Life events, depression, perceived social support, and coping style among Chinese college students towards psychological intervention program development

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Abstract

This study investigated the possible relationship among life events, depression, perceived social support, and coping style among Chinese college students. Specifically, determined the life events, depression level, perceived social support, and coping styles of the respondents; tested possible correlation among the three variables; used life events and perceived social support to predict depression levels; and proposed an enhancement program to increase the Chinese college students' perceived social support from family, friends and others. After collecting and analyzing data from 718 respondents, it was concluded that first, majority of the respondents were freshman females whose family's financial situation is general, have both parents and are not the only child. Second, the respondents have mild life events, no depression, often use active coping and sometimes use the passive coping as a coping style and have a positive coping tendency, and moderate perceive social support. Third, there are significant differences in the respondents' life events, depression level and perceived social support when they were compared based on sex, family's financial situation and type, if only child or not and depression level. Fourth, there are highly significant negative relationships between and among the variables of the study, but perceived social support cannot be used as a predictor of depression. Lastly, an enhancement program was proposed to develop the Chinese college students' perceived social support from family, friends, and others.

Keywords: life events, depression, perceived social support, coping style

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1. Introduction

According to the statistics of the World Health Organization, there are more than 300 million depression patients in the world, and nearly 800,000 people commit suicide due to depression every year (World Health Organization, 2017). According to the results of the first National Epidemiological Survey of adult Mental Disorders published in China in 2021, the lifetime prevalence rate of depressive disorder among Chinese adults was 6.8 percent, of which 3.4 percent was depression. The December prevalence of depressive disorders was 3.6 percent, including 2.1 percent for depression (Li, 2021).

College students are a population group that is particularly vulnerable to mental health problems. This is due to several factors, including the demands of academic life, the transition to adulthood, and the social and emotional challenges of being away from home. One of the most common mental health problems among college students is depression. Depression is a mood disorder that is characterized by feelings of sadness, hopelessness, and worthlessness. It can also lead to changes in sleep, appetite, energy levels, and concentration. There are several factors that can contribute to the development of depression in college students. These include life events which are stressful experiences that can have a significant impact on mental health, such as the death of a loved one, a breakup, or academic failure; perceived social support on the other hand, is the feeling of being connected to others and having people to rely on; and coping style, which is the way that people deal with stress and difficult situations.

A few research have looked into the connections between coping mechanisms, perceived social support, and life events in Chinese college students. For instance, research by Zhang et al. (2018) discovered that students who had more traumatic life experiences were more likely to express depressive symptoms. Additionally, the study discovered that students who reported feeling more social support were less likely to suffer from depression. Additionally, people who view their social support as being high are more likely to be able to handle stress and challenging circumstances. On the other hand, those who sense less social support are more prone to suffer from depression.

Another study by Li et al. (2019) found that students who used active coping styles were less likely to experience depression. The study also discussed the two main types of coping styles -active and passive coping. Active coping involves taking steps to address the problem or stressor. For example, a student who is struggling with academic failure might take steps to improve their study habits or seek help from a tutor. Passive coping on the other hand involves avoiding or denying the problem or stressor. For example, a student who is struggling with depression might withdraw from social activities or isolate themselves from others. This study found that students who used passive coping styles were more likely to experience depression. Therefore, understanding coping styles and providing interventions to promote active and adaptive coping may be an important strategy to protect and promote the mental health of college students.

As mentioned previously, in China, there have been studies on the relationship between life events, social support, coping styles and depression, but there are few studies on the influence of these factors on depression in the special group of Chinese college students. In this study, several factors affecting depression were investigated, and their roles in causing depression among college students were discussed, providing evidence for the prevention of depression. In addition, when carrying out mental health education, college mental health educators can consciously intervene in the relevant aspects of college students according to the depression-related factors obtained in this study so as to prevent the occurrence of depression in college students.

The importance of this study to college students lies in several aspects. First, the study provides insights into the factors that contribute to depression among college students, which can help them understand their mental health problems and seek appropriate help. Second, the study highlights the importance of social support and adaptive coping in preventing or alleviating depression, providing strategies for students to manage stress and protect their mental health. Finally, the study underscores the need to enhance mental health education and resources in universities, emphasizing the importance of promoting student mental health and well-being.

