

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Student mental health has become a strategic issue in higher education management worldwide. Universities are no longer viewed solely as institutions for academic instruction, but also as organizations responsible for ensuring student well-being, psychological resilience, and holistic development. The increasing prevalence of anxiety, depression, stress, emotional exhaustion, and psychological distress among university students has positioned mental health management as an important component of educational governance and institutional quality assurance. Studies consistently show that mental health problems negatively affect academic achievement, interpersonal relationships, learning engagement, and students' overall quality of life (Li et al., 2022; World Health Organization [WHO], 2022).

In the context of higher education, student mental health is not merely a clinical or counseling issue, but also a managerial issue involving institutional leadership, policy implementation, organizational coordination, strategic planning, human resource management, service quality assurance, and program evaluation. Universities are expected to design comprehensive mental health systems that integrate prevention, early intervention, counseling, crisis management, and student development into institutional governance. Therefore, the effectiveness of student mental health programs depends not only on the availability of psychological services, but also on how these services are managed within the educational organization.

In China, student mental health has become a national educational priority due to rapid social transformation, increasing academic competition, employment uncertainty, and technological change. Since the 1980s, mental health education in Chinese universities has evolved from limited counseling activities into institutionalized systems supported by governmental regulation and university governance structures (Liu & Guo, 2023). The Ministry of Education of the People's Republic of China has issued various policy documents requiring

universities to establish mental health education centers, counseling services, crisis intervention systems, psychological screening mechanisms, and mental health education curricula (Ministry of Education of the PRC, 2016).

The Chinese government further strengthened this commitment through the Special Action Plan for Comprehensively Strengthening and Improving Student Mental Health in the New Era (2023–2025), which emphasizes mental health literacy, early detection, prevention systems, and institutional responsibility for psychological well-being (Han et al., 2025). These policies demonstrate that mental health management has become an integral component of educational governance and quality assurance in Chinese higher education.

Despite the existence of national policies, implementation effectiveness varies across universities. Research indicates that many institutions continue to face managerial challenges related to limited accessibility of counseling services, inadequate coordination among university units, insufficient evaluation mechanisms, unequal resource distribution, stigma reduction, and low student participation in mental health programs (Xiong et al., 2022). Consequently, managerial capacity becomes a determining factor in the success or failure of student mental health programs.

Recent empirical studies reveal that psychological problems among Chinese university students are highly prevalent. Depression, anxiety, chronic stress, emotional exhaustion, and sleep disorders are among the most common mental health problems affecting students (Li et al., 2023; Ma et al., 2024). Academic pressure is identified as one of the primary contributing factors due to highly competitive educational systems and strong expectations for academic achievement. Students frequently experience psychological distress associated with examinations, performance evaluation, and academic workload.

Employment uncertainty also contributes significantly to student mental health problems. Rapid economic change, intense labor-market competition, and concerns regarding future career opportunities increase anxiety and depressive symptoms among university students, particularly those approaching graduation (Ma et al., 2024). Furthermore, family expectations rooted in Chinese sociocultural values often intensify emotional pressure, as students feel obligated

to fulfill parental aspirations related to educational achievement and social mobility (Chen et al., 2022).

Other contributing factors include poor sleep quality, excessive screen time, unhealthy lifestyles, limited coping skills, low resilience, and insufficient social support (Zhou et al., 2023). In addition, stigma surrounding mental illness remains a major barrier to help-seeking behavior. Many students avoid utilizing counseling services due to fear of discrimination, concerns regarding confidentiality, and low mental health literacy (Chen et al., 2022). These conditions indicate that universities must not only provide counseling services, but also develop effective managerial systems capable of addressing prevention, accessibility, outreach, and quality assurance.

The role of government and community support is also crucial in shaping student mental health outcomes. The Healthy China 2030 Plan identifies mental health as an essential component of national development and public health policy (State Council of the PRC, 2019). Government policies encourage collaboration between universities, healthcare institutions, and community mental health services to strengthen prevention and intervention systems. Studies indicate that supportive community environments, positive social norms, accessible mental health resources, and stigma reduction significantly improve students' willingness to seek psychological help (Zhou et al., 2021).

