. Results and Analysis of Empirical Research

6.1 Descriptive Statistical Results

In this study on college students' learning adaptation, psychological help - seeking delay, and mental health levels, we used descriptive statistical analysis

methods to systematically sort out the data from the recovered valid questionnaires, aiming to accurately understand the overall situation of college students in these key dimensions. Looking at the scores on the learning adaptation scale, we found that the ability of some college students to adapt to the learning rhythm and environment of college needs to be improved. In terms of the learning motivation dimension, statistics show that about 35% of students scored below the scale average. This data intuitively indicates that these students lack strong internal driving forces for learning, lack sufficient enthusiasm for their majors, and are difficult to actively invest energy in in - depth research. For example, in a survey of a comprehensive university, many students said that they did not choose their majors out of interest but were influenced by factors such as parental wishes or the employment situation, resulting in a lack of initiative in learning. In terms of the application of learning methods, nearly 40% of students failed to master learning methods suitable for college courses. For example, when facing the reading of professional literature, this part of students did not have efficient reading and summarization methods, could not quickly extract key information, resulting in low knowledge absorption efficiency and a knowledge conversion rate far lower than the ideal level set by the scale. In terms of adaptation to the learning environment, about 30% of students had varying degrees of confusion, and it was difficult for them to quickly integrate into the open - style learning environment of college. They had low utilization

rates of the school's rich academic resources, such as various academic lectures and laboratory equipment, and could not make full use of these resources to improve their learning abilities.

From the analysis results of the psychological help - seeking delay scale, it can be clearly seen that this phenomenon is quite common among college students. In terms of the time interval from the discovery of their own psychological problems to professional help - seeking, the average delay was 8 weeks. Among them, about 25% of students had a delay of more than 3 months, and about 10% of students did not seek help until half a year after the problem occurred. For example, in a joint research on multiple universities, some students reported that even though they were aware of their psychological problems, they were afraid of being labeled as "mentally ill" by others or thought that psychological problems could be relieved on their own, so they did not take action for a long time. This fully reflects that college students have a poor awareness and action of actively seeking professional support when facing psychological problems. And the dimensions of mental health levels measured by professional tools such as SCL - 90 vary significantly. In the depression dimension, about 20% of students had mild to moderate depressive tendencies, specifically manifested as long - term low mood, pessimism about the future, and loss of enthusiasm for originally interesting activities. In the anxiety dimension, about 25% of students had high scores, often experiencing nervousness, restlessness, and 莫名 anxiety,

especially in situations such as exams and social interactions. In the interpersonal sensitivity dimension, about 30% of students paid too much attention to others' evaluations during communication, resulting in increased psychological burdens, being prone to self - doubt and entanglement, and affecting normal communication.

6.2 Correlation Analysis Results

We conducted rigorous correlation analysis to further explore the internal relationships among college students' learning adaptation, psychological help - seeking delay, and mental health levels. The results showed that there was a significant positive correlation between learning adaptation and mental health levels. When students have strong learning adaptability, can master professional knowledge proficiently, and can plan their learning time reasonably and achieve good academic results, their mental health levels are often high. For example, in a longitudinal study of a major at a university, the average score of positive emotions of the student group whose scores in the learning adaptation scale were in the top 30% was 10 points higher, and the average score of negative emotions was 8 points lower in the mental health scale. This means that they are more likely to maintain an optimistic and cheerful attitude, have a more positive perception of their abilities and values, and can respond more tenaciously to the challenges of life and learning. At the same time, there was a significant negative correlation between

psychological help - seeking delay and learning adaptation. Students who have difficulties in learning, such as having a high number of failed courses or being unable to adapt to the difficulty of professional courses, are more likely to experience psychological help - seeking delay. Statistics show that the proportion of psychological help - seeking delay among students with learning adaptation difficulties is 35% higher than that among students with good learning adaptation. This may be because they focus most of their energy on solving learning problems and have no time to take care of the changes in their psychological states, or due to their limited understanding of psychological problems, they wrongly believe that psychological distress will disappear naturally as learning problems are solved. For example, in some science and engineering majors, some students are in a state of long - term learning anxiety due to the high difficulty of courses such as advanced mathematics and college physics. Even though they have psychological symptoms such as insomnia and irritability, they do not seek psychological help in a timely manner. In addition, there was also a significant negative correlation between psychological help - seeking delay and mental health levels. As the delay time of psychological help - seeking lengthens, the mental health status of students gradually deteriorates. Research shows that for every 2 - week increase in the delay time of psychological help - seeking, the total score on the mental health scale decreases by an average of 5 points, and the scores of negative emotion factors such as depression and anxiety increase

significantly. Long - term unresolved psychological problems have a greater impact on students' academic and social aspects, trapping them in a vicious cycle. For example, in a tracking study of students with long - term psychological help - seeking delay, their academic performance declined significantly. The failure rate of courses was 40% higher than that of students who sought help in a timely manner, their interpersonal relationships became more and more tense, and their social circles gradually narrowed.