For teachers and school administrators, this study can serve as a reference for developing mental health policies and practices that better support college students' mental health. By providing insights into the factors that contribute to depression among college students, the study can inform interventions and approaches that promote mental health and well-being on campus. As a doctoral student in psychology, the study is of great significance as it contributes to the knowledge of depression and mental health issues among college students. By examining the relationships between various factors and depression, the study provides a deeper understanding of the complex nature of mental health issues among college students, which can inform the development of more effective interventions and preventative strategies. Moreover, the study provides an opportunity for the researcher to apply theoretical knowledge and research skills in a practical context, contributing to the growth and development as a researcher in the field of psychology.

Life events, perceived social support, and coping style are all important factors that can contribute to the development of depression in college students. Thus, this research study was conducted. First, it could help people to better understand the factors that contribute to the development of depression in this population group. Second, it could help people to raise awareness of depression among Chinese college students and their families. Third, it helped the researchers to develop an intervention to prevent and treat depression among Chinese college students. As such, an enhancement program to increase the Chinese college students' perceived social support from family, friends, and others.

Objectives of the Study - This study investigated the possible relationship among life events, depression, perceived social support, and coping style among Chinese college students. Specifically, it sought to describe the profile of the respondents in terms of their sex, grade level, family's financial situation, family type, and if only child or not; determined the life events, depression level, perceived social support, and coping styles of the respondents; tested the differences of the variables based on their profiles; tested possible correlation among the three variables; used life events and perceived social support to predict depression levels; and proposed an enhancement program to increase the Chinese college students' perceived social support from family, friends and others.

2. METHODS

Research Design - Quantitative descriptive research method was adopted in this study. Quantitative descriptive research was used to test the researcher's theoretical hypothesis about the variables being studied through the measurement and analysis of the quantifiable data where results were presented in numbers. Quantitative descriptive research emphasized the natural phenomena pertaining to human behavior in psychology. It has a complete set of operational techniques, including the sampling method of the participants, distribution of standardized questionnaires, data collection method and statistical treatment of data using mathematical statistics. In this study, quantitative data were collected and analyzed through standardized questionnaires, and 1000 questionnaires were distributed, including General Personal Information Questionnaire, Adolescent Life Events Scale, Self-Rating Depression Scale, Perceived Social Support Scale and Simple Coping Style Questionnaire wherein data collected were statistically collated, tabulated, statistically interpreted, analyzed, and thoroughly discussed.

Participants of the Study - One thousand (1000) questionnaires were put out and 813 were recovered, among which 718 were valid and 95 were discarded, with a recovery rate of 81.3 percent and the effective rate is

71.8 percent. Meaning, in this study, the researcher was able to include a total of 718 students from four colleges and universities in Guizhou Province using a convenience sampling technique. Convenience sampling, according to Bowling (2018), is a non-probability sampling strategy where participants are chosen based on their suitability to the researcher. This implies that the researcher chooses subjects who are accessible and receptive to taking part in the study.

Measures

General Personal Information Questionnaire. This questionnaire was used by the researcher to collect personal information about the respondents more specifically their profile such as their sex, age, grade level, family income, if single parent family or two parent family, and if only child or not.

Adolescent Life Events Scale. This was the test utilized in determining respondents' life events. This measure is appropriate for assessing the frequency of life practice and level of stress in adolescents, particularly middle school and college students. It is a self-rating scale made up of 27 unfavorable life experiences that may cause teenagers to have psychological reactions. There are six of them: the interpersonal interaction element, the pressure to learn factor, the punishment factor, the loss factor, the health adaption factor, and others. The scale's test-retest reliability was 0.69 and its split-half reliability coefficient was 0.88. One study that used the Adolescent Life Events Scale to measure life events and stress among college students was conducted by Liu and colleagues (2017). The study aimed to explore the relationship between stress, coping strategies, and psychological distress levels among college students in China.

The results of the study showed that college students in China experienced a high level of stress, with the most frequent stressors being related to academic pressure, interpersonal relationships, and family issues. Additionally, the study found that students who reported higher levels of stress were more likely to use maladaptive coping strategies, such as avoidance or self-blame, and had higher levels of psychological distress, including symptoms of anxiety and depression.