Within this national and institutional context, Zhejiang University (ZJU) represents an important case for examining the management of student mental health programs in higher education. Founded in 1897, Zhejiang University is one of China's leading comprehensive research universities with strong institutional capacity, advanced governance systems, and a long-standing commitment to student development. Zhejiang University established its Mental Health Education and Counseling Center in 1987, making it one of the earliest universities in China to institutionalize student psychological services (Zhejiang University, 2024).

Over time, Zhejiang University has developed an integrated mental health management system that combines counseling services, psychological education, peer-support activities, crisis intervention mechanisms, mental health training,

and preventive outreach programs. These programs are coordinated across multiple institutional units and supported by professional counselors, faculty advisors, peer mentors, and student organizations. Such a management structure reflects a collaborative governance model emphasizing both preventive and developmental approaches.

Zhejiang University also demonstrates institutional innovation through its International Campus mental health services, which are designed to accommodate multicultural and multilingual student populations (Zhejiang University International Campus, 2023). This adaptive management approach illustrates how universities respond strategically to diverse student needs through policy coordination and service integration.

In addition to its counseling infrastructure, Zhejiang University possesses strong academic and research capacity in psychology and educational management. The university has nationally recognized programs in applied psychology, advanced research laboratories, interdisciplinary collaborations, and partnerships with industries and public institutions. These strengths provide Zhejiang University with substantial institutional resources to support evidence-based mental health management and organizational innovation.

The findings of this study are interpreted through the perspective of Educational Management Theory, which views educational institutions as organizations that achieve their goals through systematic planning, organizing, leading, coordinating, controlling, and evaluating institutional resources. Educational management extends beyond administrative functions to encompass strategic decision-making, policy implementation, organizational development, quality assurance, and continuous institutional improvement. Bush (2020) argues that educational management focuses on how educational organizations mobilize human, financial, and physical resources effectively to achieve educational objectives while responding to changing internal and external environments. In the context of higher education, student mental health programs should therefore be understood not merely as counseling services but as institutional management systems requiring effective governance, strategic leadership, resource allocation, stakeholder collaboration, and continuous evaluation. Consequently, the

effectiveness of mental health programs depends largely on the capacity of university management to establish policies, coordinate institutional units, provide adequate resources, and create organizational conditions that support student well-being and academic success (Bush, 2020; Hoy & Miskel, 2024).

The qualitative findings indicate that Zhejiang University has developed a comprehensive management system for student mental health through institutional leadership, formal policy implementation, professional counseling services, and cross-departmental collaboration. Interviews with university leaders, counselors, lecturers, and students revealed that mental health management has become an integral component of university governance rather than an isolated support service. Institutional documents further demonstrate that the university has established clear operational guidelines, crisis intervention procedures, counseling protocols, and quality assurance mechanisms to ensure the sustainability and effectiveness of mental health services. These findings reflect the fundamental principles of educational management, in which institutional leadership integrates organizational resources, strategic planning, and collaborative decision-making to achieve educational goals and improve student welfare (Bush, 2020; UNESCO, 2024).

The findings are also consistent with the POSDCORB management framework developed by Gulick and Urwick, which identifies seven essential managerial functions: Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting. Evidence from interviews and observations demonstrates that Zhejiang University applies these management functions in organizing student mental health services. Strategic planning is reflected in the university's long-term mental health policies and annual implementation plans; organizing is demonstrated through the establishment of the Mental Health Education and Counseling Center; staffing is evident in the recruitment and professional development of qualified counselors; directing occurs through leadership support and institutional supervision; coordinating is implemented through collaboration among counseling centers, academic departments, and student affairs offices; reporting is conducted through program monitoring and institutional evaluation; and budgeting is reflected in the allocation of financial

and physical resources to support counseling services and mental health promotion activities. These integrated management functions contribute to the effectiveness, continuity, and quality assurance of student mental health programs within the university (Bush, 2020; Hoy & Miskel, 2024).

Despite these institutional strengths, the study also identified several management challenges that require continuous improvement. Participants reported that increasing demand for counseling services has affected service responsiveness during peak academic periods, while cross-departmental coordination and student participation in preventive mental health activities remain uneven across faculties. Furthermore, social stigma surrounding mental health continues to discourage some students from seeking professional assistance despite institutional efforts to promote awareness and confidentiality. From the perspective of Educational Management Theory, these findings suggest that effective educational management is a continuous improvement process requiring adaptive leadership, evidence-based decision-making, stakeholder participation, and ongoing evaluation of institutional policies and services. Universities must therefore strengthen organizational coordination, improve service accessibility, expand preventive mental health education, and foster an inclusive institutional culture to ensure that student mental health programs remain responsive, sustainable, and aligned with broader educational goals (Bush, 2020; Fullan, 2020; UNESCO, 2024).