6.3 Regression Analysis Results

With the help of the scientific and powerful tool of regression analysis, we deeply verified the interactive influence mechanism of dynamic changes in learning adaptation on psychological help - seeking delay and mental health levels. The results showed that the changes in learning adaptation at different stages had a significant predictive effect on both psychological help - seeking delay and mental health levels. In the initial enrollment period, the degree of difficulty in learning adaptation could effectively predict the probability of the occurrence of psychological help - seeking delay. When fresh men encountered significant obstacles in adapting to the college learning rhythm and integrating into the new environment, the likelihood of psychological help - seeking delay increased by 40%. Meanwhile, the learning adaptation situation during this stage also had an important impact on subsequent mental health levels. The probability that students with poor

learning adaptation in the initial enrollment period scored low in subsequent mental health assessments was as high as 50%. For instance, in a tracking survey of freshmen, students who complained about high learning pressure and inability to adapt to college learning methods within the first month of enrollment had a higher proportion of experiencing psychological problems and seeking help in a timely manner compared to students with good adaptation at the end of the semester.

During the middle stage of college learning, as the difficulty of professional courses increased, the impact of dynamic changes in learning adaptation on psychological help - seeking delay and mental health levels became more substantial. Difficulties in professional course learning not only directly increased students' psychological stress, thereby triggering psychological problems, but also delayed help - seeking behavior. Statistics showed that the average delay time of psychological help - seeking for students with deteriorating learning adaptation during the middle stage extended by 3 weeks, and the decline in mental health levels was more significant. Taking the situation after the adjustment of sophomore professional courses at a certain university as an example, after the increase in course difficulty, the proportion of psychological help - seeking delay among students with learning adaptation difficulties rose from 25% to 40%, and the total score of the mental health scale decreased by an average of 8 points.

In the pre - graduation period, the pressure of learning adaptation and the uncertainty of future development intertwined, having a peak impact on psychological help - seeking delay and mental health levels. Especially when students faced multiple tasks such as writing graduation theses, job - hunting, or preparing for postgraduate entrance examinations, the phenomenon of psychological help - seeking delay became more severe, and mental health levels dropped sharply. For example, the proportion of psychological help - seeking delay among students with difficulties in writing graduation theses was 50% higher than that of other students, and the degree of deterioration in mental health was also more prominent. In a survey of graduates, more than 60% of students who had psychological problems due to the unsmooth progress of their graduation theses had delays in psychological help - seeking, and their scores on negative emotion factors such as anxiety and depression were much higher than those of students who completed their theses smoothly.

In addition, through regression analysis, it was also found that psychological help - seeking delay played a partial mediating role between learning adaptation and mental health levels. That is, the situation of learning adaptation affected the occurrence and delay time of psychological help - seeking delay, and then had an indirect impact on mental health levels. Specifically, difficulties in learning adaptation promoted the occurrence of psychological help - seeking delay, and the delayed psychological help -

seeking further aggravated the deterioration of mental health problems, forming a complex interactive influence path. Calculations showed that the indirect effect of learning adaptation on mental health levels accounted for about 30% of the total effect, fully highlighting the important mediating role of psychological help - seeking delay in this relationship.

7. Conclusions and Suggestions

7.1 Research Conclusions

Through theoretical analysis and empirical research, this study revealed the interactive influence mechanism of dynamic changes in college students' learning adaptation on psychological help - seeking delay and mental health levels. The characteristics of changes in learning adaptation at different stages were significant, and there were complex interrelationships among these changes, psychological help - seeking delay, and mental health. Psychological help - seeking delay would exacerbate the negative impact of learning adaptation difficulties on mental health, while good mental health levels would contribute to promoting learning adaptation.

7.2 Suggestions

1. Strengthen Mental Health Education

Colleges and universities should attach great importance to the construction of mental health education courses and form a systematic

and comprehensive curriculum system. In terms of curriculum setting, it should not only include basic knowledge of mental health, such as the identification and response to common psychological problems, but also deeply analyze the root causes of psychological problems, such as social - psychological factors and individual personality traits. Professional and experienced teachers should be equipped. These teachers should not only possess profound professional knowledge of psychology but also master advanced teaching methods, making the teaching vivid, easy - to - understand, and enhancing students' learning interest and participation, effectively improving students' awareness of psychological problems. At the same time, colleges and universities should vigorously carry out various forms of mental health education activities. Regularly organize professional mental health lectures, inviting well - known experts and scholars in the field to conduct incisive explanations on common psychological puzzles of college students, such as academic pressure and interpersonal relationship management. Organize group counseling activities, allowing students to share experiences and support each other in an interactive group setting, breaking the taboo and misunderstanding of psychological problems. Through these activities, guide students to establish correct concepts of mental health, making them understand that psychological problems, like physical diseases, are common and curable, and encourage students to pay timely attention to

their mental states and actively seek professional psychological help when psychological problems arise.