Self-Rating Depression Scale (SDS). This was the tool used in determining the depression of the respondents. It is a self-rating scale created by Willian W.K. Zung in 1965 to assess the existence, severity, and response to therapy of depression. There are 20 items total on the scale, each of which is scored at 1, 2, 3, and 4 levels (including 10 questions with reverse scoring). The results of the 20 items are totaled up after self-evaluation to provide a total rough score. This rough score is then multiplied by 1.25 to produce an integer, which is the standard score. They were 53–62 mildly depressed, 63–72 moderately depressed, and 73–73 severely depressed.

SDS has been found to be a reliable and valid measure of depressive symptoms, with Cronbachα coefficients ranging from 0.78 to 0.95 in various studies, indicating good internal consistency. In 2006, Chung and Chan carried out research to assess depression among college students. The study's objectives were to determine the incidence of depression and anxiety in Hong Kong as well as the risk factors connected to depression. According to the findings, mild depression affected 10% of college students in Hong Kong while moderate to severe depression affected 5.9% of them. The prevalence of depression among these students was 15.9%. Additionally, it was shown that significant risk factors for depression were higher levels of anxiety, lower levels of self-esteem, and lower levels of social support. (See Appendix B)

Multidimensional Scale of Perceived Social Support (MSPSS). This was the measure employed in identifying the type of perceived social support received by the college students. The scale was created by Zimet et al. (1988) and assesses the perceived level of support from several social support systems, including family, friends, and others. The final score represents the overall level of social support that the person feels. Three categories are used to categorize PSSS items: family support, friend support, and other support. There are 12 self-reported items, and each is graded from 1 to 7. The greater social support the higher your score is.

With good internal consistency and a high test-retest reliability coefficient, the PSSS has been demonstrated to be a valid and reliable measure of perceived social support in several investigations. Family support, friend support, other support, and the whole scale all had alpha coefficients of 0.87, 0.85, 0.91, and 0.88, respectively, and test-retest reliability of 0.85, 0.75, 0.72, and 0.85. Support from friends, family, and other sources was reported to range from 0.82 to 0.96, showing strong internal consistency. According to Wang, Wan, Huang, Huang, and Kong (2017), the test-retest reliability coefficients varied from 0.72 to 0.85, demonstrating high temporal stability of the scale throughout time.

College students' perceptions of social support and depression were measured by Shao (2020) using the perceived Social Support Scale (PSSS). This study looked at the connection between depression and social support among Chinese college students. The data imply that depression and perceived social support have a negative relationship, with higher levels of perceived social support corresponding to lower levels of depression. In addition, family support, followed by friend support, and other forms of support, are the most significant sources of social support for college students. (See Appendix D)

Simplified Coping Style Questionnaire (SCSQ). This was the scale used in determining the respondents coping style. Based on the problem-focused and emotion-focused approach of Lazarus & Folkman, it was created in China by Xie in 1998. It is composed of 20 items that correspond to various coping mechanisms and has a total score range of 0 to 60. It is deemed suited for Chinese culture. With items 1 to 12 focusing on positive coping traits like "try to see the bright side of things" and "find several different ways to solve problems," and items 13 to 20 focusing on negative coping traits, there are two subscales: active coping (problem-focused) and passive coping (emotion-focused). The questionnaire was a self-rating scale, which was graded at multiple levels. After each item of coping style, four options were listed: no, occasionally, sometimes, and often (the corresponding score was 0, 1, 2 and 3). Subjects chose one according to their own situation. The results were mean scores of positive coping dimension and negative coping dimension (El-Ghazaly, et. al., 2018). The scale's alpha coefficient and retest correlation coefficient were 0.89 and 0.90, respectively. The subscale's alpha value for positive coping was 0.89. The subscale measuring negative coping has an alpha value of 0.78.

Data Gathering Procedure - In doing this research, the student first read different papers in psychology for him to have an idea on what paper to work on. Upon obtaining ideas as to his research problem, he presented them to his Dissertation Professor for acceptance and approval. After presenting his proposed titles, one was approved and started looking for related literatures and studies that will support his purpose of conducting the study. Since the researcher is a professor in China, he decided to involve college students with depression as his respondents. In writing his paper, the researcher started introducing his study and his strong rationale why he needs to conduct this academic undertaking.