However, despite these achievements, Zhejiang University continues to face managerial challenges similar to those encountered by many universities in China. Increasing student enrollment, growing complexity of psychological problems, rising demand for counseling services, stigma toward mental illness, and sustainability of program funding require continuous managerial adaptation and evaluation. Therefore, it is important to examine how Zhejiang University manages its student mental health programs from an educational management perspective.

This study emphasizes mental health management as a governance issue within educational management science. The focus is not limited to operational counseling activities, but extends to institutional decision-making, organizational

leadership, strategic planning, policy implementation, coordination mechanisms, quality assurance, program sustainability, and evaluation systems. The study adopts a meso-level management perspective by examining how university management structures translate national policy into institutional practices that influence student mental health outcomes.

The selection of Zhejiang University as the research site is academically justified for several reasons. First, Zhejiang University is one of China's top universities with advanced governance systems and strong institutional resources. Second, the university has a long history of mental health service institutionalization, allowing for examination of mature management practices. Third, Zhejiang University demonstrates integration between counseling services, educational policy, research capacity, and organizational management. Fourth, the university's diverse student population provides a comprehensive context for studying the implementation and effectiveness of mental health management programs.

This research is expected to contribute theoretically and practically to the development of Educational Management science. Theoretically, the study expands the scope of educational management by integrating mental health governance, student well-being, and institutional management into educational management discourse. The study contributes to understanding how managerial functions such as planning, organizing, leadership, coordination, supervision, and evaluation influence the effectiveness of student mental health programs in higher education.

Practically, the findings are expected to provide recommendations for university leaders, policymakers, counselors, and educational managers regarding effective strategies for planning, implementing, coordinating, and evaluating student mental health programs. The study may also serve as a reference for other universities seeking to strengthen institutional mental health governance systems and improve student psychological support services.

1.2. Research Limitations

This qualitative study has several limitations that should be considered when interpreting the findings regarding the management of student mental health programs at Zhejiang University, China. First, the study was conducted within a single higher education institution, namely Zhejiang University. Although Zhejiang University provides a valuable and information-rich setting for examining student mental health management because of its established institutional structures and comprehensive student support services, the organizational characteristics, management practices, available resources, and institutional culture of the university may differ from those of other universities in China. Therefore, the findings should be interpreted primarily within the context of Zhejiang University and transferred to other higher education institutions only when sufficient contextual similarities exist.

Second, the study relied primarily on qualitative data obtained from interviews, observations, and institutional documents. The participants included university leaders, mental health professionals, lecturers or academic staff, administrative personnel, and students who were directly or indirectly involved in student mental health programs. Although these participants provided diverse perspectives, their experiences and perceptions may not represent all members of the university community. Some students, faculty members, or administrative personnel who had limited interaction with mental health programs may have had different experiences that were not fully captured in the study.

Third, the sensitive nature of student mental health may have influenced the openness of participants during the data collection process. Participants may have been reluctant to disclose negative experiences, institutional weaknesses, personal concerns, or criticisms of existing mental health services because of concerns regarding confidentiality, professional relationships, institutional reputation, or social stigma. Although the researcher attempted to establish confidentiality, informed consent, and a supportive interview environment, some responses may nevertheless have been influenced by social desirability or participants' perceptions of what was considered acceptable within the university context.

Fourth, access to institutional information constituted another limitation. Certain documents related to student mental health programs, crisis intervention procedures, counseling records, budget allocation, internal evaluations, or institutional performance may have been confidential or restricted. Consequently, the researcher could only analyze documents that were accessible and ethically permissible to use. This limitation may have reduced the extent to which certain managerial processes, particularly resource allocation, internal decision-making, and sensitive case-management procedures, could be examined in detail.

Fifth, qualitative research involves interpretation by the researcher. The processes of coding, categorizing, identifying themes, and interpreting participants' experiences inevitably involve researcher judgment. Although systematic coding procedures, data triangulation, member checking, comparison of interview and observation evidence, and document analysis were employed to strengthen credibility, researcher perspectives and prior understanding of educational management may still have influenced the interpretation of the data. The findings should therefore be understood as an evidence-based interpretation of participants' experiences rather than an entirely objective representation of the phenomenon.