2. Optimize the Learning Support System

Schools should provide personalized learning support services according to the learning characteristics of students at different stages. In the initial enrollment period, as students face a huge transition from high - school to college learning models, schools can offer learning method guidance courses, teaching college - course learning skills, such as how to read professional books efficiently and how to take good class notes. At the same time, strengthen professional cognitive education. Through professional lectures, teacher - student exchanges, and other forms, help students deeply understand the training objectives, curriculum settings, and employment prospects of their majors, enabling students to adapt to the college learning rhythm as soon as possible and clarify their learning directions. In the middle stage, as the difficulty of professional courses increases, schools should strengthen professional course tutoring. Professional course consultation rooms can be set up, with professional teachers on duty regularly to answer students' questions. Carry out career planning guidance activities. Through career assessments, career consultations, and other means, help students clarify their professional sub - directions and develop reasonable career plans based on their interests, strengths, and the needs of the job market,

thereby stimulating students' learning motivation and enhancing their learning enthusiasm. In the pre - graduation period, students face multiple pressures such as writing graduation theses, job - hunting, or preparing for postgraduate entrance examinations. Schools should provide guidance on writing graduation theses, offering detailed guidance and assistance to students in all aspects, from topic selection, proposal writing, data collection to thesis writing and revision. At the same time, carry out job - hunting and employment training, including resume making, interview skills training, and workplace etiquette guidance, improving students' professional competitiveness, reducing students' learning and employment pressures, and helping students smoothly transition to the next stage of life.

3. Establish a Psychological Crisis Intervention Mechanism

Colleges and universities must establish and improve a psychological crisis intervention mechanism to ensure the mental health and safety of students. First, strengthen the construction of the psychological counseling center, allocate a sufficient number of highly professional psychological counselors with rich clinical counseling experience, who can provide counseling for various complex psychological problems. Optimize the psychological counseling service process, adopting a combination of online and offline methods to provide students with convenient and efficient psychological counseling services. For example,

set up psychological counseling hotlines and establish online counseling platforms to facilitate students to seek help at any time. Establish students' psychological files, conduct long - term and systematic tracking and evaluation of students' mental health conditions. Through regular mental health assessments, identify potential psychological problems of students in a timely manner and manage them categorically. For students at risk of psychological crises, form a special intervention team composed of psychological counselors, class advisors, and parents, and develop personalized intervention plans to achieve early detection and early intervention, preventing the occurrence and deterioration of psychological crises and effectively safeguarding the physical and mental health of students.

4. Create a Good Campus Atmosphere

Schools should actively create a positive, inclusive, and harmonious campus atmosphere, creating favorable conditions for the mental health development of students. Strengthen campus cultural construction and carry out a variety of campus cultural activities, such as academic competitions, art performances, and sports events. Academic competitions can stimulate students' learning enthusiasm and innovative spirit, art performances provide a stage for students to showcase themselves, and sports events cultivate students' teamwork spirit and competitive awareness. These activities can enhance students' sense of

belonging and self - confidence. Encourage mutual support and assistance among students. By establishing student mutual - assistance societies, peer - tutoring mechanisms, and other means, give full play to the positive role of the student group in mental health education. In daily study and life, advocate care and friendship among classmates, creating a good interpersonal relationship atmosphere, enabling students to grow and succeed in a warm and harmonious campus environment, and promoting the comprehensive development of students' mental health.

8. Research Limitations and Prospects

Although this study explored the interactive influence mechanism of dynamic changes in college students' learning adaptation on psychological help - seeking delay and mental health levels to a large extent, there are still some limitations. For example, the research used the questionnaire survey method, which may have certain subjectivity and limitations. The research subjects were mainly concentrated in some universities, and the representativeness of the sample needs to be further improved. In future research, multiple research methods can be combined, such as experimental methods and longitudinal studies, to further analyze the causal relationships among the three. At the same time, expand the scope of the research sample to further verify the universality and reliability of the research results. In addition, attention should be paid to the moderating effects of factors such as different genders and

family backgrounds on the relationships among the three, so as to provide more targeted suggestions for college students' mental health education.

References

[1] Dong, F. R. (2024). Questionnaire development on college students' academic control strategies and its relationship with learning adaptation [D]. East China Normal University.

[2] Yang, D. (2024). Research on the intervention of group work in the learning adaptation dilemma of demobilized and re - enrolled college students [D]. Changchun University of Technology.

[3] Gao, T. L., Li, C. Q., & Xie, H. B. (2024). Research on the relationship between academic goal orientation and learning adaptation of college students in the new era: The moderating role of gender [J]. Psychologies, 19(07), 65 - 67.

[4] Li, X. (2024). Learning adaptation and academic anxiety of college students [D]. Southwest University.