At the same time, while writing the introduction part of his paper, he was able to introduce what the concept of depression is based on WHO description and was able to present all the three variables supported by related studies. After presenting the first part of his paper, he readily asked professional help to his adviser in writing his objectives of the study followed by the completion of the literature review up to the methods part of his paper. Upon fulfilling the requirements given by his professor, he was then set for his title defense for presentation and approval of his working title in front of his panel of examiners. As such, during his defense, all panelists shared their comments and suggestions for the improvement of his paper.

Ethical Considerations - The researcher gave ethics, a crucial component of every research study, some thought before the study was actually conducted. The researcher in this study took into account basic ethical principles and practices that participants should have read and understood the permission form and agreed to its terms before participation. The participants' replies to the questionnaire and interview, as well as the confidentiality of their personal information, were of highest concern. No subject was coerced into providing an answer by the researchers. Additionally, by acknowledging the proper sources and dates, ethical care was given in the linked literature section.

In addition, to protect the research, certain protocols were strictly followed such as correspondence to the relevant authorities to collect data needed for the study, permission to carry out the study and recognition of the rightful authorities. Participants were likewise assured that their answers would be used for research purposes only.

Data Analysis - This research used SPSS V.2 as data analysis software. Through this software, frequency, percentage, mean, t test, analysis of variance, correlation analysis, and other methods were used to process and analyze the data. Frequency and weighted mean were used to determine the life events, perceived social support and coping style among Chinese college students with depression whereas analysis of variance (ANOVA) was utilized to test significant difference of the variables when grouped based on respondents' profile and Pearson-r was used to establish possible relationship among the three variables of the study.

3. Results and Discussion

Table 1

Life Events of Respondents

Items	Weighted Mean	Interpretation
Interpersonal relationship	1.4234	Mild
Study pressure	1.4309	Mild
Punishment	1.4256	Mild
Loss	1.4652	Mild
Health adaptation	1.4144	Mild
Other	1.4262	Mild
	1.4501	Mild Stress in terms of life
Total Life Events		Events

Legend:4.00-3.5 (Very Severe); 3.49-2.5 (Severe); 2.49-1.5 (Moderate); 1.49-0.5 (Mild); and 0.49-0.00 – (No effect)

Table 1 shows the life events and the different factors they have effects on the respondents. According to Table 2, the life events have mild effects on the respondents. These factors include interpersonal relationship (1.4234), study pressure (1.4309), punishment (1.4256), loss (1.4652), health adaptation (1.4144) and other factors (1.4262). The respondents also obtained a total score of 1.4501 which also indicates that they are being mildly affected by these life events in general.

This means that what is happening in these Chinese college students lives only has a mild effect on their lives in general. More specifically in their interpersonal relationships, whenever they get the cold shoulder from people, get into trouble with classmates or friends, their relationships go wrong or lose love, get long distance from family or cannot be reunited, get strained relations with teachers, get conflicts within the family, these life events only has a mild effect on them. These results are similar with other subscales of the measure such as with the effect of study pressure on them. Whenever they fail an exam or get an unsatisfactory grade, don't like school, have a heavy study load, or the expected selection (merit student) failed and even transfer or suspend school, they just take these events mildly. When it comes to receiving punishments, they also see these as mild events that affect them such as being criticized or punished and getting misunderstood or misjudged. The same is true with their perspective on getting lost such as something stolen or lost or evening losing face in public. Their health adaptations, they also see these facto as having mild effect on their lives such as have a critical illness, life rules (diet, rest) and other obvious changes, a friend or relative is seriously ill and even the death of a relative. Other factors such as a family's financial situation also have a mild effect on their lives in general.

The result of this study supports the previous studies conducted having the same variables. Chen, et al. (2020) found that the effects of life events on mental health were mild, and that most college students were able to cope with life events without experiencing significant mental health problems. Similarly, Chen, et al. (2021) also found that the effects of life events on academic performance were mild, and that most college students were able to maintain their academic performance despite experiencing life events.

These studies suggest that life events can have a mild effect on college students' lives, both positive and

negative. Positive life events can help to improve mental health, while negative life events can have the opposite effect. However, most college students can cope with life events without experiencing significant negative consequences.