Sixth, the study was conducted within a particular period of institutional and social development. Student mental health programs are dynamic and may change in response to government policies, university leadership priorities, technological developments, student needs, staffing conditions, and emerging psychological challenges. Therefore, the findings represent the management practices and experiences identified during the period of data collection and may not fully reflect future changes in Zhejiang University's mental health management system.

Seventh, the study focuses primarily on the management dimension of student mental health programs rather than on the clinical diagnosis or treatment outcomes of individual students. The research examines planning, organizing, staffing, directing, coordinating, reporting, budgeting, policy implementation, service accessibility, quality assurance, and institutional evaluation. Consequently,

the study does not attempt to determine the clinical effectiveness of particular psychological interventions or establish causal relationships between specific counseling interventions and students' mental health outcomes.

1.3. Research Problems

Based on the research background and focus, the problems of this study are formulated as follows:

1. How are student mental health programs at Zhejiang University managed and governed within the framework of educational management?

This question examines institutional governance, strategic planning, organizational coordination, leadership systems, resource allocation, staffing, and policy implementation related to student mental health programs.

2. How effective are the management practices of student mental health programs at Zhejiang University, and what managerial challenges influence program quality and sustainability?

This question investigates program effectiveness, quality assurance systems, service accessibility, student engagement, monitoring and evaluation mechanisms, stigma reduction, and sustainability challenges in the management of student mental health programs.

1.4. Research Objectives

The general objective of this study is to explore and analyze the management of student mental health programs at Zhejiang University, China, from the perspective of educational management. The study seeks to obtain an in-depth understanding of how the university develops, organizes, implements, coordinates, monitors, and evaluates student mental health programs as an integral component of institutional governance. Rather than measuring the effectiveness of mental health programs statistically, this qualitative study focuses on understanding the experiences, perceptions, practices, and management processes of university leaders, mental health professionals, academic and administrative staff, and students who are involved in or affected by these programs.

More specifically, the study aims to explore how Zhejiang University plans and develops student mental health programs in response to the psychological and developmental needs of its students. This includes examining institutional policies, strategic priorities, program objectives, mechanisms for identifying student needs, preventive mental health initiatives, early identification systems, counseling services, and crisis intervention strategies. Through interviews, observations, and document analysis, the study seeks to understand how institutional leaders translate broader national policies and educational priorities into university-level mental health programs and practices.

The study also aims to examine the organizational structure and management arrangements supporting student mental health programs at Zhejiang University. Particular attention is given to the roles and responsibilities of university leaders, mental health professionals, counselors, academic departments, administrative units, lecturers, faculty advisors, and student organizations. The research seeks to understand how responsibilities are distributed, how decisions are made, and how different institutional units contribute to the planning and implementation of mental health services. In addition, the study explores staffing practices, including the recruitment, qualifications, professional training, supervision, and continuing development of personnel responsible for providing and managing student mental health services.

Another objective is to explore how student mental health programs are implemented and directed within the university. The study examines leadership support, policy implementation, counseling services, mental health education, preventive activities, early intervention, crisis management, peer-support initiatives, and student outreach. The research seeks to understand how university leaders and program managers guide these activities and how institutional policies are transformed into practical services for students. Particular attention is given to the experiences of participants in order to identify how management decisions influence the accessibility, responsiveness, and perceived quality of mental health services.

The study further aims to analyze the coordination mechanisms used among different stakeholders involved in student mental health management. This includes examining cooperation between university leadership, the Mental Health Education and Counseling Center, student affairs offices, academic faculties, departments, lecturers, counselors, healthcare providers, student organizations, and other relevant stakeholders. The study seeks to identify how information is communicated, how responsibilities are coordinated, how referrals are managed, and how institutional units collaborate in responding to students' mental health needs and potential psychological crises.

In addition, the study aims to explore the mechanisms used to monitor, report, and evaluate student mental health programs. The research examines how Zhejiang University collects information about program implementation, evaluates service quality, identifies areas requiring improvement, and uses feedback from students and staff to support institutional decision-making. Attention is also given to the availability and management of human, financial, technological, and physical resources supporting mental health programs. Through this analysis, the study seeks to understand how resource allocation and institutional support influence the sustainability and development of student mental health services.