Table 2

Depression Level of Respondents

Depression Categories	Frequency (f)	Percentage (%)
No Depression (<50)	526	73.2
Mild (50-59)	92	12.8
Moderate (60-69)	64	8.9
Major (70 & above)	36	5.0

Table 2 shows the depression level of the respondents and the four categories that separate them: no depression, mild, moderate and major depression levels. Through descriptive statistical analysis of the survey sample, 526 college students were found to have no depressive mood accounting for 73.2% of the total number. 92 were found to have mild depression, accounting for 12.8% of the total number, 64 or 8.9% were found to have moderate depression, and 36 were found to have major depression, accounting for 5% of the total number. This means that in general, more than half of the Chinese college students can reduce the risks of developing depression despite depression being a common mental health condition that can affect people of all ages, including college students.

According to the National Institute of Mental Health, about 3.8% of college students in the United States have had at least one major depressive episode in the past year. Thus, the finding of this research contradicts with a lot off research conducted previously about depression among college students. El-Ghazaly, et al (2018) found that the prevalence of depression and anxiety among college students in the United States was 17.3% and 22.9%, respectively. Gao et al. (2020) conducted a meta-analysis of depression among Chinese college students from 1997 to 2015, and the prevalence rate was 23.8%. According to Ramon-Arbues et al. (2020) 's cross-sectional survey of 1074 college students in a Spanish university, the detection rate of depression was 18.4%. In a cross-sectional study of a public university in central and western Brazil, found that 31.6% of respondents had symptoms of depression. It can be seen from the above that most studies show that the incidence of depression among college students is higher than that among the general population, and this phenomenon requires special attention.

Table 3

Perceived Social Support of Respondents

Items	Weighted Mean	Interpretation
Family support	4.4669	Moderate support
Friend support	4.3980	Moderate support
Significant Other support	4.3778	Moderate support
Total score	4.4142	Moderate support

Legend: 1 to 2.9=low support; 3 to 5=moderate support; 5.1 to 7 high support

Table 3 shows the respondents' perceived social support from different sources such as their family, friends, and others. For family support, the average score was 4.4669, indicating that respondents' perceived support from their own families was moderate. From friends, their perceived social support obtained a mean of 4.3980, indicating that respondents' perceived support from friends is also moderate. For significant other's support, the mean score was 4.3778, which may mean that respondents perceived a moderate support from them. All in all, the total perceived social support score was 4.4142, also indicative of moderate support.

As for their moderate perceived social support from family, they think that sometimes, they can count on their family to help them if they are feeling down, they can turn to their family for advice and support, they can rely on their family to provide them with emotional support. Likewise, they moderately think that their family is there for when they need them and that their family is a source of strength for them. When it comes to the

moderate perception of social support from their friends, they think that they can sometimes count on their friends to help them if they are feeling down, they can turn to their friends for advice and support, and they can rely on their friends to provide them with emotional support. Also, they moderately think that their friends are there for them when they need them and that their friends are a source of strength for them. Significant others' perceived social support for the respondents also obtained the similar results wherein the respondents think that they are being provided with moderate social support by their significant others. They think that sometimes, they can count on their significant others to help them if they are feeling down, they can turn to their significant others for advice and support, they can rely on their significant others to provide them with emotional support. Likewise, they moderately think that their significant others are there for when they need them and that their significant others are a source of strength for them.

Table 4

Coping Style of the Respondents

Type of Coping	Weighted Mean	Interpretation
Active Coping (Problem-focused)	2.7470	Often
Passive coping (Emotion-focused)	2.4231	Sometimes
Coping tendency	0.7427	Positive coping

Legend: 3.00-2.5 (Often) 2.49-1.5 (Sometimes), 1.49-0.5 (Occasionally) and 0.49-0.00 – (Never)
Coping tendency scores above 0 suggest a positive coping style; below 0 suggests a negative coping style.

Table 4 shows coping styles used by the Chinese college students. From this table, it can be said that the respondents are often using active coping (problem-focused) (2.7470) and they just sometimes use passive coping (emotion-focused) (2.4231) to cope with their problems. For their coping tendency, the score is 0.7427, indicating that the respondents in general tend to use a positive coping style when faced with difficulties and problems.

The results only mean that when these Chinese college students are under stress, they adopt various coping measures, including active and passive coping. This means that they are often using strategies that are used to directly address the problem, such as problem-solving and seeking social support. However, they also sometimes use strategies that are used to manage the emotional response to the problem, such as avoidance, denial, and self-blame. Taken together, these results indicate that respondents are generally inclined to seek solutions and adopt positive coping strategies when faced with difficulties and problems.

The result of this study supports the previous literature reviewed by Hall, et al. (2017). The study found that there are a variety of coping strategies that college students use, including problem-focused coping, emotion-focused coping, and avoidance coping. The study also found that the use of coping strategies can vary depending on the individual student and the specific stressor. Problem-focused coping is generally considered to be the most effective coping style, while emotion-focused coping and avoidance coping can be less effective and may even increase the risk of mental health problems.

Table 5 presents the correlational matrix for a study involving 718 participants, with an alpha level of 0.05. The table shows the Pearson's r values and their corresponding p-values for the variables being examined. The results of the study indicated that life events were negatively correlated with coping tendency ($p=0.000 < 0.05$), implying that the higher the effects of life events to the respondents, the lower their coping tendency is. Kim & Cho (2018) also found that students who experienced more negative life events were more likely to use avoidant coping style. According to Chen et., al., (2019), students who experienced more negative life events had lower levels of perceived social support. Life events were also found to have a negative correlation with perceived social support ($p=0.000$ 0.05), indicating that the higher the effects of life events to the respondents, the lower their perceived social support is. However, active coping style had a role in mediating some of the detrimental impacts of adverse life experiences on perceived social support.

Table 5

Correlational Matrix

Variable(X)	Variable (Y)	Pearson-r value	p-value	Interpretation
Life Events	Coping tendency	-.677**	0.000	Highly Significant
	Perceived Social Support	-.825**	0.000	Highly Significant
	Depression Level	.608**	0.000	Highly Significant
Coping tendency	Perceived Social Support	.693**	0.000	Highly Significant
	Depression Level	-.569**	0.000	Highly Significant
Perceived Social Support	Depression Level	-.645**	0.000	Highly Significant

**Correlation is significant at the 0.05 level (2-tailed)

Life events were also found to have a positive correlation with depression level (p=0.000 < 0.05), meaning, the higher the effects of life events to the respondents, the higher their depression level is. Kim & Cho (2018) found that students who experienced more negative life events had higher levels of depression. The results of the study also indicated that coping tendency is positively correlated with perceived social support (p=0.000 < 0.05) and negatively correlated with depression level (p=0.000 < 0.05), implying that the higher the coping tendencies of the respondents, the higher their perceived social support, but the lower their depression level. These findings contradict that of the conclusion made from a previous study by Chen et al., (2019) who found that avoidant coping style was positively associated with depression level. These studies suggest that coping tendency can have an indirect effect on depression level through perceived social support. For example, students who use avoidant coping style may have lower levels of perceived social support, which can then lead to higher levels of depression. However, the negative effects of avoidant coping style on depression level can be buffered by perceived social support.

Finally, it was shown that perceived social support had a negative link with depression level (p=0.000 0.05), meaning that the more respondents felt social support, the lower their depression level. This result backs up Kim & Cho's (2018) study, which discovered a negative relationship between depression level and perceived social support. However, perceived social support served as a partial mediator between the detrimental effects of unpleasant life experiences and depression level. Additionally, students with greater degrees of depression had poorer levels of perceived social support and academic achievement, according to Mamun et al., (2019). They discovered that the degree of depression was adversely correlated with perceived social support. However, perceived social support served as a partial mediator for the detrimental effects of depression on academic performance.

Table 6

Regression Analysis of Perceived Social Support (predictor) on Depression (Dependent)

Independent Variable/ Predictor Variable	R	R Square	Adjusted R Square	Std. Error of the Estimate	B	t	Sig.
Constant	.694a	.482	.473	10.91792		13.753	.000
Social Support					-.383	-2.994	.003

Since there was a highly significant relationship found between social support and the depression level of the respondents, using perceived social support in predicting depression level also became one of the objectives of this study. This is done by using a regression analysis in Table 6 with perceived social support as the predictor and depression level as the dependent variable. The study did not find perceived social support to be a significant predictor of depression. However, this may be due to the specific sample used in the study and may not be indicative of the general population.