The study also aims to identify the major challenges encountered in managing student mental health programs at Zhejiang University. These challenges may include increasing demand for counseling services, accessibility of services, student participation, psychological stigma, confidentiality concerns, uneven coordination among institutional units, staffing capacity, resource limitations, changing student needs, and the sustainability of mental health initiatives. By examining the experiences and perspectives of different stakeholders, the study seeks to understand how these challenges emerge within the institutional context and how they influence the management and delivery of mental health programs.

1.5.State of the Art

Recent scholarship on student mental health in higher education has expanded significantly, particularly after the COVID-19 pandemic, which intensified psychological stress among university students globally.

Contemporary studies generally focus on three major areas:

1. Prevalence and determinants of student mental health problems;
2. Effectiveness of mental health interventions; and
3. Institutional and policy responses in higher education.

First, numerous recent studies have documented the high prevalence of depression, anxiety, stress, and psychological distress among Chinese university students. Systematic reviews and nationwide surveys conducted between 2020 and 2025 consistently report that academic pressure, employment uncertainty, and social adaptation challenges significantly contribute to student mental health problems (Lin et al., 2025; Han et al., 2025).

Although these studies provide important evidence regarding the scale of mental health problems, they primarily focus on individual psychological conditions and risk factors rather than institutional management systems.

Second, recent studies examine intervention programs and protective factors such as resilience, social support, psychological capital, and healthy lifestyle behaviors. Research indicates that resilience-building programs and mental health literacy initiatives positively influence student well-being (Sun et al., 2024; Wang et al., 2025).

However, these studies generally emphasize program outcomes while paying limited attention to organizational coordination, leadership systems, governance mechanisms, and quality assurance processes that determine the sustainability and effectiveness of such programs.

Third, policy-oriented studies increasingly discuss institutional responsibilities and national initiatives related to student mental health in China. Recent literature highlights the importance of governmental policies such as the Special Action Plan for Strengthening Student Mental Health (2023–2025) in shaping university mental health systems (Liu & Guo, 2023).

Nevertheless, most policy studies remain at the macro level and provide limited empirical examination regarding how universities operationalize mental health policies through institutional management practices.

Research specifically examining the management of student mental health programs within individual universities remains limited, particularly within elite Chinese universities such as Zhejiang University.

Existing studies rarely integrate educational management perspectives with mental health program implementation. As a result, there remains a significant research gap concerning institutional governance, organizational coordination, leadership practices, quality assurance systems, and managerial challenges in student mental health management.

This study addresses the gap by examining the management structure, governance systems, implementation practices, and institutional challenges of student mental health programs at Zhejiang University from an educational management perspective.

Table 1. State of the Art

No	Author(s) & Year	Research Focus	Methodology	Key Findings	Research Gap / Relevance to This Study
1	Li et al. (2022)	Barriers to mental health help-seeking among Chinese university students	Cross-sectional survey	Stigma, low mental health literacy, and lack of trust reduce service utilization	Focuses on student behavior rather than institutional management systems
2	Liu & Guo (2023)	Development of mental health education in Chinese higher education	Policy analysis	National policies increasingly emphasize integrated mental health systems	Macro-level policy focus with limited institutional case analysis
3	Sun et al. (2024)	Psychological resilience and student mental health	Quantitative (SEM)	Resilience and social support improve mental health outcomes	Does not examine management and governance of resilience programs
4	Li et al.	Mental health literacy among	Comparative	Mental health literacy remains	Limited discussion regarding

5	(2024) Han et al. (2025)	Chinese college students Prevalence of depression and anxiety among Chinese university students	ve survey National epidemiological study	uneven despite policy initiatives High prevalence of mental health problems nationwide	organizational delivery systems Focuses on prevalence rather than institutional management responses
6	Wang et al. (2025)	Lifestyle factors and student mental health	Cross-sectional study	Healthy behaviors correlate with improved mental health	Does not analyze program coordination and quality assurance systems
7	Zhejiang University (2024)	Mental health education and counseling systems	Institutional report	Integrated counseling and prevention programs established	Descriptive institutional report lacking critical management evaluation

The review of previous studies demonstrates that most existing research focuses on prevalence, psychological factors, and intervention outcomes. Limited research specifically examines institutional governance, management effectiveness, organizational coordination, and quality assurance systems related to student mental health programs.