With the findings mentioned previously, the research was able to come up with an enhancement program that is focused on developing the Chinese college students' perceived social support from family, friends, and others. This has become the focus of this program since it was found out that Chinese college students only perceived moderate social support from these groups.

Participants in this program will receive instruction in social skills and cognitive reframing of one's identity and interpersonal relationships. Increased perceptions of social support from friends, family, and significant others are expected because of the intervention. Increases in perceived support appeared to be mediated by changes in self-esteem and frequency of self-reinforcement, as suggested by social cognition models. Furthermore, these changes in self-cognition were more significant than the changes in perceived support, indicating that it could be simpler to alter self-cognition than support perceptions.

Table 7

Proposed Psychological Intervention Program for Chinese College Students

KRA	Objectives	Program/ Strategies/ Activities	Persons Involved	Success Indicators
Mild Stress in terms of life events	**To iidentify and avoid stressors.**	Self-awareness and understanding. Students should identify the things that are causing them stress, they can start to avoid them or find ways to reduce their impact.	Students Guidance Counselors Facilitators	Students have already the ability in identifying and understanding the stressors they have in their lives
	To develop an evidenced-based stress management technique	**Stress management workshops.** These workshops teach students about the different types of stress, how to identify their stressors, and how to use relaxation techniques to manage stress.	Students Guidance Counselors Facilitators	Students have developed within themselves an evidenced-based stress management technique in dealing with their life events.
	To possessed problem-solving skills and time management skills.	**Life skills training.** This training teaches students about time management, goal setting, and problem-solving skills. These skills can help students reduce stress by helping them better manage their time, set realistic goals, and solve problems effectively.	Students Guidance Counselors Facilitators	Students already possessed problem-solving skills and time management skills in dealing with daily life challenges.
Presence of depression	To increase students' awareness of depression and its symptoms	Universal mental health education. All students in the school will receive mental health education, including information about depression, its symptoms, and how to cope with it. This education will be delivered in a variety of formats, such as classroom lessons, assemblies, and online resources.	Students Guidance Counselors Facilitators	Students already increased their awareness of depression and its symptoms
	To teach students coping skills to manage depression.	Selective interventions. Students who are at an increased risk for depression will receive additional interventions, such as individual or group therapy, skills training, and support groups. These interventions will be tailored to the individual needs of each student. Indicated interventions. Students who are already showing signs of depression will receive more intensive interventions, such as individual therapy, medication management, and family therapy.	Students Guidance Counselors Facilitators	Students already learned coping skills to manage depression.

Having moderate perceived social support from family, friends, and significant others	To change self-esteem to eventually increase perceived social supports	Training in social skills. -Challenge negative thoughts about self. -Focus on strengths. -Set realistic goals for self. -Get involved in activities that you enjoy.	College students, Counselors, Parents	Students already changed their self-esteem resulting to an increased perceived social support
	To change frequency of self-reinforcement to eventually increase perceived social supports	Training on cognitive reframing regarding self and social relations. -Reward self for small accomplishments. - Be specific about what are rewarding self for. - Make the rewards meaningful to self.		Students already changed their frequency off self-reinforcement resulting to an increased perceived social support

4. Conclusions and Recommendations

Based on the findings the respondents have mild life events, no depression, often use active coping and sometimes use the passive coping as a coping style and have a positive coping tendency, and moderate perceive social support. There are significant differences in the respondents' life events, depression level and perceived social support when they were compared based on sex, family's financial situation and type, if only child or not and depression category. There are highly significant negative relationships between and among the variables of the study, but perceived social support cannot be used as predictor of depression. A psychological intervention program was proposed to reduce the influence of negative life vents in terms of their learning factors, alleviate presence of depression and further develop the Chinese college students' perceived social support from family, friends, and others.

The college students, their parents, and teachers, read this study to understand themselves better especially in terms of the life events, depression, coping style and perceived social support. The school administrators, counselors and teachers may imbibe the essence of support and understanding, encourage them to talk about their feelings and help them to find healthy ways to express their emotions, such as through talking, journaling, or art, among others. For future researchers, they may use this study as a basis for further research related to the variables discussed. Using a different set of variables, adding more respondents and using valid and reliable measures may also help in thee betterment of this study. The proposed psychological intervention program may be checked an d evaluated by helping professionals like guidance counselors and psychologists before its implementation.

5. References

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