Therefore, this study contributes to the development of Educational Management science by investigating student mental health governance and institutional management practices within the context of higher education.

1.6.Road Map

The research road map for this study is developed from the identified gap in the existing literature concerning the management of student mental health programs in higher education. Previous studies have predominantly examined the prevalence of depression, anxiety, stress, and psychological distress among university students, the individual and social determinants of mental health, and the effectiveness of psychological interventions. Although these studies provide important evidence regarding student mental health conditions, relatively limited

attention has been given to how universities manage mental health programs as an integrated institutional system. In particular, issues concerning institutional planning, organizational structure, leadership, staffing, coordination, resource allocation, implementation, monitoring, reporting, evaluation, and continuous improvement remain insufficiently explored.

The first stage of the research road map is the identification of the research problem. This stage begins with the recognition that student mental health has become an important issue in higher education, while universities face increasing demands to provide comprehensive, accessible, and sustainable psychological support. The problem is examined at three levels: the global development of student mental health concerns, the Chinese higher education policy context, and the institutional context of Zhejiang University. The analysis establishes the need to move beyond an individual psychological perspective toward an educational management perspective that examines how institutional systems respond to student mental health needs.

The second stage is the review of recent literature and identification of the research gap. Relevant literature from recent years is reviewed to examine developments in student mental health prevalence, determinants, intervention programs, institutional responses, and policy implementation. The literature review demonstrates that existing studies have largely concentrated on individual-level psychological conditions and intervention outcomes, while empirical research examining the organizational management of student mental health programs remains limited. This gap provides the academic justification for investigating student mental health as an educational management and institutional governance issue.

The third stage involves the development of the theoretical and conceptual framework. The study adopts Educational Management Theory as the primary theoretical perspective because student mental health programs require systematic planning, organization, leadership, staffing, coordination, resource management, monitoring, and evaluation. The POSDCORB framework—Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting—is used as an

analytical framework for examining the managerial processes associated with student mental health programs. The framework is complemented by concepts of educational leadership, institutional governance, quality assurance, stakeholder collaboration, and continuous improvement.

The fourth stage is the development of the qualitative research design. The study employs a qualitative case study approach to obtain an in-depth understanding of student mental health management within the natural institutional setting of Zhejiang University. Zhejiang University is selected as the research site because of its established mental health education and counseling infrastructure, institutional capacity, diverse student population, and long history of providing psychological support services. The qualitative design enables the researcher to examine management practices and stakeholder experiences that cannot be adequately understood through quantitative measurements alone.

The fifth stage is participant and data-source selection. Purposive sampling is used to select participants who possess relevant knowledge and experience concerning student mental health programs. Participants may include university leaders, mental health professionals, counselors, lecturers, administrative personnel, and students. To strengthen the depth and credibility of the findings, data are collected from multiple sources, including semi-structured interviews, direct observations, and relevant institutional documents. The use of multiple sources allows the researcher to examine similarities and differences among stakeholder perspectives and institutional evidence.

The sixth stage is data collection and triangulation. Semi-structured interviews are conducted to explore participants' experiences, perceptions, and understanding of mental health management. Observations are used to examine the implementation of programs and interactions within the institutional environment, while document analysis is conducted to examine policies, guidelines, program plans, organizational procedures, reports, and other relevant institutional materials. The three sources of evidence are triangulated to strengthen the credibility and dependability of the research findings.

The seventh stage is qualitative data analysis. Interview transcripts, observation records, and institutional documents are systematically organized, coded, categorized, and interpreted through thematic analysis. The analysis identifies recurring patterns and themes related to planning, organizing, staffing, directing, coordinating, reporting, budgeting, service accessibility, student participation, quality assurance, institutional leadership, and program sustainability. Emerging themes are continuously compared across participants and data sources to identify both common and divergent perspectives.

The eighth stage is interpretation of findings through the educational management framework. The identified themes are interpreted in relation to Educational Management Theory and the POSDCORB framework. This stage examines how managerial functions operate in practice, how national mental health policies are translated into institutional programs, how stakeholders coordinate their responsibilities, how resources are managed, and how the university monitors and improves its mental health services. Particular attention is given to the relationship between formal management structures and actual practices experienced by stakeholders.

The ninth stage is the identification of management challenges and institutional improvement strategies. Based on the qualitative findings, the study identifies challenges associated with service accessibility, increasing student demand, staffing, resource allocation, interdepartmental coordination, student participation, stigma, confidentiality, crisis intervention, and program sustainability. The study then examines the strategies used by Zhejiang University to respond to these challenges and identifies opportunities for strengthening institutional governance and service quality.

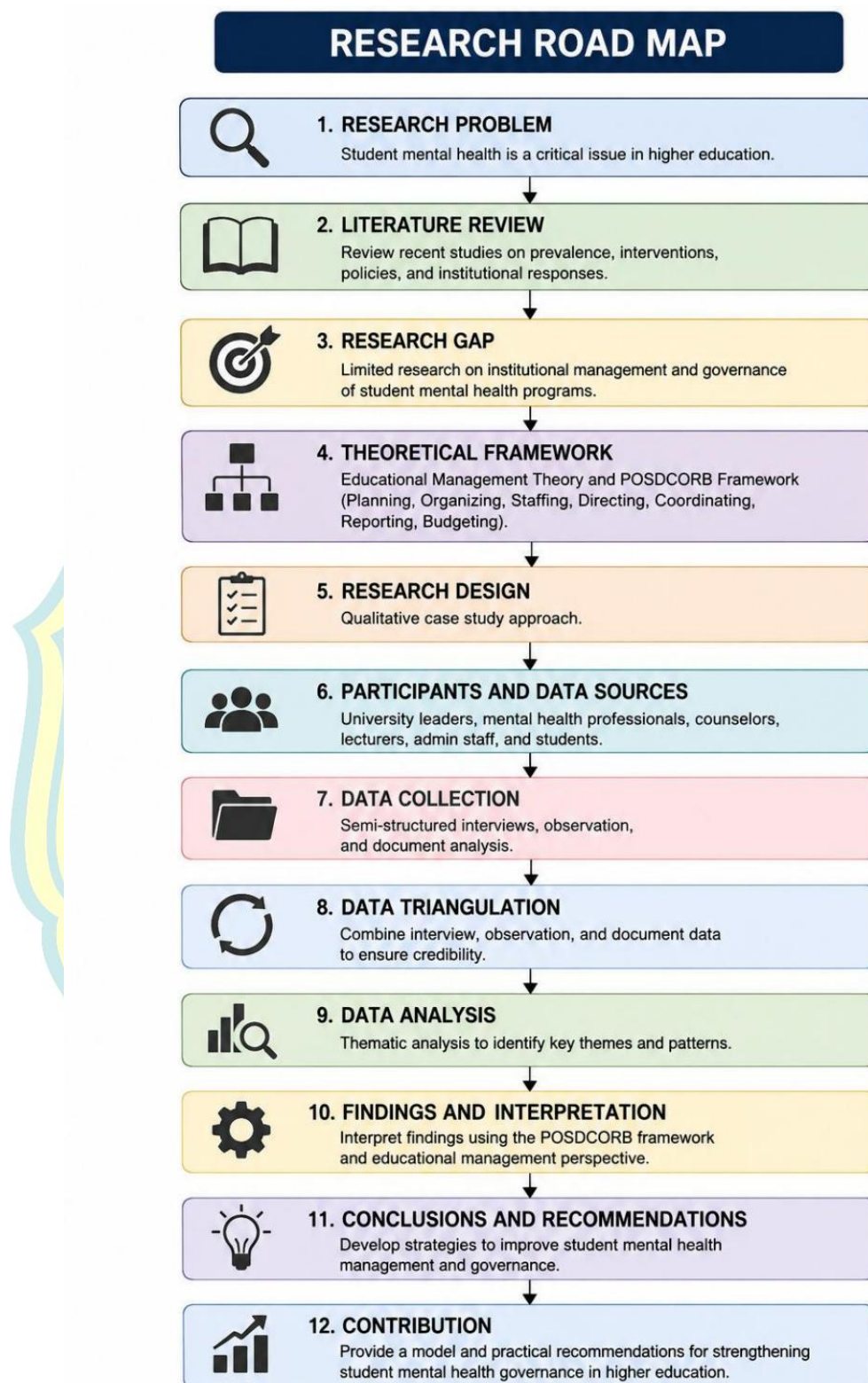


Figure 1. Road Map Research